WEBBER® International University

St. Andrews UNIVERSITY

A Branch of Webber International University

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University Catalog
Number 81

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Webber International University
And
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(a branch of Webber International University
(collectively, The University)

ACCREDITATION AND RECOGNITION

Chartered, as not for profit corporations, by: The State of Florida, 1927, the State of North Carolina in 1961, and the State of South Carolina in 2020.

Accredited by: Webber International University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, bachelor, and master degrees. Questions about the accreditation of Webber International University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Licensed by:

Florida: Webber International University is exempt from licensure in the state of Florida by the Florida Department of Education by virtue of section 1005.06(c), Florida Statutes.

North Carolina: Webber International University is licensed to operate in the state of North Carolina by the Board of Governors of the University of North Carolina by virtue of NC Gen. Stat. § 116-15.

South Carolina: St. Andrews University (a branch of Webber International University) is licensed to operate in the state of South Carolina by the South Carolina Commission on Higher Education by virtue of the Nonpublic Post-Secondary Institution License Act, Chapter 58.

Approved By:

Florida

The Florida Department of Veterans Affairs for the training of veterans.

The National Council for State Authorization Reciprocity Agreements (NC-SARA)

North Carolina

The Elementary Education (K-6), Physical Education (K-12), Middle Grades, Secondary, and Special Education programs at St. Andrews are approved by the North Carolina Department of Public Instruction (NCDPI).

Memberships

The University:

Council for Higher Education Accreditation

Florida:

American Association of Collegiate Registrars and Officers
American Library Association
American Society of Travel Agents
Central Florida Development Council
Florida Association of Colleges and Universities
Florida Association of Collegiate Registrars and Admissions Officers
Florida Association of Student Financial Aid Administrators
Florida Independent College Fund
Florida Library Association
Frostproof Chamber of Commerce
Independent Colleges and University of Florida
International CHRIE the Hospitality and Tourism Educators
Lake Wales Chamber of Commerce and Tourism
National Association of Academic Affairs Administrators
National Association of College Admissions Counselors
National Association of Intercollegiate Athletics
National Association of Foreign Student Advisors
Sebring Chamber of Commerce
Southern Association of Collegiate Registrars and Admissions Officers
Southern Association of Student Financial Aid Administrators
Southern Association of College and University Business Officers
Tampa Library Consortium
The Sun Conference
Winter Haven Area Chamber of Commerce

North Carolina:

American Library Association (ALA)
Appalachian Athletic Conference (AAC)
Association of Presbyterian Colleges and Universities (APCU)
Association of University Women (AAUW).
Carolina Association of College Registrar and Admissions Officers
Council of Independent Colleges (CIC)Council of Independent Colleges (CIC)
Independent Educational Consultant Association
LVIS
LYRASIS
Mid-South Athletic Conference
National Association of Athletic Trainers.

National Association of College Admissions Counseling
National Association of College and University Chaplains
National Association of Intercollegiate Athletics (NAIA)
National Network of Libraries of Medicine (NNLM)
NCICU Library Collaborative
North Carolina Independent Colleges and Universities (NCICU)
PROBE
Professional Association of Therapeutic Horsemanship International (PATH)
Scotland Country Chamber of Commerce
St. Andrews's women graduates qualify for membership in the America
Virginia Association of Collegiate Registrars and Admissions Counselors

STATEMENT OF POLICY

Academic information in this edition of the Webber International University Catalog supersedes all others. Because the educational process necessitates change, Webber International University reserves the right to alter, without prior notice, the provisions listed in this catalog.

Webber International University admits students of any race, color, religion, gender, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, religion, gender, sexual orientation, national and ethnic origin, ancestry, age, disability or any other protected class under relevant state and federal laws in the administration of its education policies, admissions policies, scholarship programs, loan programs, or athletic programs.

In any advertisement, catalog, brochure, literature, or other material produced by or for the University, any statement which may appear concerning approval for admittance by nonimmigrant students must be limited to the following: "This school is authorized under Federal law to enroll nonimmigrant students."

The University reserves the right to make changes at its discretion and as might seem appropriate in such areas as, but not limited to, procedures, policies, services, requirements, and fee structures, etc. 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.

Note: The electronic version of the Academic Catalog is available on the University website https://www.webber.edu/catalogs/ under Catalogs and is the official and authoritative version of the Academic Catalog. This catalog also is available on the website of the North Carolina branch campus, St. Andrews University at https://sa.edu/registrar/academic-catalog/.

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Webber International University Florida Campus
Undergraduate Program, Fall 2021
(August 30, 2021 – December 19, 2021)

SIXTEEN-WEEK FULL TERM

May-July	Early Registration	August 30-31	Schedule Adjustments
August 25	Residence Dorms Open 9:00 a.m.	September 1-3	Drop/Add - Fee
		September 6	Labor Day
August 25-27	Orientation, Advising and Registration	November 19	Last Day to Withdraw
		November 24-26	Thanksgiving Break – No Classes
August 30	Term BEGINS	December 13-17	FINAL EXAMS/Term ENDS

FOUR-WEEK TERMS

*Note: each A, B, C, D term applies to online courses only and begins on Monday and ends on a Sunday.

A-Term

August 30	Term BEGINS
August 30-31	Drop/Add – Fee
September 6	Labor Day-No Classes
September 13	Last Day to Withdraw
September 26	Term ENDS

B-Term

September 27	Term BEGINS
September 27-28	Drop/Add – Fee
October 11	Last Day to Withdraw
October 24	Term ENDS

C-Term

October 25	Term BEGINS
October 25-26	Drop/Add – Fee
November 8	Last Day to Withdraw
November 21	Term ENDS

D-Term

November 22	Term BEGINS
November 22-23	Drop/Add – Fee
November 24-26	Thanksgiving Break – No Classes
December 6	Last Day to Withdraw
December 19	Term ENDS

EIGHT-WEEK TERMS

E-Term

August 30	Term BEGINS
August 30-31	Drop/Add – Fee
September 6	Labor Day – No Classes
October 1	Last Day to Withdraw
October 21	Final Exams/Term ENDS

F-Term

October 25	Term BEGINS
October 25-26	Drop/Add – Fee
November 19	Last Day to Withdraw
November 20-26	Thanksgiving Break
December 17	Final Exams/Term ENDS

Webber International University Florida Campus
Undergraduate Program, Spring 2022
(January 10, 2022 – May 6, 2022)

SIXTEEN-WEEK FULL TERM

January 5	Residence Dorms Open	March 7-11	Spring Break – No Classes
January 5-7	Orientation	April 15	Good Friday – Not Classes
January 10	Term Begins	April 8	Last Day to Withdraw
January 10-11	Schedule Adjustments	May 2-6	FINAL EXAMS/Term ENDS
January 12-14	Drop/Add – Fee	May 7	Graduation Rehearsal – 1:00PM
January 17	Martin Luther King – No Classes		Graduation – 6:00 PM

FOUR-WEEK TERMS

*Note: each A, B, C, D term applies to online courses only and begins on Monday and ends on a Sunday.
C-TERM does NOT observe Spring Break

A-Term

January 10	Term BEGINS
January 10-11	Drop/Add – Fee
January 17	Martin Luther King-No Classes
January 24	Last Day to Withdraw
February 6	Term ENDS

B-Term

February 7	Term BEGINS
February 7-8	Drop/Add – Fee
February 21	Last Day to Withdraw
March 6	Term ENDS

C-Term

March 7	Term BEGINS
March 7-8	Drop/Add – Fee
	No Spring Break
March 21	Last Day to Withdraw
April 3	Term ENDS

D-Term

April 4	Term BEGINS
April 4-5	Drop/Add – Fee
April 15-18	Easter Break – No Classes
April 18	Last Day to Withdraw
May 1	Term ENDS

EIGHT-WEEK TERMS

E-Term

January 10	Term BEGINS
January 10-11	Drop/Add – Fee
January 17	Martin Luther King-No Classes
February 11	Last Day to Withdraw
March 4	Final Exams/TERM ENDS

F-Term

March 14	Term BEGINS
March 14-15	Drop/Add – Fee
April 14	Last Day to Withdraw
April 15	Good Friday – No Classes
May 2-6	Final Exams/TERM ENDS

Webber International University Florida Campus
Undergraduate Program, Summer 2022
(May 9, 2022 – August 28, 2022)

SIXTEEN-WEEK FULL TERM

May 9	Term BEGINS	July 4	Independence Day – No Classes
May 9-10	Schedule Adjustment	July 29	Last Day to Withdraw
May 11-13	Drop/Add – Fee	August 22-26	FINAL EXAMS/Term ENDS
May 30	Memorial Day – No Classes		

FOUR-WEEK TERMS

*Note: each A, B, C, D term applies to online courses only and begins on Monday and ends on a Sunday.

A-Term

May 9	Term BEGINS
May 9-10	Drop/Add – Fee
May 23	Last Day to Withdraw
May 30	Memorial Day – No Classes
June 5	FINAL EXAMS/Term ENDS

B-Term

June 6	Term BEGINS
June 6-7	Drop/Add – Fee
June 20	Last Day to Withdraw
July 3	FINAL EXAMS/Term ENDS

C-Term

July 5	Term BEGINS
July 5-6	Drop/Add – Fee
July 18	Last Day to Withdraw
July 31	FINAL EXAMS/Term ENDS

D-Term

August 1	Term BEGINS
August 1-2	Drop/Add – Fee
August 15	Last Day to Withdraw
August 28	FINAL EXAMS/Term ENDS

EIGHT-WEEK TERMS

E-Term

May 9	Term BEGINS
May 9-10	Drop/Add – Fee
May 30	Memorial Day - No Classes
June 10	Last Day to Withdraw
July 1	Final Exams/Term ENDS

F-Term

July 5	Term BEGINS
July 5-6	Drop/Add – Fee
August 4	Last Day to Withdraw
August 26	Final Exams/Term ENDS

St. Andrews University A Branch of Webber International University

Laurinburg Campus 2021-2022 Academic Calendar

Fall 2021 (Aug. 25, 2021 – Dec. 17, 2021)

Aug. 31 Term BEGINS

Sept. 2 Drop/add Ends for Demi 1

Sept. 8 Drop/add Ends

Sept. 6 Labor Day Holiday

Oct. 20 Demi 1 ENDS

Oct. 21-24 Fall Break

Oct. 25 Demi 2 BEGINS

Oct. 27 Drop/add Ends for Demi 2

Nov. 24-28 Thanksgiving Break

Dec. 10 Last day to withdraw

Dec. 17 Term ENDS

Spring 2022 (Jan. 11, 2022 – May 5, 2022)

Jan. 11 Term BEGINS

Jan. 13 Drop/add Ends for Demi 1

Jan. 19 Drop/add Ends

Mar. 2 Demi 1 ENDS

Mar. 5-13 Spring Break

Mar. 14 Demi 2 BEGINS

Mar. 16 Drop/add Ends for Demi 2

April 15-18 Easter Break

April 28 Last day to withdraw

May 5 Term ENDS

Summer 2022 (May 10, 2022 – Aug. 26, 2022)

Term A: May 10, 2022 – July 1, 2022

Term C: July 5, 2022 – Aug. 26, 2022

Term A

May 10 Term A BEGINS

May 13 Drop/add Ends

June 14 Last day to withdraw

July 1 Term ENDS

Term C

July 5 Term C BEGINS

July 8 Drop/add Ends

Aug. 9 Last day to withdraw

Aug. 26 Term ENDS

St. Andrews University—Pinehurst (A Branch of Webber International University)

And SA Online 2021-2022 Academic Calendar

Fall 2021 (Aug. 31, 2021 – Dec. 17, 2021)

Term A: Aug. 31, 2021 – Oct. 22, 2021

Term C: Oct. 25, 2021 – Dec. 17, 2021

Term A	**Term C**
Aug. 31 Term A BEGINS	Oct. 25 Term C BEGINS
Sept. 3 Drop/add Ends	Oct. 28 Drop/add Ends
Sept. 6 Labor Day Holiday	Nov. 24-26 Thanksgiving Break
Oct. 4 Last day to withdraw	Nov. 29 Last day to withdraw
Oct. 22 Term A ENDS	Dec. 17 Term C ENDS

Spring 2022 (Jan. 11, 2022 – May 5, 2022)

Term A: Jan. 11, 2022 – Mar. 4, 2022

Term C: Mar. 7, 2022 – Apr. 29, 2022

Term A	**Term C**
Jan. 11 Term A BEGINS	Mar. 7 Term C BEGINS
Jan. 14 Drop/add Ends	Mar. 10 Drop/add Ends
Feb. 14 Last day to withdraw	Apr. 11 Last day to withdraw
Mar. 4 Term A ENDS	Apr. 29 Term C ENDS
	May 2-6 Semester Break

Summer 2022 (May 10, 2022 – Aug. 26, 2022)

Term A: May 10, 2022 – July 1, 2022

Term C: July 5, 2022 – Aug. 26, 2022

Term A	**Term C**
May 10 Term A BEGINS	July 5 Term C BEGINS
May 13 Drop/add Ends	July 8 Drop/add Ends
June 14 Last day to withdraw	Aug. 9 Last day to withdraw
July 1 Term ENDS	Aug. 26 Term ENDS

St. Andrews University —Charleston, Charlotte, Columbia

(A Branch of Webber International University)

2021-2022 Academic Calendar

Fall 2021 (Aug. 30, 2021 – Dec. 19, 2021)

Term A: Aug. 30 – Sept. 26

Aug. 30 Term A BEGINS

Sept. 1 Drop/add Ends

Sept. 6 Labor Day Holiday

Sept. 13 Last day to withdraw

Sept. 26 Term A ENDS

Term B: Sept. 27 – Oct. 24

Sept. 27 Term B BEGINS

Sept. 29 Drop/add Ends

Oct. 11 Last day to withdraw

Oct. 24 Term B ENDS

Term C: Oct. 25 – Nov. 21

Oct. 25 Term C BEGINS

Oct. 27 Drop/add Ends

Nov. 8 Last day to withdraw

Nov. 21 Term C ENDS

Term D: Nov. 22 – Dec. 19

Nov. 22 Term D BEGINS

Nov. 24 Drop/add Ends

Nov. 25-26 Thanksgiving Break

Dec. 6 Last day to withdraw

Dec. 19 Term D ENDS

Spring 2022 (Jan. 10, 2022 – May 1, 2022)

Term A: Jan. 10 – Feb. 6

Jan. 10 Term A BEGINS

Jan. 12 Drop/add Ends

Jan. 31 Last day to withdraw

Feb. 6 Term A ENDS

Term B: Feb. 7 – Mar. 6

Feb. 7 Term B BEGINS

Feb. 9 Drop/add Ends

Feb. 21 Last day to withdraw

Mar. 6 Term B Ends

Term C: Mar. 7 – April 3

Mar. 7 Term C BEGINS

Mar. 9 Drop/add Ends

Mar. 21 Last day to withdraw

April 3 Term C ENDS

Term D: April 4 – May1

April 4 Term D BEGINS

April 6 Drop/add Ends

April 17 Easter Holiday

April 18 Last day to withdraw

May 1 Term D ENDS

St. Andrews University —Charleston, Charlotte, Columbia
(A Branch of Webber International University)
2021-2022 Academic Calendar

Summer 2022 (May 9, 2022 – Aug. 28, 2022)

Term A: May 9 – June 5

May 9 Term A BEGINS

May 11 Drop/add Ends

May 23 Last day to withdraw

June 5 Term A ENDS

Term B: June 6 – July 4

June 6 Term B BEGINS

June 8 Drop/add Ends

June 20 Last day to withdraw

July 3 Term B ENDS

July 4 Independence Day

Term C: July 5 – Aug. 1

July 5 Term C BEGINS

July 7 Drop/add Ends

July 18 Last day to withdraw

Aug. 1 Term C ENDS

Term D: Aug. 2 – Aug. 28

Aug. 2 Term D BEGINS

Aug. 4 Drop/add Ends

Aug. 15 Last day to withdraw

Aug. 28 Term D ENDS

Webber International University Florida Campus

Academic Calendar
MBA Program
2021-2022

Fall Session I 2021

TBA	Orientation
Aug 24	Tuesday Night Classes Begin
Aug 26	Thursday Night Classes Begin
Aug 27	Last Day Drop/Add – Fee
Oct. 14-19	Final Exams

Spring Session I 2022

Jan. 11	Tuesday Night Classes Begin
Jan. 13	Thursday Night Classes Begin
Jan. 14	Last Day Drop/Add – Fee
Mar. 1-3	Final Exams

Summer Session I 2022

May 10	Tuesday Night Classes Begin
May 12	Thursday
Night Classes	Begin
May 13	Last Day Drop/Add – Fee
Jun. 28-30	Final Exams

Fall Session II 2021

Oct. 21	Thursday Night Classes Begin
Oct. 26	Tuesday Night Classes Begin
Oct. 27	Last Day Drop/Add-Fee
Nov. 24-26	Thanksgiving
Dec. 14-16	Final Exams

Spring Session II 2022

Mar. 15	Tuesday Night Classes Begin
Mar. 17	Thursday Night Classes Begin
Mar. 18	Last Day Drop/Add - Fee
May 3-5	Final Exams

Summer Session II 2022

Jul. 5	Tuesday Night Classes Begin
Jul. 7	Thursday Night Classes Begin
Jul. 8	Last Day Drop/Add-Fee
Aug. 23-25	Final Exams

St. Andrews University A Branch of Webber International University

MBA and MAEd 2021-2022 Academic Calendar

Fall 2021 (Aug. 31, 2021 – Dec. 17, 2021)

Term A: Aug. 31, 2021 – Oct. 22, 2021

Term C: Oct. 25, 2021 – Dec. 17, 2021

Term A	Term C
Aug. 31 Term A BEGINS	Oct. 25 Term C BEGINS
Sept. 3 Drop/add Ends	Oct. 28 Drop/add Ends
Sept. 6 Labor Day Holiday	Nov. 24-26 Thanksgiving Break
Oct. 4 Last day to withdraw	Nov. 29 Last day to withdraw
Oct. 22 Term A ENDS	Dec. 17 Term C ENDS

Spring 2022 (Jan. 11, 2022 – May 5, 2022)

Term A: Jan. 11, 2022 – Mar. 4, 2022

Term C: Mar. 7, 2022 – Apr. 29, 2022

Term A	Term C
Jan. 11 Term A BEGINS	Mar. 7 Term C BEGINS
Jan. 14 Drop/add Ends	Mar. 10 Drop/add Ends
Feb. 14 Last day to withdraw	Apr. 11 Last day to withdraw
Mar. 4 Term A ENDS	Apr. 29 Term C ENDS
	May 2-6 Semester Break

Summer 2022 (May 10, 2022 – Aug. 26, 2022)

Term A: May 10, 2022 – July 1, 2022

Term C: July 5, 2022 – Aug. 26, 2022

Term A	Term C
May 10 Term A BEGINS	July 5 Term C BEGINS
May 13 Drop/add Ends	July 8 Drop/add Ends
June 14 Last day to withdraw	Aug. 9 Last day to withdraw
July 1 Term ENDS	Aug. 26 Term ENDS

A MESSAGE FROM THE PRESIDENT

On behalf of the entire Webber International University (operating as St. Andrews University in the Carolinas) family, a hearty welcome. We are delighted – and honored – that you have entrusted your future to us.

Webber College was established in 1927 by world-famous economist Roger Babson (who also founded Babson College) and his wife Grace Knight, for the then fairly controversial purpose of providing women with access to a high quality, genuinely relevant business degree. We were the first school to open under Florida's educational and charitable laws and, to the best of our knowledge, the second school of business for women in the United States. While Webber began admitting men in the 1970's, it was exclusively a business school until 2019 when it began adding carefully selected majors in the health professions and education. Established in 1896, the all-women Flora Macdonald College merged with the all-men Presbyterian Junior College in 1958 to form St. Andrews Presbyterian College, which opened in Laurinburg, North Carolina in 1961 as, to the best of our knowledge, the first completely barrier-free college in the United States. The then all-business Webber International University merged with the then all-liberal arts and sciences St. Andrews University in 2011, combining the strengths, while maintaining the unique flavor, of each of the former institutions into a SACSCOC accredited, private, not-for-profit, regional university with two residential campuses and six adult and continuing education centers, offering 42 bachelor's degrees and 6 master's degrees to students from over 50 different countries.

Over the years much has changed. We have added a number of varsity sports mainly competing in the NAIA (our national champion bowling teams compete in the USBC, our national champion equestrian teams compete in the IHSA, IDA, and ANRC, and our new Esports teams complete in the NACE). We have added new – but closely related and highly sought after – degrees. We have strategically expanded into a few major metropolitan areas which have a need for accelerated – but nevertheless student focused, business driven, and superlative quality – educational opportunities. Realizing that for some on campus is out of the question, we now offer a number of our degrees entirely online.

But two things haven't changed: our commitment to student success and our belief that we ought to treat others as we'd have them treat us. It starts from the first contact. If we can't help you fulfill your dreams, we'll recommend a school which can. But if we can help you achieve your goals, we'll help you figure out the way which works best for you. It continues into the classroom. We don't have graduate assistants teaching classes. Ever. Our faculty do research because that's what faculty do, but we pay them to teach. You'll find faculty in their offices after class, and often at the big game as well. Our faculty are highly credentialed – you can stack them up against any faculty in the world – but as importantly most have actually worked in the field in which they're teaching. We have an open door policy. And our commitment continues beyond graduation… with lifetime career placement assistance and a network of employers who know when you hire one of our graduates, you're hiring individuals who are prepared not just for their first job, but for their first few promotions as well.

Welcome to our family. Thank you for entrusting us with your hopes, your dreams, your very future. Our sincerest hope is that the day will come, as it has for so many alumni, that you will so fondly look back at your time with us that you will send your own kids to pursue their education here.

With warmest regards,
Keith Wade, President & CEO

MISSION

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, while pursuing a degree at associate, bachelor, or master level. Special emphasis is placed on enhancing oral and written communication, and critical thinking skills. The international quality of the student body enriches personal experience and promotes understanding of international cultures and influences. Through an atmosphere in which self-discipline, creativity and cultivation of ethical standards are enhanced, the University is dedicated to teaching its students the “how to learn, how to think, and how to apply method” to each new challenge.

ABOUT THE UNIVERSITY

University History

On April 6, 1927, Grace Knight and Roger W. Babson founded the 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 college, 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 the University's permanent campus, and our student body became co-ed in 1971. A Florida not-for-profit corporation, Webber International University, Inc., is governed by an independent Board of Trustees.

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, five dormitories, two gymnasiums, a state of the art fitness center and a conference center.

Webber is a member of the NAIA and the Sun Conference. Webber women participate in basketball, beach volleyball, bowling, cheerleading, cross country, flag football, golf, lacrosse, soccer, track & field, and Indoor volleyball. The Men compete in basketball, baseball, bowling, cross country, football, golf, lacrosse, soccer, track & field, and indoor volleyball. Webber is also an associate member of the Mid-South Conference for Football, M-Volleyball, and W-Lacrosse and the Appalachian Athletic Conference in M-Lacrosse.

In addition to our traditional undergraduate program, we proudly offer a Master of Business Administration degree program with emphases in Accounting, Criminal Justice Management, International Business, and Sport Business 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 leaders to meet the challenges of the future by instilling a desire for innovative thought and creative accomplishment

In 2011, as part of its long-range strategic development plan, Webber merged with St. Andrews Presbyterian College (now operating as St. Andrews University, a branch of Webber International University), with a sprawling residential campus in Laurinburg, North Carolina. St. Andrews is a liberal arts and sciences institution that has been serving students at its current location for over 50 years. By means of the merger, Webber expanded the academic opportunities and curricular offerings available to its students, extended the reach of its educational programs, and positioned itself for additional growth and service to students.

In addition, in 2011, the University of North Carolina Board of Governors approved interim licensure, and in 2013 granted 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), and to designate St. Andrews as an additional instructional location.

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 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.

The Laurinburg 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.

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 beautiful 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 campuses are located in Charlotte, North Carolina; Charleston, South Carolina; and Columbia, South Carolina

St. Andrews is a member of the National Association of Collegiate Athletics; student athletes

compete in the Appalachian Athletic Conference. For men, St. Andrews offers baseball, basketball, cross country, football, golf, lacrosse, soccer, wrestling, swimming, outdoor and indoor track and field, and volleyball. Women athletes may compete in basketball, cross country, golf, lacrosse, soccer, softball, swimming, wresting, outdoor and indoor track and field, volleyball and beach volleyball. St. Andrews has co-ed teams in competitive cheer, competitive dance, and Esports.

Institutional 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.

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.

Students who desire to resolve a grievance are encouraged to follow the University's Student Grievances Procedures located in the campus Student Handbooks.

Florida

Normal inquiries about the University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the University, and not to the Florida Department of Education Commission on Independent Education's office. The Department's office is to be contacted only if there is evidence that appears to support an institution’s significant noncompliance with a requirement or standard.

All students, including prospective students, can file a complaint through the Florida Department of Education Commission on Independent Education. The process for filing a complaint can be found at www.fldoe.org/policy/cie/file-a-complaint.stml.

North Carolina

The agency for student complaints is the University of North Carolina Board of Governors. Complaints can be filed at http://www.northcarolina.edu/?q=complaints.

South Carolina

Students enrolled in an academic program based on a South Carolina campus have the option to contact the South Carolina Commission on Higher Education (www.che.sc.gov.) to lodge a complaint.

Online Student Complaints

Florida students who have a formal complaint must first attempt to resolve a complaint with the University. Student who feel that not all issues were resolved with the final disposition, may review the Florida complaint policy with the Florida Department of Education at WWW.fldoe.org/sara/complaint-process.stml.

Accreditation

Webber International University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (http://www.sacscoc.org/) to award associate, baccalaureate, and master degrees. 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 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 and SACSCOC Complaint Form:
https://sacscoc.org/app/uploads/2019/07/complaintpolicy.pdf

Statement of Equal Employment Opportunity and Nondiscrimination

Recognizing that equality is a fundamental goal in a democratic society, the University, 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 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 student.

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:

* The right to inspect and review the student's education record within 45 days of the day the University receives a request for access.

* 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.

* The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

* The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Detailed information about these rights is available in the campus student handbooks. For questions regarding FERPA, please contact the Dean of Students on either the Florida or North Carolina campus as appropriate.

Drug-free Workplace

The University's 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 student handbook for the appropriate campus.

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 the University's drug-free workplace policy. Such notification shall be made no later than five days after such conviction.

Within thirty (30) days of receiving the notice referred to in the paragraph above (that is, any conviction of a drug charge), the University 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.

FACILITIES

Babson Park, Florida Campus

Webber's 110 acre campus is located along beautiful Crooked Lake, officially designated an Outstanding Florida Water by the State. The clear lake provides opportunities for water sports and settings for outdoor recreation.

The campus also contains a softball field, soccer field, baseball stadium, 6 tennis courts, 3 beach volleyball courts, a swimming pool, out-door basketball court and state of the art turf field. The gymnasium provides basketball and volleyball courts, locker rooms, and co-ed weight-training equipment in the fitness center.

Learning Commons

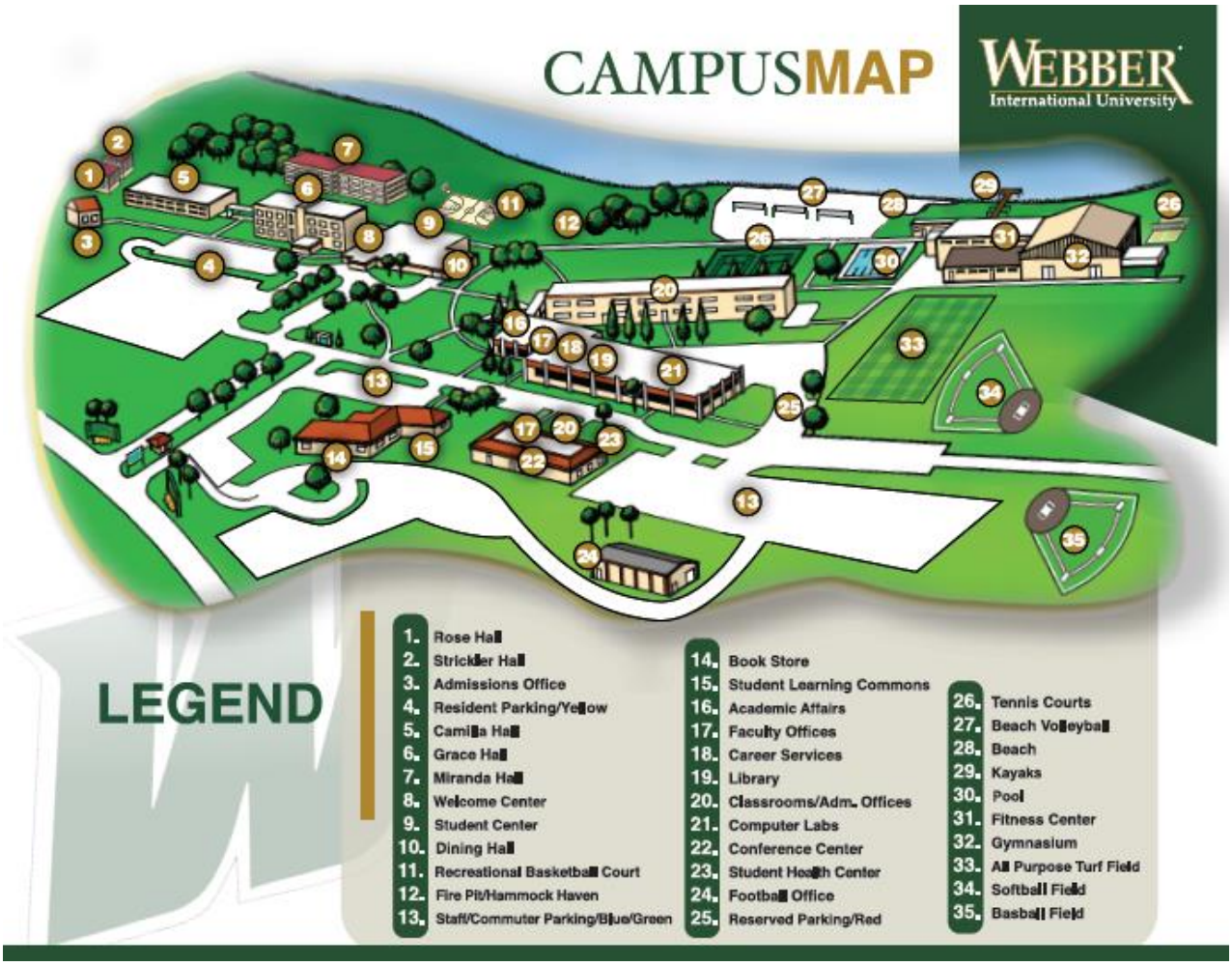
Launched in the Fall of 2020, the mission of the Learning Commons is to provide resources that support students in their journey to academic success. Learning Commons resources include a computer lab with a networked printer, quiet study zone, areas for group collaboration, Writing Center and a Tutoring Center. The facility also houses the campus Bookstore, where students can purchase textbooks, supplies and Webber athletic merchandise. The Café on the Commons includes Starbucks coffee as well as a breakfast and lunch menu for our busy students on the go.

Grace Hall and Camilla Hall and the three new residence halls offer accommodations overlooking Crooked Lake. Grace Hall and Camilla Hall provide laundry facilities. The dormitories are connected to the Babson Center, which houses the main reception area for the campus and the cafeteria.

The Admissions Department is located in the Old Main Building, one of the original buildings from 1927, and the Student Life Office is found in the McConnell Building.

Grace and Roger Babson Learning Center

In its role as campus library, the Babson Learning Center serves as the "gateway" to information for students, faculty, and staff of the University. The 100% electronic academic resource collection provides over 200,000 e-books as well as a vast assortment of video and audio files, images, and journal articles. These e-resources have the advantage of being updated on a regular basis and are accessible anywhere, anytime on multiple mobile devices. Several computers and printer as well as wireless service are available for student use. Group study rooms, a presentation practice room, an audiovisual viewing area and classroom are also available. The Webber Historical Center displays information and artifacts chronicling the creation and history of the University. The Rare Book Room houses a collection of Roger Babson's published books, his personal books, gift book collections, and a collection of Civil War monographs.


CAMPUSMAP
WEBBER
International University
LEGEND
1. Rose Hall
2. Strickler Hall
3. Admissions Office
4. Resident Parking/Yellow
5. Camilla Hall
6. Grace Hall
7. Miranda Hall
8. Welcome Center
9. Student Center
10. Dining Hall
11. Recreational Basketball Court
12. Fire Pit/Hammock Haven
13. Staff/Commuter Parking/Blue/Green
14. Book Store
15. Student Learning Commons
16. Academic Affairs
17. Faculty Offices
18. Career Services
19. Library
20. Classrooms/Adm. Offices
21. Computer Labs
22. Conference Center
23. Student Health Center
24. Football Office
25. Reserved Parking/Red
26. Tennis Courts
27. Beach Volleyball
28. Beach
29. Kayaks
30. Pool
31. Fitness Center
32. Gymnasium
33. All Purpose Turf Field
34. Softball Field
35. Baseball Field

Laurinburg, North Carolina Campus

The St. Andrews branch campus is located on the south side of Laurinburg, North Carolina in Scotland County— at the border of the Piedmont and Coastal Plain regions. Spectacular mountains and magnificent beaches are within easy driving distance. The 300-acre campus features Academic and Student Life buildings grouped on opposite sides of the beautiful 70-acre Lake Ansley C. Moore. One mile from the campus is the 300-acre Equestrian Center.

The academic side of the lake houses The James L. Morgan Liberal Arts Building, Avinger Auditorium, the Morgan-Jones Science Center, the Vardell Building, and DeTamble Library. The James L Morgan Liberal Arts Building houses the office of the campus president, the office of admissions and financial aid, and other administrative and faculty offices, as well as classrooms, the Morris Morgan Theatre, Computer Services, a computer laboratory, communications program MAC lab, business program computer lab, and Piper's Cafe. Next to the James L Morgan Liberal Arts Building is Avinger Auditorium, with space for 300 students, faculty, staff, or community members. The Morgan-Jones Science Center provides facilities for the institution's science programs. The approximately 20,000 square foot open John Blue Laboratory houses the science laboratory areas, the Logistics Center, and the Nursing Program simulation lab. Laboratory space for the Occupational Therapy Assistant program and the Nursing program clinical lab will be located in this building. The Vardell building houses the Electronic Fine Arts Center including a studio for the computer art game design program. In addition, Vardell contains classrooms, the Hagan Choral Room, faculty offices, music practice rooms, and an Esports lab and competition area. The DeTamble Library is an 18,168 square foot building housing books, journal, video and audio files, and electronic academic resources. Computers, video green room, reading room, the Nursing Program Resource Center, and St. Andrews Archives are in the DeTamble Library. Classrooms in all academic buildings are equipped with flexible student seating, computer with internet access, projector or large screen television, white boards and/or chalk boards. For specialized programs, the university utilizes equipment that meets industry standards and effectively meets the program objectives.

The student life side of the lake houses The William Henry Belk Student Life Building, seven Residence Halls, the Physical Education Center and sports fields for the 26 NAIA men's, women's, and co-ed athletic programs. For men, St. Andrews offers baseball, basketball, cross country, track and field, football, golf, lacrosse, soccer, wrestling, swimming, soccer, and volleyball. Women athletes may compete in basketball, cross country, track and field, golf, lacrosse, soccer, softball, swimming, volleyball, beach volleyball, and wrestling. St. Andrews has co-ed team in competitive cheer, competitive dance, and Esports. In additional to two gymnasiums, the Physical Education Center has two classrooms, weight rooms, Sport Performance, Health and Fitness lab, athletic training room, and an indoor swimming pool. Connected to the Physical Education Center is Burris Hall, current home for the Campus Safety and Security Offices, Physical Plant Offices, and a student computer lab.

The Equestrian Center has a 120' x 300'covered arena, a 175' x 340' foot covered arena, four outdoor show and teaching areas, a 120' x 250' dressage area, 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. The facility also includes the Singletary Therapeutic Riding Center. St. Andrews has five competitive equestrian teams: the IHSA Hunter Seat, IHSA Western, IDA Dressage, and USEF and ANRC Show Teams.

Campus Map Key

1. St. Andrews Equestrian Center
2. Flora Macdonald Gardens
3. The Scottish Heritage Center
4. Morgan-Jones Science Center
   - *Anthropology Museum*
   - *John Blue Laboratory*
   - *Logistics Center*
   - *Molecular Modeling Lab*
   - *Psychology Lab*
5. Avinger Auditorium
6. James L. Morgan Liberal Arts Building
   - *Academic Affairs*
   - *Administrative Services Center*
   - *Admissions*
   - *Alumni Office*
   - *Business Office*
   - *Communications*
   - *Computer Services*
   - *Financial Aid*
   - *Institutional Advancement*
   - *Morris Morgan Theatre*
   - *President's Office*
   - *Registrar*
   - *St. Andrews Press*
7. DeTamble Library
   - *College Archives*
   - *R.J. Reynolds Reading Room*
   - *Scottish Heritage Center*
8. Vardell Building
   - *Electronic Fine Arts Center*
   - *Hogan Choral Room*
   - *Lindsay Warren Gallery*
9. Katherine MacKay Belk Bell Tower
10. Lake House
11. Wilmington Hall
12. Granville Hall
    - *Adaptive Daily Living Suites*
13. Concord Hall
14. Albemarle Hall
15. William Henry Belk College Center
    - *Bookstore*
    - *Career Services*
    - *Carol Grotnes Belk Main Room*
    - *The Chapel*
16. Mecklenburg Hall
17. Pate Hall
    - *Academic Support Services*
    - *duPont Academic Resource Center*
    - *Student Health & Wellness*
      - *Counseling Services*
      - *Health Services*
18. Winston-Salem Hall
    - *Crossroads Dining Hall*
    - *The Knight Life*
    - *Sinclair Dining Room*
    - *Student Affairs*
    - *Student Mailboxes*
19. Orange Hall
20. St. Andrews Knight Statue
21. Campus Safety and Security
22. Physical Education Center
    - *Harris Courts Gym*
    - *Ullrich Fitness Center*
23. O'Herron Swimming Pool
24. Purchasing Office
25. Farrago
26. Physical Plant
27. Softball Field
28. Track
29. Clark Baseball Field
30. Intramural Field
31. Knights Field
32. Football Field

St. Andrews University - Pinehurst (A Branch of Webber International University) is located on the Sandhills Community College campus at 3395 Airport Road, Pinehurst, NC 28374. The Director's office is in 175 Kennedy Hall on the 240 acre campus. On-campus classes are taught in Stone Hall and Blue Hall. In addition to the on-campus courses, the Pinehurst campus also offers convenient and flexible degree options for non-traditional students in a 100% online format. The blending of the online environment, experienced faculty, technology, academic support and campus resources, such as the DeTamble Library and Center for Academic Success, offer online students exceptional support for academic success.

Charlotte, North Carolina Campus

St. Andrews University - Charlotte (A Branch of Webber International University) is located at 207 Regency Executive Park Drive, Charlotte, NC 28217. The two-story campus encompasses 32,579 square feet, which includes classrooms, a media center, a student lounge, a patio area, a conference room, and offices. Classrooms are air-conditioned and designed for lectures and hands-on instructional material. Students have access to the all the resources of Webber International University and St. Andrews, including DeTamble Library and the Center for Academic Success In addition the campus provides ample free parking.

Columbia, South Carolina Campus

The Columbia Campus is located at 1628 Browning Road, Columbia, South Carolina 29210. The school is conveniently located in the Browning Business Center near the intersections of I-26 and I-20. The facility encompasses 29,960 square feet of air conditioned/heated and well-lit classrooms, media center, student lounge, and offices providing students with a modern and comfortable learning environment. Students have access to the all the resources of Webber International University and St. Andrews, including DeTamble Library and the Center for Academic Success In addition, the school provides ample free parking.

Charleston, South Carolina Campus

St. Andrews University - Charleston (A Branch of Webber International University) is located at 2431 Aviation Avenue, Suite 703, North Charleston, South Carolina 29406. The campus is conveniently located in the Aviation Business Park in the heart of North Charleston and is also in close proximity to the Charleston International Airport, I-526, and I-26. The campus encompasses approximately 19,809 square feet with high-quality classrooms and facilities. Students will have access to classrooms, a media center, a student lounge, and office spaces to provide them with a modern and comfortable learning environment that is conducive to their success in their chosen career path. Students have access to the all the resources of Webber International University and St. Andrews, including DeTamble Library and the Center for Academic Success In addition, the campus has ample free parking.

STUDENT SERVICES

At Webber International University, not all learning experiences take place in the classroom. Active involvement in social programs, recreational activities and personal-growth experiences create special moments and long-lasting college memories. The good times, friends and knowledge are all part of the excitement of living and learning at Webber International University.

Student Life and Services

In addition to the educational programs, both campuses provide a rich variety of resources to support students' lives and well-being as they pursue their degree. These services range from room and board to student organizations and activities to health and wellness to safety and security. Together these various support services help students maintain the physical and social well-being in the midst of an active learning community, throughout their time at the university.

Residence Life and Housing

The residence halls on each campus provide a home away from home, where students build a sense of community and mutual responsibility as they learn to live together. The Florida campus has five residence halls. Grace Hall has shared room accommodations for male students and Camilla Hall has shared room accommodations for female students. Dorms Rose, Stickler and Miranda Hall each has single private bedrooms, a semi-private bath, and a suite lounge. The North Carolina campus has eight residence halls: four "high-rise", two story halls, (Concord Hall, Winston-Salem Hall, Wilmington Hall, and Mecklenburg Hall) and four "low-rise" single story halls (Pate Hall, Orange Hall, Albemarle Hall, and Granville Hall). All halls have a main lounge, a suite lounge, and a suite bathroom. All rooms are designated for double occupancy, though single-rooms can be requested, if space allows, for an additional fee. All residence halls on both campuses provide laundry facilities, cable television, and internet access for all students. Residence life is supervised and supported by professionals in the Office of Student Affairs/Student Life and student leaders called Resident Assistants. For more details about the particular residence halls, rules governing life in the residence halls, and support staff arrangements on each campus, see the distinctive Student Handbook of the Florida or North Carolina campus.

Meal Plan/Dining

Both campuses provide dining services for residential and commuter students. Providing nutritious, satisfying meals, with a variety of options, the campus dining services make sure students are properly fed as they engage in curricular and co-curricular activities. The main dining hall on the Florida campus is in the Babson Center. On the North Carolina campus, it is in the Belk University Center. In addition to regular meals in the main dining halls, both campuses have a cafe where students can get food and drink on the run or when they cannot get to the cafeteria. For information about the particular hours, prices, and meal options, see the distinctive Student Handbooks of the Florida and North Carolina campuses.

Student Activities and Organizations

Mindful that education also takes place outside the classroom, and in order to support and encourage a rich campus life, both campuses provide a range of student activities and clubs that offer students opportunities for leadership and professional development, social engagement, religious expression, and community service. These clubs and activities are supported and

overseen by the Office of Student Affairs, but are largely run by students, with the help of faculty advisors. On each campus, the Office of Student Affairs empowers students to contribute to the quality of the campus experience and their personal growth through leadership and participation in a wide variety of activities and clubs. The Office of Student Affairs is committed to helping every student find a way to participate in and contribute to the richness of campus life. Creating new clubs and activities based on student passion and interest is always encouraged. For more information about the particular clubs and organizations on each campus, as well as the particular rules and procedures governing clubs and activities, please see the distinctive Student Handbooks for each campus.

Health and Wellness

The University understands the importance of supporting the mental and physical health of students. Maintaining physical health and having access to medical care in the case of illness is necessary to be productive and successful. Similarly, because university is a time of emotional growth as well as significant mental stress, many students find mental health counseling services make an important contribution to their academic success and personal growth. For these reasons, both campuses make access to health and counseling services an important part of their student services. The Florida campus is fortunate to have both health and counseling services available on campus during the week. The North Carolina campus, while not currently able to provide health services on campus, has developed relationships with local service provides and helps students in need of medical or counseling services make appointments. Students do have access to counseling services both on campus and in the local community. In order to maintain public health at the university, all students of the University are required to have medical insurance and provide proof that they are up-to-date on all required immunizations. Opportunities are provided throughout the year for students, as well as faculty and staff, to receive vaccinations against seasonal, infectious diseases like influenza. After hours, campus safety and security are responsible for coordinating emergency medical and mental health services. For more on how to arrange medical and mental health services on the different campuses, please see the distinctive Student Handbooks for each campus.

Disabled Student Services

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, Webber International University seeks to provide accommodations for students with disabilities enabling them to access education on an equal basis with students without disabilities. Auxiliary learning aids as well as human support services are made available to qualified students with varying disabilities.

Campus Safety and Security

Knowing that intellectual growth and achievement require a safe and secure environment, the University maintains campus safety and security through Office of Campus Safety on each campus. These offices and their professional staff assure the security of the campus through twenty-four hour patrols of the property, as first-line responders in emergency situations, and through close communication with local law enforcement, fire safety, and emergency response agencies. Additionally, they oversee and manage vehicle registration, guest registration, and compliance with institutional policies and procedures, within the framework of federal, state, and local laws. In the case of campus-wide emergencies campus safety uses the campus emergency notification system to make all students, faculty, and staff aware of the emergency and how to

respond effectively. More detailed information about the Office of Campus Safety and how they operate on each campus can be found in the Student Handbook of the particular campus.

Learning Commons

The Learning Commons at Florida Campus offers multiple services in support of student academic progress. Students can walk in or make an appointment in advance using the Bookings App in Office 365.

- Tutoring Center
  - Tutoring is offered Monday – Friday.
  - Hours of availability are posted in the Learning Commons and online in the Bookings App.
  - Tutors are upperclassmen with a 3.5 cumulative GPA.
  - Support for homework, projects, test preparation and study strategies.
- Writing Center
  - Offers writing consultations and support for all phases of the writing process.
  - Writing Workshops are scheduled throughout the semester.
  - Individual consultations are available by appointment through the Bookings App.

In addition to these services, the Learning Commons Director also provides consultations for students who need a specific action plan to improve grade or help with time management. Hours of availability are posted in the Learning Commons as well through the Bookings App.

Career Services

Mindful that the successful completion of a university degrees serves the purpose, among other things, of preparing students for profitable, enjoyable, and meaningful work, the University provides resources to help students prepare for and find employment. Each campus has an office that is available to and willing to work with students from their first day on campus in order to help them pursue their professional dreams and goals. All students are encouraged to take advantage of career counseling, resume' writing support services, career fairs on and off campus, internship opportunities, full and part-time employment search resources, assistance with choosing a major or graduate school program suited to their career goals, mock interviews, and other services offered in the Office of Career Services. More detailed information about career services for students and alumni can be found in the Student Handbook of the particular campus.

Student Complaints

Students who have a complaint or grievance, including any allegation of improper behavior or discrimination on the part of a university employee, should submit it in writing, with the appropriate detail, to the relevant senior administrator. The institution will not respond to or consider anonymous complaints, complaints containing defamatory statements, or complaints submitted on behalf of another individual. Written complaints must be signed and dated. They must include: a) a statement describing the complaint in the clearest possible terms; b) a clear and concise 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.

- For a complaint or appeal involving the academic areas of the institution, contact the Dean of Academic Affairs of the particular campus;

- For a complaint or appeal involving the student life areas of the institution, contact the Dean of Student Affairs of the particular campus;
- For a complaint or appeal involving the athletic areas of the institution, contact the Athletic Director of the particular campus;
- For a complaint or appeal involving Financial Aid, contact the Director of Financial Aid of the particular campus;
- For a complaint or appeal involving the Business office, contact the senior Business officer of the particular campus;
- For a complaint or appeal involving Title IX, contact the Title IX compliance officer of the particular campus.

Students who do not feel that their complaint or appeal was resolved properly may appeal to the campus president, in writing, following the guidelines above. A list of senior administrators for each campus can be found in the Student Handbook for that campus.

ADMISSIONS INFORMATION

ADMISSIONS: General

First-year, non-traditional and transfer students may be admitted to the University for the Fall, Spring, Summer terms. The Office of Admissions seeks to ensure that candidates for admission possess the characteristics and skills necessary for success, and understand that this may be reflected in prior achievement as well as in clear potential. The University accepts students who are otherwise admissible without regard to age, disability, national and ethnic origin, race, religion, sex or sexual orientation. Prospective students are encouraged to contact the Office of Admissions to discuss the University and its programs and to share their personal goals. Campus visits are encouraged and welcomed. Prospective students wishing to visit the University may make arrangements by contacting the campus of interest:

Office of Admissions
Webber International University
1201 North Scenic Highway
Babson Park, Florida 33827
1-800-741-1844
(863) 638-2910
FAX (863) 638-1591
E-mail: admissions@Webber.edu

An online version of the application is available at www.Webber.edu for the Florida campus in Babson Park, Florida.

OR

Office of Admissions
St. Andrews University
1700 Dogwood Mile
Laurinburg, NC 28352
1-800-763-0198
(910) 277-5000
FAX (910) 277-5020
Email: admissions@sa.edu

Office of Admissions
St. Andrews Charlotte
207 Regency Executive Park Drive
Charlotte, NC 28217
(980) 242-2596
Email: Charlotte@sa.edu

Office of Admissions
St. Andrews Columbia
1628 Browning Road, Suite 180
Columbia, SC 29210
803-403-8488
Email: Columbia@sa.edu

Office of Admissions
St. Andrews Charleston
2431 Aviation Ave #703
Charleston, SC 29407
(843) 867-3844
Email: Charleston@sa.edu

An online version of the application is available at www.sa.edu for the Carolina campuses.

Our admissions philosophy is very simple – we look at each applicant individually as a whole individual because our mission is to educate the whole individual. 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.

The University 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. Once admitted an advance enrollment fee of $100, is required for all students. In addition, an advance deposit of $150, applicable to the Residence Hall Fee, is required of every resident student to reserve a room. Deposits are refundable until May 1 for our fall semester and March 1 for our spring semester.

ADMISSION REQUIREMENTS

First-year and transfer students may be admitted to the University for the Fall, Spring, or Summer semesters.

First-Year Applicants

First-year freshman students are those who are entering from high school or students with less than 12 semester university credits. The students who have attended another college/university and have less than 12 semester university credits that can be transferred will be placed in the College Success Course in the first semester at Webber if the person's term or cumulative GPA at the other college/university was lower than 2.0.

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). SAT/ACT

scores are not required for the applicants for fall 2020, spring 2021, summer 2021, fall 2021, spring 2022, and summer 2022 admissions if the applicants were not able to take the tests because of the coronavirus (COVID-19)pandemic.

First-year applicants who are high school graduates should satisfactorily complete at least 12 of the following university prep curriculum courses:

- Three units of English.
- One unit of a foreign language.
- Three units of math
- Three units of social studies.
- Three units of science.

Students who have received high school equivalency certification based on the General Education Development (GED) test may 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 All official documents, including the GED certificate, should be mailed directly to the University.

Students educated in home school and non-traditional settings will be considered for admission. The Admission Office may request submission of completed work, portfolio, test scores, and other information to assist in making a decision on the application in addition to SAT or ACT scores. An official final high school transcript, 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 Admissions and will be forwarded to the Office of the Registrar, in compliance with federal enrollment guidelines.

Transcripts and score reports should be sent directly to the Office of Admissions. (suggest not listing campuses and address again since it is above.

FRESH START PROGRAM

The University's Fresh Start Program is designed to support the educational efforts of moderate to high-risk students. The students accepted into the program might have had difficulty in achieving appropriate educational goals in the past, but have demonstrated a commitment to continuing their education and moving toward career goals.

Academic Profile of a Fresh Start Student

Students meeting the criteria below can be considered for the Fresh Start Program:

GPA < 2.0 OR
SAT (critical reading and math) < 700
An interview may be required as part of the Fresh Start application process.

Transfer students with less than 12 transferrable college credit hours whose GPA does not meet the minimum of a 2.00 GPA may be considered for the Fresh Start Program

SAT/ACT scores are not required for the applicants for fall 2020 spring 202, fall 2021 and Spring 2022 admissions if the applicants were not able to take the tests because of the coronavirus (COVID-19) pandemic.

Fresh Start Admissions Process for Webber International University Florida Campus

Students who may be considered for the Fresh Start Program

Fresh Start Status – A student may be considered for the Fresh Start Program using one of 3 pathways. The student may be accepted based on criteria on the original transcript and test scores submitted within the admissions review team or by additional screening from the Registrar, each process bypassing the interview. The third alternative is carried out through the interview process. All required admission documents must be available for the Fresh Start Status review, as well as a letter of recommendation from an academic authority. Alternate letters from an employer may be submitted in absence of an academic letter, but carry less weight for consideration. Additional pertinent documentation is accepted.

a. **Fresh Start Staff Review Status** I – Students whose high school transcript from a public high school or SACS accredited private high school which reflects a minimum 2.50 cumulative GPA and have taken the all the required courses for a standard high school diploma which includes Algebra, and a test score of at least 880 SAT or 17 ACT may be a Fresh Start- Staff Review 1 accept through the Admissions Office.
b. **Fresh Start Staff Review Status II –** Students who do not meet the criteria for Status I will have their file sent to the Registrar for further consideration. A complete review is made by the Registrar utilizing all details available in the completed file. A student may be accepted without interview in Status II, sent through the interview process or denied admission.
c. **Fresh Start III with Interview**- after review for Status II is made by the Registrar. The student may be considered for the Fresh Start III Interview process.
d. **Denial of entrance through the Fresh Start Program** – Students who through complete examination of the documentation in the file are deemed not likely to be successful will be denied admission. These students are urged to go to community college and reapply in a later semester after successfully completing at least 12 hours of academic college level courses with at least a 2.00 cumulative GPA.

Applicants must submit the following documentation, in addition to the documents required for regular acceptance, for consideration by the Admissions Committee for acceptance to the Fresh Start Program:

- Letter of Recommendation from a professor, guidance counselor, or employer
- Essay (to be completed in-house)

A personal interview is required for some applicants who are under consideration for admission to the Fresh Start Program by the Fresh Start Committee. The Fresh Start Committee uses a point system to evaluate the documents submitted by the applicant and the personal interview. The decision of the Fresh Start Committee is final.

Fresh Start Admissions Process for St. Andrews North Carolina Campus

Admissions Process

Faculty members or Center for Academic Success will make a recommendation regarding acceptance of the prospective students to the institution. 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 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.

Fresh Start for students at St. Andrews University – Pinehurst (*A Branch of Webber International University)*

Students who do not meet regular admissions standards for the online program through St. Andrews -Pinehurst may be admitted as Fresh Start students. An interview and writing sample are required for Fresh Start admission. These students will be enrolled in SAGE 120 and IDS 190 (1.5 credits each) along with other regular courses during their first semester. These courses are designed to support these students and promote their academic success.

Transfer Student Applicants

Students may transfer to the Florida or Carolina campuses of the University for the Fall, Spring, Summer semester.

A student with 12 or more College Level Semester Hours is considered a transfer student. In compliance with federal enrollment guidelines, to apply for admission the student must submit all of the following documentation for consideration by the Admissions Committee for regular acceptance to the undergraduate program.

- An official high school transcript verifying graduation or GED equivalent
- The University Admissions Application
- Official transcripts from ALL Colleges and Universities attended (even if courses were not completed)
- ACT or SAT scores if available

The University strongly recommends that all transfer students submit additional credentials with their applications including a personal essay (about academic or career goals or a topic of special personal interest) and a letter of recommendation. Prospective transfer students who have earned a minimum 2.0 GPA with at least 12 credits are normally accepted.

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 are accepted from Accredited Institutions for appropriate courses which will pertain to the declared degree at Webber International University (Webber) or its Carolina branch, St. Andrews. Courses with grades considered for transfer must have a grade of "C" or better. Courses with any other grade other than a C will not be considered. Pass/Fail courses are not considered for transfer. Students who have earned an academic degree prior to attending Webber such as an AA, AS, BA, or BS may receive credit for a course with a grade of "D" if the course grade was earned within the degree. Course credits are transferred, but grades and quality points are not calculated in the GPA earned at Webber or its Carolina branch.

Health Science and Education Department Transfer Credits

For Health Science and Education majors with licensure requirements, transfer credits, grades, and quality points will be calculated into the GPA earned for consideration of entrance into the program. Grade requirements for specific courses to earn entrance into the program are also considered. For the cumulative GPA for graduation, transfer grades and quality points are not calculated as part of the GPA earned.

Policy on Transfer from an Institution Accredited by Other U.S. Department of Education Recognized Accreditors

In order for the University to consider credits from an institution accredited by other U.S. Department of Education recognized accreditors, additional information on the courses taken is required. Care is taken to ensure courses transferred are adequately similar to Webber courses in quality and content.

1. Official transcripts
2. Course catalog description from the school's catalog or website catalog that was in effect at the time of the student's attendance.
3. Copy of the course syllabus from the semester the course was taken showing the teaching professor's name along with the professor's earned degree credentials. The syllabus term dates must match up with the official transcript term dates. In addition, the syllabus must include the specific learning outcomes addressed in the course.
4. Only Webber 100 and 200 level courses will be considered for possible transfer.
5. A maximum of 60 hours will be considered toward a Bachelor of Science degree. A maximum of 30 hours will be considered toward an Associate of Science degree.

6. In the case of transferring credits from institutions phasing out, students may be allowed to transfer more than 60 hours with 300 level courses if they are determined comparable to the courses offered at Webber for the selected majors.
7. In the case of clock hour program credits, conversion from clock hour to semester hour will be calculated, as appropriate.
8. Determinations will be made after all documentation is received and reviewed by faculty of selected majors and university Registrar.
9. Courses not appropriate toward a Webber International University degree will not be considered for transfer.
10. The Academic Dean will make the final determination of course applicability toward a Webber International University degree; for the St. Andrews branch, the campus Academic Dean will determine course applicability.

Webber International University/Florida State & Community College System

Webber International University participates in the statewide articulation agreement with the Florida State and Community College System governing the matriculation at Webber International University of Associate of Arts and Associate of Science graduates from SFSC.

Webber shall accept up to 69 credits to be transferred and applied towards the awarding of a Baccalaureate degree. However, the student must meet the specific degree course requirements of Webber, which may mean extending the number of credit hours to earn the degree, if the 69 hours transferred and applied do not include all of the degree prerequisites.

Only courses taken at Webber will be used in compiling a student's cumulative grade point average, and Webber may specify the grade point average required for admission to major fields of study and for graduation. Programmatically, the forgiveness policy for Webber shall prevail, except that the GPA calculated by State or Community College for the awarding of an Associate's Degree shall be the GPA used to determine admission into the program. The grade of "D" will neither transfer nor count toward the Baccalaureate Degree unless it was earned within a completed Associate's Degree.

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. A maximum of 30 credit hours combined may be accepted through the programs including ACE, CLEP, AP/IB, and DANTES. All credits of the above-mentioned tests must be submitted to the University prior to enrolling at the University.

ACE Credits: The University accepts credits that have been evaluated and approved by the American Council on Education (ACE). Only 100 and 200 level courses can be considered for acceptance. Credits are accepted on a pass basis only; no letter grades or quality points will be

assigned. Credits will not be awarded in any area in which comparable or more advanced college work already has been awarded. ACE approved courses offered by Straighterline or other ACE approved course credit company must be taken prior to enrolling at the University. Students who take ACE approved courses through an approved ACE college course credit company must have the courses submitted on the company transcript as well as on an ACE transcript.

Webber International University welcomes a variety of students of all ages to our campus; many students bring a depth of knowledge to specific subjects. We recognize and honor such knowledge by accepting the full range of College-Level Examination Program (CLEP) tests. Assuming that an acceptable grade is attained on a CLEP examination, the University will grant full degree credit. No more than 6 semester hours credit shall be awarded in each of the five areas of the Examinations (English, Humanities, Science, Social Science, and Mathematics). Credit by examination will not be awarded in any area in which comparable or more advanced college work already has been attempted. All tests must be taken prior to enrolling at the University.

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.

International Student Admission

The United States Citizenship and Immigration Services, USCIS, requires all institutions, including Webber and its branches, 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.

Deposit

Before the I-20 will be issued, Webber requires a $1,000 deposit which should only be paid once the student is accepted. The deposit is only refundable if the student did not have a successful visa interview resulting in the visa being denied or forbidden by another governmental entity. This is the only circumstance for which the deposit will be refunded as it is outside the control of the student. For all other circumstances the deposit is non-refundable. The $1,000 deposit will be applied towards the student's total bill. In case of a refund a check will be mailed to the student.

International First-Year Applicants

Applicants must submit all of the following documentation for consideration by the Admissions Committee for regular acceptance to the undergraduate programs.

- The University Admissions Application
  Official High School Transcripts (original and English translation)
- SAT I and /or ACT Scores or Exam results from home country for students whose first language is English
- TOEFL, IELTS, or approved substitute for students whose first language is not English (contact an admissions counselor for approved substitute information).
  The University strongly recommends that all students submit additional credentials with their applications including a personal essay in English (about academic or career goals or a topic of special

personal interest) and a letter of recommendation.

International Transfer Applicants (Completed 12 or more College Level Semester Hours):

Applicants must submit all of the following documentation for consideration by the Admissions Committee for regular acceptance to the undergraduate programs.

- The University Admissions Application
- Official Transcripts from ALL Colleges and Universities attended
- TOEFL, IELTS or approved substitute required (contact an admissions counselor for approved substitute information). The TOEFL or IELTS is not required if the student has been enrolled in a U. S. institution and successfully earned at least 12 credits prior to the transfer.
- Visa Clearance Form (for students transferring from a U.S. institution)
- Evaluation of International Educational Credentials of Post-Secondary Education performed by an approved evaluation service (contact an admissions counselor for approved providers)

The University strongly recommends that all students submit additional credentials with their applications including a personal essay in English (about academic or career goals or a topic of special personal interest) and a letter of recommendation.

International students may submit appropriate documentation of academic performance which is standard in the educational system of their country. Evaluation of submitted documents is based upon the generally accepted standards by organizations and agencies that evaluate international education. For example, students from the United Kingdom may submit A level results in lieu of SAT scores. Approved TOEFL or IELTS substitutes apply for a student who has successfully completed English as a Second Language program and demonstrated the appropriate skill needed to enter the University or for a student who has studied at an institution abroad and received academic course work delivered in the English language. The Admissions Committee will review all submitted documentation to determine the student's English language skill.

Articulation Agreements

WIU Florida Campus

In addition to the statewide articulation agreement with the Florida State and Community College System, WIU Florida Campus has articulation agreements with the following specific institutions:

Polk State College (PSC)

Southern Florida State College (SFSC)

Valencia College (VC)

Keiser University (KU)

SAU Carolina Campuses

St. Andrews and the North Carolina Community College System have an articulation agreement with the 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.

Webber International University / International Articulation Agreements

Webber International University has entered into articulation agreements with several international colleges and universities to facilitate the transfer of students to Webber International Universities Bachelor of Science and MBA programs. Webber International University students also have the opportunity to participate in study abroad programs at several of these institutions. Students may obtain more information about study abroad from the Chief Academic Officer.

Webber students on articulated exchange status who are not able to participate in their sport or leadership activities for the period of time away from the Webber campus will not be qualified for any Webber scholarship that requires participation during their absence.

- China:

  Henan Finance University (HFU)
  Henan Normal University (HNU)
  Henan University of Traditional Chinese Medicine (HUTCM)
  XinYang Normal University (XYNU)
  Zhejiang University of Finance & Economics (ZUFE)
  Zhengzhou University (ZZU)
- France, Paris: ESG (MBA programs); European Business School (EBS)
- France, Lille & Nice: ESPEME (all business programs)
- Germany, Dortmund: ISM (all business programs)
- India: Alliance University
- Spain, Barcelona: HESEF (all business programs); CETT Barcelona
- Switzerland: Geneva Business School (GBS)

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: 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; payment of any balance due to the Business Office, or an approved payment plan to clear any remaining balance due; and 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 Carolina campuses, the Associate Dean for Academic Affairs and Admissions 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 SAP 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. *Students readmitted under SAP financial aid warning may not be eligible for Title IV fund.*

FINANCIAL PLANNING INFORMATION

Financial Policies

Webber International University, including its North Carolina branch, St. Andrews, is a privately endowed non-profit institution. Support for all programs is derived from tuition and fees, endowment and gifts from alumni, foundations, businesses, philanthropic contributions, the Presbyterian Church (U.S.A.), the Synod of the Mid-Atlantic, individual churches, and other friends of the University. 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.

Webber International University makes every effort to keep costs at a minimum while maintaining a high level of instruction and adequate facilities. The Webber International University Office of Financial Aid administers financial assistance funds that have been entrusted to the University by generous individuals and organizations as well as funds made available by the state and federal governments for the purpose of assisting students.

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 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.

On the Florida campus, the Financial Aid Office may be reached by calling 863-638-2929 or by email at financialaid@webber.edu. On the North Carolina campus, the Financial Aid Office may be reached by calling 910-277-5778 or by email at finaid@sa.edu.

Written complaints regarding a financial aid matter may be directed to Ms. LeeAnn Avirett, Director of Financial Aid on the Florida campus or to Ms. Dawn Van Arsdale Young, Director of Financial Aid, on the North Carolina campus. They will be able to direct the complaint to the proper channels.

Applying for Financial Assistance

The Webber school code is 001540 for Florida and North Carolina campuses.

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

Federal Pell Grant

This federal program offers a grant that requires no repayment; however, it is based on substantial financial need. The FAFSA application must be filed each academic year to determine eligibility. Families can file beginning October 1 preceding the upcoming academic year. File online at www.fafsa.ed.gov.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a federal grant program awarded to Pell recipients with exceptional need. Awards are given each year until funds are exhausted.

Federal Direct Subsidized Student Loan

In order to be eligible, students must submit the FAFSA application, complete a Master Promissory Note, and Student Entrance Counseling. Repayment of interest begins six months after a student is no longer enrolled at least half-time.
Freshman--$3,500/yr., sophomore--$4,500/yr., juniors and seniors--$5,500/yr.

Federal Direct Unsubsidized Student Loan

This loan is not based on financial need. It combines with Subsidized Direct Student Loan for those who do not qualify for the maximum loan amount in that program. Independent students may receive additional loan funds through this program. Students are responsible for the interest while in school and in deferment periods.

Dependent students may request up to $2,000 supplemental Direct Unsubsidized Student Loan.

Dependent students are eligible for additional unsubsidized loans if a parent receives a credit denial for the Direct Parent Plus Loan – Up to $4,000/yr. for Freshman and Sophomore; up to $5,000/yr. for Junior and Senior

Additional information available at www.webber.edu/financial-aid. (Florida only).

Federal Direct Parent Loan for Undergraduate Students (PLUS)

This is a loan for parents of dependent students and is not based on financial need. A credit check is performed upon application by the Department of Education to qualify. Repayment begins 60 days after the loan is fully disbursed. If a parent does not qualify for the PLUS Loan, a dependent student will be eligible to apply for additional Unsubsidized Direct Student Loan proceeds as outlined above.

Parents are eligible for deferment while their student is enrolled at least half-time as well as a 6-month grace period upon request to the servicer during the application process.

Federal Work Study (FWS)

The Federal Work Study program provides aid in the form of a paycheck to students with financial need.

Federal funds are allocated for on-campus or community service jobs at minimum wage. The student must request FWS through the Financial Aid Office; complete an application and seek available positions on campus. Positions on campus range from 6-10 hours per week.

Florida Grant Programs (Florida Campus Only**)**

Florida Effective Access to Student Education (EASE)

This state grant program is available to full- time undergraduate students attending private colleges and Universities in Florida, who have resided in Florida at least 12 months for purposes other than education. The EASE Grant is renewable each year based on state satisfactory academic progress standards.

Florida Student Assistance Grant (FSAG)

This state grant program is available exclusively to Florida residents of at least 12 months, who attend Florida Colleges or Universities. The FSAG is based on financial need as determined by the FAFSA application, it should be filed by early spring for the upcoming academic year. It is awarded to qualified students until funds are exhausted. Students must be full time and meet state satisfactory academic progress standards for renewal.

Bright Future Scholarship Program

Florida students should check with high school guidance counselors for scholarship opportunities before graduation. Webber International University offers an acceptable program of study for the use of the Gold Seal Scholarship, Medallion Scholarship and the Academic Scholarship, as well as other State of Florida Scholarship Programs. Students must apply on the Florida Office of Student Financial Assistance website at www.floridastudentfinancialaid.org/ssfad/hone/uamain.asp. The toll free number is 1-888-827-2004.

The Bright Future Scholarship is funded for each credit hour a student is enrolled up to 120 credit hours for the Academic & Medallion program and up to 72 hours for the Vocational Gold Seal program. Students who withdraw from a course are required by the state to refund the scholarship hours withdrawn each semester. For renewal, students must complete all hours which have been funded by the state.

Florida Work Experience Program (FWEP)

Need based work program for Florida residents. Applications are available in the financial aid office for students seeking jobs on campus at minimum wage for 6-10 hours a week.

North Carolina Need Based Scholarship

The North Carolina Need Based Scholarship is funded to Private Schools in the State of NC and established by the NC General Assembly. Awards are made based on the results on the FAFSA. Go to NC Residency to complete what is needed for the State.

Satisfactory Academic Progress (SAP) 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. The University uses grades earned and quality points as the measurable standard for academic work.

Financial Aid Qualitative Standard

The University 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 x 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 Graduate Council.

The University 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. Summer Sessions are factored into both the qualitative and quantitative SAP.

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. For the purpose of academic standing 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". Students in Health Science majors may repeat a course in which a letter grade of "C" has been earned for courses that require a B in order to progress into the program. The course repeat policy above applies to repeating the course.

Federal aid allows for one repeat attempt for a previously passed course. A student may repeat a failed course until it is passed 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. An SAP Warning letter will be emailed to the student's university-issued email address.

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 campus email account and a letter will be sent to the student's permanent address as reflected in the administrative system.

SAP Probation Appeal Process

The student has the option to file an appeal, he/she must write a "Request to Appeal" to the attention of: *Director of Financial Aid, Financial Aid Office. PO Box 96, Babson Park, FL 33827.* Students on the North Carolina campus should send their appeals to *Director of Financial Aid, 1700 Dogwood Mile, and Laurinburg, NC 28352.*

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.

If the appeal is approved, the Registrar on the Florida campus, or the Center for Academic Success on the NC campus will initiate an Academic 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 student's "Request to Appeal" 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 term specified in the plan. The student may receive TITLE IV Financial Aid for this one term while on SAP Probation.

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. If necessary the student 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.

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 and remain ineligible until they regain SAP in accordance with their degree program requirements.

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.

SAP for Teacher Education Program

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 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, Secondary 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.

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.

Treatment of Financial Aid When a Student Withdraws

All federal aid including Federal Direct Student Loans will be returned according to the Return to Title IV Federal Aid Funds Policy set by the Department of Education, stated above.

Institutional Aid is prorated within the first 4 weeks of the regular semester during the Webber refund period. After the refund period, institutional aid may remain on the student account, unless unfulfilled commitments exist as deemed by the administration. State Aid will be retained by Webber after the first calendar week of classes (drop/add week).

MILITARY SERVICE MEMBERS & VETERANS

Webber is proud to offer the military a program designed with flexibility for active, reserve military personnel and veterans. Webber participates in the Chapter 33 Yellow Ribbon Program and offers 100% online degree programs in General Business Studies, Computer Information Services, Criminal Justice Management, Finance, and Sport Business Management. Students may also take a combination of courses with traditional, evening, and online classes in all majors offered at Webber.

Veterans apply for benefits online at www.va.gov. Once approved through the VA, military personnel or veterans will receive a Certificate of Eligibility (COE). The VA Certifying Official at Webber International University will use a copy of the COE to begin certifying the VA education benefits for the recipient.

The program is available for the Masters and Bachelors programs. Webber is approved by the State of Florida Department of Veterans Affairs for the training of Veterans Servicemen/women on active duty, and dependents of Veterans eligible for training under the Montgomery G.I. Bill. Students who may be eligible for V.A. benefits are urged to contact the Certifying Official located in the Registrar/Financial Aid Office at Webber and/or the U.S. Department of Veterans Affairs in St. Petersburg at 800-282-8821. On the North Carolina campus V.A. benefits are handled by the Registrar's Office.

Veterans and veteran's dependents and service members, may be eligible to receive educational assistance under the Post 9/11 Veterans Educational Assistance Act, Reserve Educational Assistance Program, Veterans Educational Assistance Program, Survivors' and Dependents' Educational Assistance, and/or Vocational Rehabilitation under Chapter 31. Students apply for VA education benefits at www.va.gov. Click on "Apply for benefits." Additional veteran's administration information is also available online at www.va.gov. Students receiving veteran's education benefits must remain in "Good Standing" for the continued receipt of education benefits.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Webber International University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Veterans Administration Benefits

Webber International University is approved by the State of Florida Department of Veterans Affairs for the training of Veterans Servicemen/women on active duty, and dependents of Veterans eligible for training under the G.I. Bill®**.** Webber, including its North Carolina branch, St. Andrews, is a military friendly institution and participates in the Chapter 33 Yellow Ribbon Program. Webber makes every effort to work personally with military personnel and family members to certify for benefits once the veteran is approved to receive benefits. Veterans must provide a "Certificate of Eligibility" to the Webber certifying official. Veterans may apply for benefits using the Veteran's online application-VONAPP on the VA website www.ebenefits.va.gov/ebenefits/APPLY.

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.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Webber International University will NOT:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding

- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class
- Provide a written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Service Member and Veteran Priority Registration

In support of the men and women of the Armed Forces and of the veterans who have served our country, Webber International University supports the Harry W. Colmery Veteran's Educational Assistance Act of 2017, also known as the "Forever GI Bill". Webber International University offers priority registration to our veteran and service member students.

Students who are a veteran or who are currently serving in any of the armed services branches are encouraged to take advantage of our priority advising and registration. The priority registration period is during the senior registration week each semester. Seniors are the first to register each semester. Service members and veterans of all class levels are encouraged to see his or her advisor and register during the senior registration week.

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

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.

Army Recruiting Commands Concurrent Admission Program

The University 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 University's campus Registrar Office 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 the University.
- 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 is 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.
- 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.

STUDENT FINANCES

Webber International University is a privately endowed non-profit institution. All education and operation income are derived from endowment funds, tuition fees, gifts, foundations, business and philanthropic contributions. The student actually pays only a portion of his educational expenses.

Tuition and fees may be made by mail or in person and are payable in full to the Business Office before the beginning of each semester. Payments of tuition and fees may be made by cash, check (personal or business), money order, wire, or credit card to include Master Card, Visa, Discover, and American Express. Credit card payments are also accepted online at www.Webber.edu or by phone at 863-638-2944. Office hours are 8:00am to 4:30pm Monday through Friday.

Fees charged by the University may be adjusted at any time by the Board of Trustees. When practical, advance notice of any change will be given.

A non-refundable Registration Fee of $100 is required for all full-time students. An advance deposit of $150, which is applicable to the Residence Hall Fee, is required of every resident student to reserve a room.

Lab fees are required where applicable and are non-refundable.

Cancellation Policy

One hundred percent (100%) of the tuition and housing deposit is refundable if written notification of cancellation is received by Webber International University no later than June 1st for the Fall semester and October 1st for the Spring semester. Deposits are **non-refundable** after the dates outlined.

All resident (dormitory) students are required to maintain a $150 security deposit in the Business Office, prior to their first day of classes, to cover costs of property damage to their assigned rooms. The security/housing deposit refund must be requested in writing by the student within 30 days of the last full term of attendance (i.e., Fall or Spring terms; Summer terms are not applicable) of the student. After 30 days, if the refund request is not received in writing, the security/housing deposit becomes the property of Webber International University and is non-refundable. There are no exceptions to this policy.

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.

Payment Plan

The institution offers an interest-free 10-month payment plan through Nelnet Campus Commerce (formerly Tuition Management System/TMS). For more information, please contact the Florida campus Business Office at 863-638-2944, the NC campus Business Office at 910-277-5225 or visit the following website: www.mycollegepaymentplan.com/webber.

There are no available payment plans for International Students. International Students total semester tuition and fees must be paid in full prior to the start of each semester.

Holds

A hold (negative service indicator) may be placed on a student's records, transcripts, grades, diplomas or registration due to financial or other obligations to the University. Satisfaction and clearance of the hold is required before a release can be given. To obtain an immediate release for financial holds, payment to the Business Office must be made either in cash, credit card, cashier's check, wire or money order.

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 University.

Students are responsible for all obligations to the University for tuition, fees and other charges. Students under the age of majority, age 21 in Florida, have by assumption received the personal guarantee of their parent (s) or guardian unless the student, the parent(s) or guardian notifies the University in writing of their invalidation of the personal and parental assumption of guarantee of all tuition, fees and other charges.

Any student who has an outstanding balance due to the University is officially given notice that the University will withhold and discontinue the release of official transcripts and academic records until all balances are paid in full.

Scholarship holders as well as participants in the tuition remission program are responsible for various charges and fees. Please review with the Office of Financial Aid and Business Office the fees you are obligated to pay.

General Regulation

Regardless of the method of payment selected by the students and parents or guardians, other conditions and requirements which apply to all University bills are as follows:

1. All bills are due and payable 5 days prior to the beginning of each semester. All past-due accounts will be charged a $50.00 late fee on the 15th and 30th of every month until the account is current.

2. If any payments are due Webber International University, 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 semester or participate in graduation ceremonies until all financial obligations have been settled in the Business office.

3. Webber International University assumes no responsibility for personal property of the student.

Tuition and Fees

Fee charged by the university may be adjusted at any time by the Board of Trustees. When practical, advance notice of any change will be given.

Florida Campus

Full-Time Student Fees per Semester
All fees apply to full-time day students (12-16 hours per semester).
Additional (17+) hours will be charged at a rate of $377 per hour.

A. Tuition and Fees $13,146.00

B. Room

Grace & Camilla -	Single	$4,854
	Double/Triple/Quad	$3,161/$3,303
Room	Individual/Quad Rooms	$5,200
Miranda, A & B -	Single Design Rooms	$5,594

Summer Room and Board per Semester:

Miranda, A & B (Quad)	$2,976
Camilla Hall	$2,323
Grace Hall	$2,285

MEAL PLANS
All students living in the dormitories must be on one of the meal plans.

Meal Plan A:
(Approximately 295 meals per semester = 19 meals per week - 3 meals per day Monday through Friday and 2 meals per day Saturday and Sunday).

Fall and Spring - $2,640 per semester (sales tax included).

**All freshmen living in the dormitories must be on Meal Plan A.*

Meal Plan B:
(Entitles the student to 200 meals of his/her choosing during the semester – Monday through Sunday).
Fall and Spring - $2,266 per semester.

Commuter Meal Plan
(Entitles commuter students to spend $412 at any of the dining options)

Summer Meal Plan: includes 15 meals per week. Meals are not served Saturday and Sunday.

The University will make every effort to meet the request of a student regarding room assignment

and number of roommates. However, there is no guarantee.

Budgets

Budgets vary according to lifestyles and personal preferences. Below is a typical cost statement, excluding travel and personal expenses for one semester.

Matriculation, Tuition, Health

Services, and Student Activities	$13,396**
Room	$ 3,161
Meal Plan A	$ 2,640
Books (estimated)	$ 672
Insurance	$ 1,371 *subject to change
Total per Semester	**$20,990**

(**125.00 Student Services Fee and 125.00 Athletic & Recreation Fee billed each semester to every undergraduate student)

Part-Time Student Fees

Part-time day students are those who take fewer than twelve hours, live off campus, and do not participate in student activities.

Costs for part-time students are as follows:	Per Credit Hour
1 - 7 hours	$ 388.00
8 - 11 hours	$ 970.00

Courses may be audited on space available basis and permission of instructor - $100.00 per course.

Graduation Fee

For a student receiving one degree, a fee of $322 will be due at the beginning of the student's final semester. An additional $25 per degree will be due for students receiving more than one degree.

Incomplete Fee

A fee of $25 is required when a student applies for a grade of "Incomplete."

Overload Fees

17 hours or above / $388 per hour

Technology Fee

All courses offered via internet are subject to a supplemental $70 per credit hour technology fee.

Lab Fee

A $25 lab fee is required for the following courses: HUM110, PHY270, PHY280, PHY290 and CI170; $50 is required for BIO221, and BIO222, BIO365 and CHE210. Online sections of the above-mentioned courses will not be charged a lab fee.

Program Fees

A $250 program fee is required for the Occupational Therapy Assistant Program.

Refund Policy

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 scheduled 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. Unearned funds are first returned to the Federal Direct Loan Program, Perkins Loan, Pell and SEOG programs.

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. Webber International University 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.* A balance due may also be created with the Webber International University Business Office as a result of a student's withdrawal.

Refunds are allocated in the following order:

Unsubsidized Federal Stafford Loan
Subsidized Federal Stafford Loan
Federal Parent (PLUS) Loan
Federal Pell Grant

Federal Supplemental Opportunity Grant
Other Title IV assistance

Withdrawal, Cancellation and Refund Policy

The size of the faculty and staff and other commitments of the University 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 Webber International University may result, which is payable at the time of the student's withdrawal. Students who withdraw or cancel their registration must notify the Student Life Office or the Registrar's Office.

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 cancels their registration or withdraws from the University within the first calendar week (start of classes) of school opening. The following week a withdrawing student 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 or be dismissed from the University beyond this four (4) week period, no refunds will be made. Any refunds due will be made within 30 days of the date the University becomes aware of the student's withdrawal.

For the six (8) week summer sessions, a 50% refund will be calculated during the drop/add-fee period. A student will receive a 25% refund thereafter up to the 7th day of classes. The Financial Aid Office will calculate the refund/repayment and the student's account will be adjusted in the Business Office.

Refunds shall be made within 30 days of the date that the university determines that the student has withdrawn.

Treatment of Financial Aid When a Student Withdraws

All federal aid including Federal Direct Student Loans will be returned according to the Return to Title IV Federal Aid Funds Policy set by the Department of Education, stated above.

Institutional Aid is deleted within the first 4 weeks of the regular semester during the Webber refund period. After the refund period, institutional aid may remain on the student account, unless unfulfilled commitments exist as deemed by the administration. State Aid will be retained by Webber after the first calendar week of classes (drop/add week).

St. Andrews University
(A branch of Webber International University)

Tuition & Fee Undergraduate Schedule
2021-2022 Academic Year
all effective Fall 2021 with some exceptions noted

Full-Time, Residential		
Tuition and Books	**$ 13,815.00**	
Books*	**$ 575.00**	
Tuition and Books	**$ 14,390.00**	
Fees	**$ 500.00**	
Tuition and Fees (including books)	**$ 14,890.00**	
Room & Board freshmen, sophomore, juniors required unless excused MBA ok	**$ 5,650.00**	
(double room standard residence hall, 23 meals/week, $200 flex dollars per semester)		
Total Tuition, Fees, Room & Board	**$ 20,540.00**	
Nursing and OTA /additional Fee (Core only)	**$ 250.00**	
Athletic and Equestrian fee for off campus (per one sport or one equestrian per year)	**$ 250.00**	
Science and Art Laboratory Fee, per course	**$ 75.00**	
International Fee	**$ 250.00**	
Overload Tuition		
Overload Fee per credit hour above 18 attempted credits	**$ 700.00**	**per credit**
(Students who register for 19 or more credits are subject to overload charge)		
A science lab cannot result in an overload fee		
Student Health Insurance* Is Adjusted Annually for Cost	**$ 1,060.00**	
Secondary Athletic Insurance	**$ 225.00**	
Summer Terms In Seat and Internship for Credit		
Tuition Summer In-Seat	**$ 700.00**	**per credit**
Fees Summer In-Seat per 8-week term effective Summer 2020	**$ 200.00**	
Tuition Internship for credit	**$ 450.00**	**per credit**
Residence Hall Room Only	**$ 1,500.00**	**per 8-week term**
Summer Terms Online		
Tuition per credit hour online Effective Summer 2022	**$ 450.00**	**per credit**
Fees	**$ 65.00**	**per course**
Books*	**$ 525.00**	**per semester**
RN to BSN Tuition, Fee, and Books		
Tuition	**$ 649.00**	**per credit**
Fees	**$ 200.00**	**per semester**
Books*	**$ 550.00**	
Admissions Deposits		
Admissions Deposit $150 toward tuition, $150 dorm deposit	**$ 300.00**	
International Deposit (Due before I-20 is issued)	**$ 1,000.00**	
(tuition, fees, room and board for international due by the first day of each semester)		
commuter deposit	**$ 150.00**	
Other Room and Board Options		
Single room upgrade	**$ 1,600.00**	
ADL upgrade	**$ 1,750.00**	
Commuter Flex Meal Plan Option per semester	**$ 400.00**	
Meal Plan Exemption approved for on campus student (Credit) two semesters	**$(2,500.00)**	

St. Andrews University

(A branch of Webber International University)

Tuition & Fee Undergraduate Schedule

2021-2022 Academic Year

all effective Fall 2021 with some exceptions noted

Other Fees for Catalog		
Audit (Regular) per course	**$ 225.00**	per course
Audit (Senior) per course	**$ 110.00**	per course
Change of Schedule Fees:		
Per course added after Drop-Add period	**$ -**	
Per course dropped after Drop-Add period	**$ -**	
Replace lost Student ID	**$ 10.00**	
Returned Check Fee	**$ 50.00**	
Graduation Fee	**$ 300.00**	
Transcript Fee	**$ 10.00**	
Same day service, additional	**$ 25.00**	
Overnight mailing fee within US, additional	**$ 25.00**	
Postage to mail books (domestic)	**$ 25.00**	
Postage to mail books (international)	**$ 100.00**	
Equestrian fees per semester		
Equestrian Riding Lessons/$36 per lesson (2/week for total of 20/semester)	**$ 750.00**	
Equestrian Board/Boarder Barn (per month)	**$ 700.00**	
Equestrian Facility Fee, per course with labs at the Equestrian Center	**$ 75.00**	**Not TH 155**
Show team fee	**$ 1,200.00**	
Music fees per semester		
One hour of lessons per week	**$ 600.00**	
One half-hour of lessons per week	**$ 300.00**	

St. Andrews University—Pinehurst

(A branch of Webber International University)

and

Sa.Online

Tuition & Fee Schedule Undergraduate

2021-2022 Academic Year

all effective Fall 2021 with some exceptions noted

Tuition, Fees, and Books for St. Andrews University—Pinehurst (A branch of Webber International University)		
Tuition	$ 450.00	per credit
Fees	$ 65.00	per course
Books*	$ 525.00	per semester
Books charges effective summer 2021		
SA.Online		
Tuition	$ 450.00	per credit
Fees	$ 65.00	per course
Books*	$ 525.00	per semester
Books no longer included in tuition for new students effective Fall 2020		

*Students may opt out of books up to one (1) week prior to the beginning of classes by signing a waiver. Students who sign a waiver are responsible for purchasing their books.

St. Andrews University—
Charleston/Charlotte/Columbia
(A branch of Webber International University)
Tuition and Fee Schedule Undergraduate
2021-2022 Academic Year

Tuition, Fees, and Books		
Per credit hour	**$ 708.33**	
Tuition 12 to 18 credit hours	**$ 8,500.00**	per semester
Fees 12 to 18 credit hours	**$ 500.00**	per semester
Tuition 9 credit hours	**$ 6,375.00**	per semester
Fees 9 credit hours	**$ 375.00**	per semester
Tuition 6 credit hours	**$ 4,250.00**	per semester
Fees 6 credit hours	**$ 250.00**	per semester
Tuition Deposit Admissions Fee	**$ 150.00**	per semester
Books* 12-18 credit hours	**$ 525.00**	per semester
Other Fees for Catalog		
Graduation Fee	**$ 300.00**	
Incomplete Fee	**$ -**	
Technology fee	**$ -**	

*Students may opt out of books up to one (1) week prior to the beginning of classes by signing a waiver. Students who sign a waiver are responsible for purchasing their books.

Paying Tuition and Fees (North Carolina Campus)

Tuition and fees are payable in full to the Business Office before the beginning of each semester. Payments of tuition and fees may be made by cash, check (personal or business), money order, wire, or credit card including Master Card, Visa, Discover, and American Express. Payment may be made by mail or in person in the Business Office between the hours of 8:00 a.m. and 4:30 p.m. Monday through Friday. Students enrolled at the St. Andrews branch may make payments online through the Student Portal or contact Business Office by phone at 910-277-5225.

Once admitted an advance deposit of $150, applicable to tuition, is required for all full-time students. In addition, an advance deposit of $150, applicable to the Residence Hall Fee, is required of every resident student to reserve a room. Deposits are refundable until May 1.

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

The Guaranty Bond for the university is located and accessible for review by anyone who wishes to see it in the President's Office. Please contact (910) 277-5001.

ACADEMIC POLICIES AND PROCEDURES

Academic Calendar

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. 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 Online courses are offered in 4 or 8-week terms. In addition, Summer Sessions are offered through both the Florida and North Carolina campuses.

Classification of Students

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/academic planner each semester for course selection. The Academic Planner or a faculty advisor 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 Chief Academic Officer/ Vice President for Academic Affairs, the Associate Dean for Academic Affairs, and /or the Associate Dean for Academic Advising and Retention on scholastic matters. Returning students register for their courses for the following semester during the advanced registration period in conference with the Academic Planner on the Florida campus or their faculty advisor in North Carolina. Advanced Registration dates are listed in the academic calendar for each campus. All financial obligations must be met in the Business Office before the student may register. 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

proceeded 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.

Course Cancellation for Insufficient Enrollment

The University 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

During the Fall and Spring semesters, a student must take a minimum of 12 credits to be considered a full-time student.

A full-time course load for students in graduate programs (MBA; MA. Ed) is 6 credits per semester.

On the Florida campus the normal full-time course load is 12–16 credit hours. An overload fee is charged if a student enrolls in 17 credits or more in a semester.

To accommodate the curriculum requirements for the science majors offered on the North Carolina campus, the normal full-time course load at St. Andrews is 12–18 credit hours. An overload fee is charged if a student enrolls in 19 credits or more in a semester.

For students enrolled at the St. Andrews campus, the following policy applies: 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 at St. Andrews 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 terms, the maximum course load is 6 credits per term.

It is recommended that students on academic probation take no more than 12 credit hours. With the approval of the Chief Academic Officer on the appropriate campus, some students may be permitted to take up to 15 credit hours while on academic probation.

A student entering Webber International University as a first year student pursing an A. S. degree can expect four (4) semesters of full-time studies averaging 15-16 hours a semester. A student entering Webber International University, or the North Carolina branch, as a first year student pursuing a B. S., B. A., or BFA degree can expect eight (8) semesters of full-time studies averaging 15-16 hours a semester.

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 Office of 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 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. 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.

Policy on Excused Absences and Make-up Work

Students who request excused absences, including illness, death in the immediate family, religious holiday, and state emergencies (e.g., COIVD-19 or natural hazards), have to submit verifiable documentation at the time when the request is made or on the day when the student returns to school. Absences for athletic competition and travel will be documented in advance by the athletic staff.

For Excused Absences on the Florida Babson Park Campus: Students may provide documentation to their professors for approval if only one class will be missed. If the student will miss two consecutive classes, the required documentation has to submit to the Academic Affairs Office for approval. Once the situation is properly documented and the number of days a student must be of out of class is verified, a notification will be sent to the appropriate faculty members.

For Excused Absences on the North Carolina Laurinburg Campus: Students may provide documentation the Office of Health and Wellness (OHW) which is part of the Center for Academic Success. Once the situation is properly documented and the number of days a student must be of out of class is verified, OHW staff will send out a notification to the appropriate faculty members, the student's academic advisor, and to Campus Academic Dean.

Upon returning to school, the student excused for missing class is responsible for making up class work within one week or by a deadline approved by the student's professors. No make-up work can be accepted once the allowed time has expired.

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, the Faculty Executive Committee on the North Carolina campus, or the Emergency Committee on the Florida campus will make the decision. If circumstances do not allow time for a committee decision, the campus President and/or the Dean will make the decision regarding class cancelation or schedule change.

Individual faculty members should only cancel a class in cases of illness or professional development activities when a substitute professor cannot be found. The campus Academic Dean must be informed and approve of any class cancellation.

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.

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 or after the examination period. Any exception must be approved by the Office of Academic Affairs.

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 Office of Academic Affairs on their respective campuses of the institution for exceptions to the policy; only in rare cases of genuine emergencies will such petitions be granted. A student request for a change in the final examination schedule must be the result of genuine need or emergency, must be supported by the instructor of the course, and approved by the Academic Dean.

Academic Integrity Policy

Academic integrity is the foundation on which learning at the 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 during their academic work, 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.

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 either campus 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 either campus.

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

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 law.

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
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 the University. 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.

Consequences of Violating the Academic Integrity Policy

First Violation
The penalty for a first violation of the Academic Integrity Policy is a **grade of zero** (0) on the assignment.

Second Violation
The penalty for a second violation of the Academic Integrity Policy, whether in the same course or in another course, is a grade of **F** for the course.

Third Violation
The penalty for a third violation of the Academic Integrity Policy is **expulsion** from the University.

Note: Details regarding the procedures to be followed on each campus in cases of academic dishonesty can be found in the student handbooks for each campus.

System of Grading

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

GRADE	EQUIVALENT	RANGE	QUALITY POINTS
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

"I" A grade of "I" (Incomplete) is requested by the student when he or she is unable to complete all course requirements, such as completing a paper or taking an exam, due to extenuating circumstances, such as a sudden illness or family emergency. Incomplete cannot be requested prior to the Last Day to Withdraw (LDW). The instructor must agree to the Incomplete and complete the Incomplete Form. The student must be passing the course at the time that the Incomplete is requested. Unless otherwise noted on the annual calendar for each campus, 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".

"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, 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.

"AU" Audit

"C*" A grade of C was earned in the class at St. Andrews Campus, 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 at St. Andrews Campus, 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.

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. (Note: At St. Andrews Campus, 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.)

Pass-Fail Grading Option

Students at St. Andrews Campus with junior or senior standing may select a total of two elective courses to be graded on a pass-fail basis. Courses which fulfill general education requirements or 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, WRT, or 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 before the end of the drop/add period for the semester. The Pass-Fail Grading Option is not available in courses offered through the Center for Adult and Professional Studies.

With the approval of the campus curriculum committee, certain courses may be designated as pass-fail for all students enrolled in the course. SAGE 381 on the NC campus 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 from the Office of Academic Affairs on the appropriate campus to audit a course. The same registration guidelines and procedures apply to courses to be audited as with any other courses.

Course Additions and Changes (Drop/Add)

To add a new course or to withdraw from a course for which a student has registered, the student must meet with the Academic Planner or his or her academic advisor and file the appropriate form with the Registrar's Office. A student may add or 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 on the academic calendar for each campus.
Special permission is required to add a course after the drop/add period.

Withdrawal from a Course

Following the drop/add period, students may withdraw from a course with the permission of their faculty advisor and the instructor. 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 before Last Day to Withdraw (LDW) (see academic calendar). After the LDW and up to the last day of classes, a grade of "WP" or "WF" will be given as requested by the student and determined by the instructor based on the student's work to that time. Only 2 "WF" grades are permitted.

At St. Andrews Campus, 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. Withdrawal from courses does not constitute withdrawal from the institution.

Incompletes

A grade of "I" (Incomplete) is requested by the student when he or she is unable to complete all course requirements, such as completing a paper or taking an exam, due to extenuating circumstances, such a sudden illness or family emergency. Incomplete cannot be requested prior to the Last Day to Withdraw (LDW). The instructor must agree to the Incomplete and complete the Incomplete Form. The student must be passing the course at the time that the Incomplete is requested.* Unless otherwise noted on the annual calendar for each campus, 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".

* This policy takes effect for all students beginning with the fall semester 2019.

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.

However, the original grade and the repeated grade will count towards Satisfactory Academic Progress, unless the student applies for "Forgiveness." Students in Health Science majors may repeat a course in which a letter grade of "C" has been earned for courses that require a B in order to progress into the program. The course repeat policy above applies to repeating the course.

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 Students pursing majors in the Education Department (including Elementary Education, Physical Education K-12, Middle Grades Education, Secondary 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 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 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 Standing Policy

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.

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.

Dean's List

The Dean's List recognizes all degree-seeking students who have achieved a semester grade point average of 3.50 or higher while completing a minimum of 12 credits for the semester. To be eligible for the Dean's List, students must have a grade of C or above in each course and may not have a grade of I (Incomplete) in any course in the semester. This policy is in effect for all new students entering the University beginning in the fall 2019.

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 place 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 when a student is on probation. In addition, the student will receive a letter from the Campus Academic Dean informing the student that he/she has been placed on Academic Probation and the restrictions associated with probation.

Academic Dismissal

Students on probation who fail to meet the probation requirements may be academically dismissed by the Academic Standing Committee (FL campus) or the Faculty Executive Committee (NC campus) for unsatisfactory progress toward the attainment of their degree.

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

Normally, a student would not be dismissed for poor academic performance after only one semester at the university.

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 Academic Standing Committee on the Florida and the Faculty Executive Committee on the NC campus 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 academically dismissed who can provide evidence of academic rehabilitation (i.e., two courses passed at another college/university) may apply for reinstatement at Webber International University one academic term/semester after dismissal. For more information about Readmission, see the Admissions section of the catalog.

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 Academic Standing Committee in Florida and the Faculty Executive Committee in NC makes these decisions. Appeal of the Committee's decision must be made in writing to the Academic Dean of the appropriate campus. 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 standards 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 following campus procedures. See the Admission section of this catalog for more details. 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.

Written Complaints

Written complaints regarding an academic matter on the Florida campus may be directed to Dr. Charles Shieh, Chief Academic Officer and Dean. On the North Carolina campus, such complaints may be directed to Dr. Edna Ann Loftus, Vice President for Academic Affairs and campus dean.

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:

- Take 12–13 hours in the first Semester
- Attend all required sessions with the Academic Planner or faculty advisor and the Director of the Center for Academic Success or Academic Dean
- Attend all required tutorial hours
- Attend all classes
- Enroll in SAGE 125* (special section for Fresh Start students on the NC campus)

If the Fresh Start student earns a GPA of 2.0 or higher at the end of the first semester, the student may register for up to 15 credit hours in the second semester. All other Fresh Start requirements still apply.

A Fresh Start students will be placed on academic warning, probation, or dismissal in accordance with the following standards:

After **1st semester:**	GPA 1.59 < 2.00	**Academic Warning**, may continue
	GPA 1.00 < 1.58	**Academic Probation**, may continue
	GPA < 1.00	**Subject to Dismissal**
After **2nd semester:**	GPA 1.85 < 2.00	**Academic Warning**, may continue
	GPA 1.00 < 1.84	**Academic Probation**, may continue
	GPA < 1.00	**Subject to Dismissal**

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.

Grade Appeal Procedure

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 Academic Dean on the appropriate campus and shall state the reason(s) for believing the grade to be unjust. If the Academic Dean 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 Academic Dean 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 for the appropriate campus within 7 days of being constituted.

The Chief Academic Officer on each campus 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 Student Life Office at Florida Campus or the Registrar's Office or the Office of Student Affairs at St. Andrews Campus. 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 financial aid calculation and possible fee adjustment. An interview is conducted and a withdrawal form with instructions for subsequent steps to leave in good academic standing is given. Students withdrawing without attending during the first week of classes receive no

grades. Grades for the semester from which the student has attended class and 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 submitting a written request (with appropriate documentation) to the campus Office of Academic Affairs. Students must have approval from the Office of Academic Affairs prior to the start of the leave of absence. An exception to this policy may be made for a student with a medical emergency, such as an automobile accident. The request should include documentation of the circumstances requiring the leave of absence and the date the student intends to return to the institution. A leave of absence may be granted for a period not to exceed 120 days.

Acceptable reasons for a leave of absence include, but are not limited to, extended jury duty, military duty, natural disaster, serious personal or medical issues including circumstances such as those covered under the Family Medical and Leave Act of 1993 (FMLA).

A leave of absence is granted only when there is a reasonable expectation that the student will return to the university at the end of the leave of absence. If the student does not return to the university at the end of the approved leave of absence, the student will be withdrawn and will need to apply for readmission if he or she decides to return at a later date.

Students who leave in good academic standing will be eligible to return by notifying the campus Office of 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 attending 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.

Academic Residence Requirements

Students must complete 30 of their last 33 credits at Webber International University or the St. Andrews branch in order to obtain a degree from the institution.

Transcripts

Transcripts may be requested by visiting the campus websites. Choose "Academics," and from the drop- down list, choose "Registrar's Information." The drop-down list for the Registrar includes a link to the National Student Clearinghouse 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 University for courses taken at another institution must have the approval of their institutional advisor, the Department Chair of the 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 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. (Please refer to the section of Admissions for the policy of transferring credit from unaccredited institutions.)

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 Registrar's Office on the appropriate campus when the coursework is completed and the grade recorded.

A maximum of six (6) credits may be taken during a summer 8-week term or three (3) credits for a summer 4-week 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 Academic Dean on the appropriate campus. 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 handbooks for each campus.

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 at St. Andrews Campus 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.

Privacy Act Information

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), Webber students have the right to inspect their educational records kept by the University. The student may contact the Registrar if he/she wishes to request correction of any inaccurate information, or to file complaints concerning any misleading information contained therein. Disclosure of academic information is considered confidential and is issued to persons or agencies outside the University only upon written authorization by the individual student.

In order to comply with the law, the University limits disclosure of records (without the student's consent) by restricting access to those with a legitimate need to know and by safe- guarding against third-party disclosure of personally identifiable information.

Faculty, Administration and Staff of the University or other school official contracted by Webber shall have access to all data about a student which is deemed necessary for the performance of academic or administrative duties. Webber will comply with a judicial subpoena. Additional information concerning FERPA is outlined in the Student Handbook available online through the Webber Intranet.

Directory information about students is generally available upon request. Students who do not wish this information to be released must contact the Registrar's Office.

Procedures for exercising rights under the act are printed in the *Student Handbook* which is available online on the Webber Intranet and in the *Saltire* for students on the North Carolina campus. *Information Release Forms* are mailed to prospective students in the application packets; additional copies are available in the Admissions Office. Copies of the appropriate forms for obtaining access to University-held records can be made available in the Registrar's Office.

Placement Testing at Florida Campus

All degree-seeking students entering Webber International University are required to meet minimum college readiness standards in reading, writing and mathematics.

In order to determine a student's appropriate course level, Webber utilizes the standardized college entrance individualized subject scores from the ACT and/or the SAT for the purpose of placement in the appropriate level English and Math courses.

International Students: TOEFL and IELTS scores are used in the same manner for English placement only. International students with only TOEFL and IELTS tests must take the University's PPT test upon entrance to Webber for math course placement. The ACT/SAT/TOEFL/IELTS score placement chart appears below.

ENG090 is a preparatory course and does not count toward the degree for graduation purposes. ENG110 and MAT101 are creditable as an elective. ENG111 is Freshman English I, MAT121 is College Algebra and both courses fulfill general education requirements. Students who do not demonstrate the minimum academic skills necessary through these standardized tests must remedy the subject deficiencies by enrollment in developmental or entry level courses within the first term of enrollment.

Students entering Webber with a completed associate (A.A. or A.S.) or bachelor degree will not be required to submit ACT/SAT scores. Placement is determined through transfer credit acceptance. Transfer students who enter with accepted freshman college level English I and/or College Algebra with a "C" or better completed will not have to test.

Transfer students without an A.A. /A.S. / B.S. or equivalent course transfers must submit ACT/SAT scores for placement purposes.

Transfer students without qualifying ACT/SAT test scores who have taken the appropriate preparatory/remedial coursework at their previous regionally accredited institution may have their previous preparatory courses evaluated for equivalency for placement purposes.

Students must have passed the course(s) with a "C" or better. Pass or Fail grades will not be accepted for accelerating to the college level ENG/MAT course. All coursework must be on the institutions official transcript. In the case of an institution that offers a sequence of preparatory or remedial work in Math or English subject area, the student will need to have passed the highest level course in the sequence in order to move up to the college level course.

The university Registrar will make the determination of "appropriate preparatory coursework equivalence." Final approval, as needed will come from the Academic Dean. If course equivalency is unclear, the student is placed in the appropriate course per the policy for transfer students without qualifying test scores.

Webber's PPT placement test is required for admitted students who have not taken the ACT/SAT/TOEFL/IELTS tests upon entrance. Tests are given under the following conditions:

- A student may take the placement test only one time.
- Any test must be completed before coursework is begun in that subject area.
- There is a $35.00 charge for administering the PPT test.
- The PPT test placement result will be final.

PLACEMENT TABLE

	SAT Scores (New scores taken after 3/16 based off of conversion)	ACT Scores	Class Placement
Reading	0 – 19.5	0 - 14	ENG090
	20 – 23.5	15 - 18	ENG110
	24+	19	ENG111
Writing (SAT) English (ACT)	0 – 19.5	0 - 9	ENG090
	20 – 23.5	10 - 16	ENG110
	24+	17+	ENG111
Math	10 - 26.5	<20	MAT101
	27	≥20	MAT121

	Internet Based	Computer Version	Paper Version	Class Placement
TOEFL	59 or lower	170 or lower	497 or lower	ENG090 as evaluated by Faculty and Academic Dean
	60 - 78	173 - 210	500 - 547	ENG 090
	79 - 93	213 – 237	550 - 583	ENG 110
	94 or higher	240 or higher	587 or higher	ENG 111

	IELTS Score	GTEC	DUOLINGO	Class Placement
IELTS	Lower than 6	Lower than 1076	75-80	ENG090 as evaluated by Faculty and Academic Dean
	6	1076-1203	85-90	ENG090
	6.5	1204-1266	95-100	ENG110
	7.0 or higher	1267 or greater	115 or higher	ENG111

Fall 2021/Spring 2022 Placement Testing Policy

Due to the COVID-19 global pandemic students have had a lack of opportunity to take SAT and ACT tests. In response to the situation and to best serve our students Webber International University will proceed preregistering students with or without test results.

Webber will use the ACT/SAT test scores for ENG and MATH placement purposes for the students who have taken either of the tests. Incoming freshman students who have not taken at least one of the ACT/SAT tests will have his/her placement determined using the grades in the courses below as reflected on the high school transcript.

Transfer students who have not taken and passed with at least a "C" or better in English Composition I and /or College Algebra or a prerequisite preparation course for English and College Algebra will need to submit a copy of their high school transcript which shows the grades for English IV and math courses or a copy of his/her SAT/ACT scores.

Students without a transcript or SAT/ACT scores will be placed into ENG110 and MAT101.

Student with transcripts in need of placement evaluation will be sent by admission staff to the Academic Planner. The Academic planner will advise placement in accordance with the following placement recommendations or the result of the placement test..

Placement Recommendations:

High School English IV

Grade A will be enrolled in ENG111, English Composition I

Grade B with a cumulative GPA of 3.00 or better will be enrolled in ENG111

Grade B with a cumulative GPA lower than 3.00 will be in ENG110, Introduction to Composition

Grade C will be enrolled in ENG110, Introduction to Composition

Grade D will be enrolled in ENG090, Developmental English

High School Algebra II

Grade A will be enrolled in MAT121, College Algebra

Grade B/C/D will be enrolled in MAT101, Introduction to Algebra

No Algebra II

Will be enrolled in MAT101, Introduction to Algebra.

UNDERGRADUATE DEGREE REQUIREMENTS

General Graduation Requirements

The institution awards four undergraduate degrees: the Associate of Science, the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Fine Arts.

Candidates for an Associate's degree are required to complete a minimum of 60 credits with a minimum grade point average of 2.0 in all work attempted. A minimum of 21 general education credits are required for the Associate's degree.

Candidates for B.A., B. S., and BFA degrees 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.

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 with a Bachelor's degree, 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 on the campus from which they intend to receive a degree.
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 ENG 110 and ENG 111 (or the NC campus equivalent WRT 110 and WRT 120) 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 at St. Andrews Campus as part of the 120 required credits.
8. Beginning with new students entering the University in the fall 2019, no credit will be given for participation in varsity athletics.
9. Successfully complete the general education requirements for the campus from which the student intends to receive a degree.
10. Complete an application for graduation.
11. Complete a graduation audit by the end of the junior year.

* These policies went into effect for new students beginning in the fall of 2019.

Graduation Honors*

Special recognition is bestowed at commencement upon those students whose academic work has been of superior quality throughout their time at the University. To be eligible for such distinctions, students must have earned a minimum of 55 credits at the institution. Credits earned pass/fail do not count toward the 55 credits required for commencement honors. These distinctions will be awarded based on the cumulative grade point average 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
*This policy was in effect for all new students entering the University for fall 2019.

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.

Commencement and Diplomas

The institution holds one commencement ceremony for each campus 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. However, a student who is able to complete all graduation requirements in summer terms will be allowed to participate in the May ceremony. St. Andrews students completing graduation requirements in the summer must submit a written petition to the Faculty Executive Committee to receive permission to participate in the May commencement ceremony.

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 pay a replacement fee to request a replacement diploma from the Registrar's Office.

Second Bachelor's Degree at the University

A student seeking to earn a second bachelor's degree in another major would complete 120 credit hours toward the first BS degree, and then would be required to complete an additional 30 credit hours and fulfill requirements for the second major. The additional 30 hours must fulfill the second degree requirement and not duplicate any of the first degree requirements. The student will complete the second BS, BA, or BFA degree with a minimum of 150 credit hours.

A student may earn a Bachelor's degree at Webber 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 and a minimum of 30 credits at Webber are required. In addition, students seeking a second degree from the St. Andrews North Carolina branch also are required to complete SAGE 381 and SAGE 450.

Graduates may come back as special non-degree seeking students and take additional courses.

Minors

Minors are offered in many of the academic disciplines on each campus. Detailed requirements for specific minors can be found in the campus curriculum sections of this catalog.

Additional Requirements for a Second or Third Major or Second or Third Minor at St. Andrews Campus

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.

Students completing the Interdisciplinary Studies major are not permitted to declare a second major or a minor.

Professional Licensure Programs

Under NC-SARA guidelines, St Andrews University discloses that it does offer a substantially online program 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. Individuals are encouraged to seek information from the state in which they will choose to work and seek licensure.

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

DEGREE PROGRAMS AND OFFERINGS: An Overview

WEBBER INTERNATIONAL UNIVERSITY FLORIDA CAMPUS

Business Degrees

I. Bachelor of Science in Business Administration (BSBA) with the following majors:
Accounting
Computer Information Systems*****
Criminal Justice Management
Finance
Hospitality and Tourism Management
Integrated Marketing Communications*****
Management
Sport Business Management

II. Bachelor of Science in General Business Studies

Education Degrees

Bachelor of Arts in Elementary Education*
Bachelor of Arts in Middle Grades Teacher Education*
Bachelor of Arts in Special Education*

Health Professions and Sciences Degrees

Bachelor of Arts in Psychology*
Bachelor of Arts in Health Services Administration*
Bachelor of Science in Sports Performance, Health, and Fitness*
Bachelor of Science in Occupational Therapy Assistant with a Minor in Health Services Administration**

Graduate Degrees with Concentrations

MBA – Traditional (on-ground only)
MBA – Accounting (on-ground only)
MBA – Criminal Justice Management (on-ground and online)
MBA – International Business Management (100% online)
MBA – Sport Business Management (on-ground only)

The University offers minors in the following areas:

Accounting
Computer Information Systems
Finance

Hospitality and Tourism Management
Human Resource Management
Marketing
Professional Business Writing

*Indicates not available for Associate degrees

**The BSOTA Program was granted CANDIDACY STATUS by Accreditation Council for Occupational Therapy (ACOTE), during its meeting held on December 4-6, 2020. The Program must now have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, the State of Florida requires licensure to practice. Should the program not receive accreditation, graduates would not be able to sit for the NBCOT board or obtain state licensure. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. For accreditation information, contact:

Accreditation Council for Occupational Therapy Education (ACOTE)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
(301) 652-6611 / accred@aota.org

MAJORS OFFERED AT THE NORTH CAROLINA ST. ANDREWS CAMPUS

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

Business Administration (B.A.)
Business Administration – Specialized Program of Study in Criminal Justice Management (B.A.)
Business Administration - Specialized Program of Study in Equine Business Management (B.A.)
Business Administration – Specialized Program of Study in Sports 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

Health Services Administration (B. A.)

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

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

Middle School Grades Education with 6-9 Licensure (B.A.)

Nursing (Pre-Licensure B.S.N.)

(RN to BSN Degree Completion Program)

Occupational Therapy Assistant (B.S.) **

Philosophy and Religious Studies (B.A.)

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

Psychology (B.A.)

Secondary Grades Education with 9-12 Licensure (B. A.)

Social Science (B.A.) Concentration in Politics (Suspended for AY 2020-21)

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

Sports Management (B.A.)

Sport Management with a Specialized Program of Study in Esports Management (B.A.)

Sports Performance, Health, and Fitness (B. S.)

Therapeutic Horsemanship (B.A.)

Visual Arts (B.A.)

Concentrations in: Studio Art, Game Art and Design

** The St. Andrews University (A branch of Webber International University) Occupational Therapy Assistant Bachelor of Science (BSOTA) Program is seeking accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). A Candidacy Status designation is required before accepting students into the professional phase of the BSOTA program. The granting of CANDIDACY STATUS is the first step in the three-step accreditation process for new programs that ensures the ability to meet the applicable ACOTE Accreditation Standards for a Bachelor's-Degree-Level Educational Program for the Occupational Therapy Assistant. The Accreditation Council for Occupational Therapy Education (ACOTE) is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

St. Andrews University –Charleston (*A Branch of Webber International University*)

Business Administration (BA)

Master of Business Administration (MBA) online

St. Andrews University – Charlotte (*A Branch of Webber International University*)

Business Administration (BA)

Health Services Administration (BA)

Elementary Education, K-6 Licensure (BA) major courses offered online only

Middle Grades Education, 6-9 Licensure (BA) major courses offered online only

Secondary Education, 9-12 Licensure (BA) major courses offered online only

Note: for 2021-22 the content areas available for the Secondary Education major will be limited unless a student has transfer credits which will fulfill content area requirements.

Special Education, K-12 Licensure (BA) major courses offered online only

Master of Business Administration (MBA) online

Master of Arts in Education (MA ED) online

St. Andrews University – Columbia (*A Branch of Webber International University*)

Business Administration (BA)

Master of Business Administration (MBA) online

St. Andrews University – Pinehurst *(A Branch of Webber International University*)

Business Administration (B.A.) online
Business Administration with specialized program of study in Equine Business Management online
Special Education with K-12 Licensure (B.A.) online
Elementary Education with K-6 Licensure (B.A.) online
Middle Grades Education with 6-9 Licensure (B.A.) online
Secondary Grades Education with 9-12 Licensure (B.A.) online

Note: for 2021-22 the content areas available for the Secondary Education major will be limited unless a student has transfer credits which will fulfill content area requirements.

Health Services Administration (B.A.) online
Interdisciplinary Studies (B.A.) online
Psychology (B.A.) online
Sport Management (B.A.) online
Master of Business Administration (MBA) online
Master of Arts in Education (MA ED) online

DEGREE REQUIREMENTS

WEBBER INTERNATIONAL UNIVERSITY FLORIDA CAMPUS

BUSINESS ADMINISTRATION

The Associate of Science and Bachelor of Science programs allow a student to pursue a variety of business oriented areas of concentration. These programs provide students with the necessary skills to successfully enter the business community.

BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Common Core Requirements:

	General Education Core	**36 Cr.**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Electives	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**36 Cr.**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS210	Career Development	3
BUS310	Business Statistics	3
BUS250	Business Law	3
CIS101	Intro. to Computers	3
CIS2XX	*Any 200-level CIS course.*	3
	Some majors will require a specific course	
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
**Area of Concentration and an additional computer course*		*48*
Total Requirements		120 Credits

ASSOCIATE OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Common Core Requirements:

		21 Cr.
	General Education Core	3
ENG111	English Composition I	3
ENG112	English Composition II	3
MAT121	College Algebra	3
PSY101	Psychology	3
	Humanities Elective	3
	Mathematics or Science Elective	3
	General Education Elective	
		27 Cr.
		3
	Business Core	3
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS210	Career Development	3
CIS101	Intro to Computers	3
CIS2XX	*Any 200-level CIS course.*	3
ECO241	*Some majors will require a specific*	
ECO242	*course.*	3
MGT250	Microeconomics Macroeconomics	3
MKT250	Principles of Management	
	Principles of Marketing	
**Area of Concentration and Tailored Electives*		12
Total Requirements		**60 Credits**

INTERNSHIP

Prerequisites

Junior standing or approval of Advisor and Internship Coordinator

International (F-1 visa) students MUST obtain a work permit from the Dean of Student Life **before** starting an internship in the USA.

Semester

Entire Fall, Spring, or Summer 1 (A **and** B) semester.

Only **one** Internship course may be taken during any one semester.

Description

The internship combines academic supervision with professional employment. It is a structured work experience in a specialized field in a business. The internship course focuses on hands-on experience with a company and in a field of the student's choice. It aims at the application and practice of theoretical concepts and the expanding and enriching of the student's work qualifications, skills, experience and marketability. Through superior work performance, the student may use the internship course to enhance career placement potential.

The internship course will provide the student greater understanding of the day-to-day operation of a business. Through hands-on experience, applying theoretical concepts to the actual work environment and the opportunity for skills development, the student will acquire the know-how and the appreciation for the business community which academic curriculum alone cannot convey. The student will be required to arrange a work schedule with the Business Sponsor.

- The student must attend an Internship Orientation session before starting the internship.
- The student must prepare an introductory report outlining the employer, internship responsibilities, and S.M.A.R.T. goals.
- The student may work as many hours as possible, but must complete a minimum of one-hundred and ninety-two (192) hours.
- The student must work for the length of the semester, regardless of the number of hours worked.
- The student must report weekly to the Internship Coordinator.

Students taking the internship course must complete all Internship Course requirements *by the last day of classes for the semester.* Grade for the course will be submitted to the Registrar Office *on the last day of final exams.* If the student fails the course, the student must register again for the course in a future semester.

ACCOUNTING PROGRAM

Chair: Dr. Joanne Muniz, Associate Professor Munizj@webber.edu

This program is designed to provide the graduate with the conceptual accounting and business knowledge necessary as a foundation to pursue an accounting career. For those students pursuing the Associate of Science degree, the program is designed to provide the graduate with the necessary knowledge to obtain immediate employment in the area of financial or cost accounting.

For those students pursuing the Bachelor of Science degree, the program is designed to provide the graduate with the necessary concepts relating to the various disciplines that comprise the body of knowledge of accounting, specifically the areas of financial accounting, cost accounting, auditing, and taxation. For students who are planning to take the Certified Management Accountant (CMA) examination, they are eligible to do so with just a Bachelor of Science degree. No further education is required. For students who are planning to take the Certified Public Accountant (CPA) examination in Florida, they are eligible to sit for the exam upon completion of the Bachelor of Science degree. However, they must also meet the following minimum education requirements as part of their education under the current State of Florida CPA law to sit for the examination:

- 24 semester hours in accounting beyond elementary accounting courses (300 level or higher), including courses in the following areas: taxation, auditing, financial and cost/managerial accounting, and accounting information systems.
- 24 semester hours in general business courses at the junior (300) level or higher (with some exceptions), including at least 3 credit hours of business law.

Accounting:

Bachelor of Science Degree 30 Cr.

ACC301 - Intermediate Accounting I
ACC302 - Intermediate Accounting II
ACC340 - Federal Income Tax of Individuals
ACC351 - Cost Accounting
ACC460 - Auditing I
ACC465 - Auditing II
MGT440 - Operations Analysis & Management
MGT499 - Policy & Strategy

**Alternative concentration requirements:*
Two (2) of the following three (3) courses
ACC312 - Accounting Info. Systems
ACC435 - Acct. for Government & Non-profit
ACC499 - Accounting Internship

Associate of Science Degree 12 Cr.

ACC301 - Intermediate Accounting I
ACC302 - Intermediate Accounting II
ACC351 - Cost Accounting
ACC312 - Accounting Information Syst.

Minor 15 Cr.
ACC301
ACC302

Three (3) courses at the 300 or 400 level (not to include ACC499)

The suggested course sequence for the **Accounting** program is as follows:

YEAR I

Fall Semester	Spring Semester
ACC201 - Financial Acct.	ACC202 - Managerial Acct.
CIS101 - Introduction to Computers	ECO241 - Microeconomics
ENG111 - English Comp. I	ENG112 - English Comp. II
MAT121 - College Algebra	CIS270 - Adv. Spreadsheet App. in Business
Humanities Elective	Math or Science Elective

YEAR II

Fall Semester	Spring Semester
*ACC301 - Intermediate Accounting I	*ACC302- Intermediate Acct. II
ECO242 - Macroeconomics	FIN360 - Principles of Finance
MGT250 - Principles of Management	MKT250 - Principles of Marketing
BUS210 - Career Development	PSY101 – Introduction to Psychology
Tailored Elective	General Education Elective

YEAR III

Fall Semester	Spring Semester
*ACC340 - Fed Income Tax of Indv.	*ACC312 - Acct. Info. Systems
ACC351 - Cost Accounting	ENG330 - Writing Professionally
ENG280 - Foundations of Rhetoric	*ACC435- Gov. & Non-profit*
BUS310 - Business Statistics	*ACC499 - Acct. Internship
Tailored Elective	General Education Elective
	Science Elective

YEAR IV

Fall Semester	Spring Semester
BUS250 - Business Law	*ACC465 - Auditing II
*ACC460 - Auditing I	MGT499 - Policy & Strategy
MGT440 - Oper. Analysis & Mgmt.	BUS351 – Business Law II
Social Science Elective	Tailored Elective
Tailored Elective	Tailored Elective

***AND 2 OF THE FOLLOWING 3 COURSES**
ACC312: ACCOUNTING INFO. SYSTEMS
ACC435: ACCOUNTING FOR GOV. & NON PROFIT
ACC499: ACCOUNTING INTERNSHIP

*NOTE - The following Accounting courses alternate in time between evening/day every other year. (ACC301, ACC302, ACC312, ACC340, ACC351, ACC435, ACC460, ACC465).
Please see the course schedule for more information.

Elective Key:

Social Science Elective	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI

Tailored Electives: Courses that could be considered useful to your major

COMPUTER INFORMATION SYSTEMS PROGRAM

Chair: Dr. Linda Davis, Assistant Professor DavisLW@webber.edu

This major is designed to prepare the graduate with skills in information systems and management for an entry-level position that could lead to a career in a variety of Information Systems positions. The student will develop skills with typical "office" software packages, basic networking concepts, relational database design and SQL programming, web design, structured programming using one or more high-level programming languages, systems analysis and design, team management, and a fundamental knowledge of the organizational structure. Courses in the program are designed around realistic business problems and hands-on experience. As the graduate expands his/her knowledge and skills with specific software and systems, and develops important experience; career opportunities widen into positions, such as systems/network administrator, programmer, data analyst, systems designer, systems analyst, systems engineer, or MIS manager.

Computer Information Systems

Bachelor of Science Degree **30 Cr.**

CIS275 - Intro to Data Analytics for Business Decision Management
CIS295 - Presentation Management
CIS320 - Information Systems
CIS340 - Web Design for E-Commerce
CIS360 – Data Communications in Information Systems
CIS370 - Digital Forensics
CIS435 - Visual Basic Programming
CIS440 - DB Design & SQL Programming
CIS470 - Programming using C#
CIS499 - Seminar in Information Systems (Capstone)

To enhance the CIS major, students are encouraged to take:

- MAT320, Business Calculus as the math/science elective (offered Spring). This course is not as rigorous as a 2-term calculus sequence for mathematics, physics, or engineering students. You will learn basic calculus concepts that can be applied to business applications. The process of learning business calculus will strengthen your knowledge of basic financial relationships-especially in non-linear situations, which is more typical in the real world.

Pre-requisite: MAT121

- ENG240, Technical Writing as a General Education or Tailored Elective (offered every other year - Spring).
- ENG420, Publication Design and Editing as a General Education or Tailored Elective.

  As an Information Systems (IS) professional, you will be expected to create technical documents including user manuals. These two ENG courses will help you to improve your document design and professional writing skills.

Minor **12 Cr.**

The minor in computer information systems is designed to supplement the graduate's skills in their major area of study with higher-level skills in information systems technology. All majors require two CIS courses in the Business Core module. Choose any four CIS courses beyond the two CIS requirements in the business core for a total of six CIS courses.

The suggested course sequence for **Computer Information Systems** is as follows:

YEAR I

Fall Semester
CIS101 - Introduction to Computers
ENG111 - English Comp I
MAT121 - College Algebra
Humanities Elective
Social Science Elective

Spring Semester
CIS270 - Adv. Spreadsheet App in Bus
ENG112 - English Comp II
ECO241 - Microeconomics
PSY101 – Introduction to Psychology
Math/Science Elective

YEAR II

Fall Semester
CIS295 – Presentation Management
ACC201- Financial Accounting
ECO242 - Macroeconomics
BUS210 - Career Development
MGT250 – Prin. of Management

Spring Semester
CIS320 - Information System
CIS340 - Web Design for E-Commerce
ACC202 - Managerial Accounting
MKT250 - Principles of Marketing
ENG280 - Foundations of Rhetoric

YEAR III

Fall Semester
CIS275 - Data Analytics
CIS360 - Data Comm. In IS
BUS310 - Business Statistics
General Education Elective
General Education Elective

Spring Semester
CIS370 – Digital Forensics
ENG330 - Writing Professionally
FIN360 - Principles of Finance
Science Elective Tailored Elective

YEAR IV

Fall Semester
CIS435 -Visual Basic Program
BUS250 - Business Law
CIS440 - DB Design and SQ Program
Tailored Elective Tailored Elective

Spring Semester
CIS499 - Seminar in Information Systems
CIS470 - Program using C#
Tailored Elective
Tailored Elective Tailored Elective

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI
Tailored Electives:	**Courses that could be considered useful to your major**

CRIMINAL JUSTICE MANAGEMENT

Chair: Dr. Peter Barone, Associate Professor **Baronepa@webber.edu**

Webber's Criminal Justice Management (CJM) Program combines BSBA core courses and criminal justice courses making the program one of a kind, which will provide a distinctive and exclusive program that will be of immeasurable benefit to current law enforcement personnel and traditional students who would be interested in entering the law enforcement workforce as their careers. This program is offered both online and on-site.

Criminal Justice Management:

Bachelor of Science Degree **34 Cr.**
CJM101- Introduction to Criminal Justice
CJM102- Introduction to Criminology CJM201- Criminal Law and Procedure
CJM202 -Introduction to Corrections
CJM302- Criminal Investigations
CJM303- Intro to Law Enforcement Operations
CJM401- Advanced Issues in CJM
CJM402- Police Report Writing
CJM403- Criminal Evidence
CJM404- Criminal Justice Admin & Management

**Alternative concentration requirements:* Two (2) of the following three (3) courses
CJM301 - Juvenile Delinquency
CJM/POL305 - Constitutional Law
CJM495 - CJM Internship (*required for students not in law enforcement professions*)

Associate of Science Degree **21 Cr.**
CJM101- Introduction to Criminal Justice
CJM102- Introduction to Criminology CJM201- Criminal Law and Procedure
CJM202- Introduction to Corrections
CJM301- Juvenile Delinquency
CJM302- Criminal Investigations
CJM303- Intro to Law Enforcement Operations

CJM Electives (suggested):
CIS101 - Introduction to Computers
CJM203 - Fire Scene Death Invest. & Evidence Collection
CJM210- Topics in Forensic Science
CJM410- Crime Scene Invest. & Evidence Collection

The suggested course sequence for **Criminal Justice Management** is as follows:

YEAR I

Fall Semester	**Spring Semester**
ENG111 - Eng. Comp I	CIS2XX - *Any 200-level CIS course*
MAT121 - College Algebra	ECO241 - Microeconomics
CJM101 - Intro to Criminal	ENG112 - Eng. Comp II
CJM201 - Intro to Crim. Law and Pro	CJM202 - Intro to Corrections
Humanities Elective	PSY101 - Intro to Psychology

YEAR II

Fall Semester	**Spring Semester**
ACC201 - Financial Accounting	CJM302 - Criminal Investigations
CJM102 - Intro to Criminology	MKT250 - Principles of Marketing
ECO242 - Macroeconomics	CJM303 - Law Enforcement Oper.
MGT250 - Principle of Management	ENG280 - Foundation of Rhetoric
*CJM301 - Juvenile Delinquency	CIS320 - Information Systems

YEAR III

Fall Semester	**Spring Semester**
ENG330 - Writing Professionally	FIN360 - Principles of Finance
BUS310 - Business Statistics	CJM403 - Criminal Evidence
ACC202 - Managerial Accounting	Science Elective
*CJM/POL305 - Constitutional Law	General Education Elective
CJM401 – Advanced Issues in Crim. Justice	General Education Elective
Tailored Elective	

YEAR IV

Fall Semester	**Spring Semester**
BUS250 - Business Law	CJM404 - Crim. Just. Adm.& Mgmt.
Tailored Elective	CJM402 - Police Report Writing
Tailored Elective	*CJM495 - CJM Internship
Tailored Elective	Social Science Elective
Math or Science Elective	Tailored Elective
	Tailored Elective

***AND 2 OF THE FOLLOWING 3 COURSES**

CJM301: JUVENILE DELIQUENCY
CJM/POL305: CONSTITUTIONAL LAW
CJM495: CJM INTERNSHIP

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI

Tailored Electives: Courses that could be considered useful to your major
CJM203/CJM210/CJM410/CIS101

FINANCE PROGRAM

Chair: Dr. Timothy Wiseman, Associate Professor Wisemantr@webber.edu

This program is designed to prepare the graduate for a career in a variety of financial management positions. The student will develop an understanding of the theory of finance and the interaction of private and public sector finance as they relate to the overall economy. The student will develop a theoretical as well as a practical understanding of the various areas in the field of finance: banking, investments, financial institutions, portfolio management, and general financial management.

Finance:

Bachelor of Science Degree **30 Cr.**
CIS320 - Information Systems
FIN400 - Corporate Finance
FIN470 - Managing Financial Institutions
FIN480 - Seminar
FIN490 - Investments
MGT321 - Business Ethics
MGT440 - Operational Analysis
MGT499 - Policy & Strategy

**Alternative concentration requirements:* Two (2) of the following three (3) courses
ECO300 - Money & Banking
ECO451 - International Trade & Finance
FIN495 - Finance Internship

Associate of Science Degree **9 Cr.**
ECO300 - Money & Banking
FIN150 - Personal Financial Management
FIN360 - Principles of Finance

Minor **12 Cr.**
Four (4) economics or finance courses (12 credits) outside the business core curriculum;
Two (2) of these courses (6 credits) must not be in the student's major curriculum.

**Area of concentration and tailored electives to include an additional computer course total requirement*

The suggested course sequence for **Finance** is as follows:

YEAR I

Fall Semester	**Spring Semester**
ACC201 - Financial Accounting	ACC202 - Managerial Accounting
CIS101 - Introduction to Computers	CIS2XX – *Any 200-level CIS course*
ENG111 - English Comp. I	ECO241 - Microeconomics
MAT121 - College Algebra	ENG112 - English Comp. II
Humanities Elective	Math or Science Elective

YEAR II

Fall Semester	**Spring Semester**
ECO242 - Macroeconomics	*ECO300 – Money & Banking
MKT250 - Principles of Marketing	FIN360 - Principles of Finance
PSY101 – Introduction to Psychology	MGT250 - Principles of Management
BUS210 - Career Development	ENG280 - Foundations of Rhetoric
BUS310 - Business Statistics	Tailored Elective

YEAR III

Fall Semester	**Spring Semester**
BUS250 - Business Law	CIS320 - Information Systems
FIN400 - Corporate Finance	ENG330 - Writing Professionally
MGT321- Business Ethics	FIN470 - Managing Financial Institutions
General Education Elective	Social Science Elective
Tailored Elective	Tailored Elective

YEAR IV

Fall Semester	**Spring Semester**
*ECO451 – Int'l Trade & Finance	FIN480 - Seminar
FIN490 - Investments	MGT499 - Policy & Strategy
MGT440 - Operations Analysis	Tailored Elective
*FIN495 – Finance Internship	Tailored Elective
Tailored Elective	General Education Elective
Science Elective	

***AND 2 OF THE FOLLOWING 3 COURSES**

ECO300 - MONEY & BANKING
ECO451 - INTERNAT'L TRADE & FINANCE
FIN495 - FINANCE INTERNSHIP

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI

Tailored Electives: Courses that could be considered useful to your major

HOSPITALITY AND TOURISM MANAGEMENT PROGRAM

Chair: Mr. Ian David, Assistant Professor **Davidim@webber.edu**

The graduate of Webber International University's Hospitality and Tourism Management program will have the knowledge and skills needed to be an effective manager in the hospitality industry. The program is designed to give the student both theory and practice in the most relevant aspects of Hospitality and Tourism Management. The graduate will have learned how to deal with human and material resources, how to face challenges in a positive and productive manner, and how to direct a team effort in the delivery of superior service.

Hospitality and Tourism Management:

Bachelor of Science Degree **30 Cr.**
HTM190 - Introduction to Hospitality and Tourism HTM220 - Accommodations Operations Mgmt.
HTM215 - Food and Beverage Management
HTM295 - Hospitality and Tourism Field Trip and Experience
MKT375 - Social Media and Mobile Media Branding
HTM300 - Human Resource Management of the Hospitality and Tourism Ind.
HTM315 - Sociology and Anthropology of Hospitality and Tourism
HTM475 - Operations Analysis in Hospitality and Tourism SBM440 - Facilities and Event Mgmt.
HTM495 - Hospitality and Tourism Internship

Associate of Science Degree **15 Cr.**
HTM190 - Introduction to Hospitality and Tourism Mgmt. HTM215 - Food and Beverage Mgmt.
HTM220 - Accommodations Operations Mgmt.
HTM295 - Hospitality and Tourism Field Trip and Experience
HTM300 - Human Resource Management of the Hospitality and Tourism Ind.

Minor **15 Cr.**
Two (2) courses at the HTM 100 or 200 levels
Two (2) courses at the HTM300 or 400 levels
One (1) HTM Internship or/ Field experience

The suggested course sequence for **Hospitality & Tourism Management** is as follows:

YEAR I

Fall Semester
CIS101 - Introduction to Computers
ENG111 - English Comp I
HTM190 – Intro. to Hosp. & Tourism
MAT121 - College Algebra
Humanities Elective

Spring Semester
ECO241 - Microeconomics
ENG112 - English Comp II
HTM220 – Accom. Operations Mgmt.
PSY101 - Psychology
Math/Science Elective

YEAR II

Fall Semester
ACC201- Financial Accounting
BUS210 – Career Development
ECO242 - Macroeconomics
HTM215 – Food & Beverage Mgmt.
MGT250 – Principles of Management

Spring Semester
ACC202 – Managerial Accounting
ENG280 – Foundations of Rhetoric
MKT250 - Principles of Marketing
CIS2XX– *Any 200-level CIS course*
General Education Elective

YEAR III

Fall Semester
BUS250 – Business Law
BUS310 – Business Statistics
Social Science Elective
Tailored Elective
General Education Elective

Spring Semester
FIN360 – Principles of Finance
ENG330 – Writing Professionally
HTM300– Human Resource Management
HTM295 – HTM Field Trip/Experience
Tailored Elective

YEAR IV

Fall Semester
SBM440 – Facilities/Event Mgmt.
HTM495 – HTM Internship
HTM315 – Sociology & Anthropology
Tailored Elective
Science Elective

Spring Semester
MKT375 – Social Media Branding
HTM475 – Operations Analysis in HTM
Tailored Elective
Tailored Elective
Tailored Elective

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI
Tailored Electives:	Courses that could be considered useful to your major

INTEGRATED MARKETING COMMUNICATIONS

Chair: Mr. Ronald Weber, Assistant Professor **Weberra@webber.edu**

Integrated marketing communications (IMC) has become a powerful force in the digital era—aimed at creating unified, strategic messages that use all promotional tools and channels to build a successful brand and organization. Webber's IMC program combines study in advertising, business communications, emerging media, marketing strategy, and public relations to help students excel in today's IMC workplace. Students pursuing a BSBA degree in IMC will choose a focus on executive-level communications, strategic marketing, emerging media and social media, or creative communications, as well as electives that support their areas of interest. IMC is an interdisciplinary program designed to fit students' needs and prepare them for a wide variety of positions in marketing and communications.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION IN INTEGRATED MARKETING COMMUNICATIONS

Common Core Requirements

(General Education Core and Business Core) major requirements, including a chosen 9-hour path; and a minimum of 15 hours of tailored electives.

	General Education Core	**36 Cr.**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Math or Science Elective	3
	(2) General Education Electives	6

	Business Core	**36 Cr.**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS210	Career Development	3
BUS310	Business Statistics	3
BUS250	Business Law	3
CIS101	Introduction to Computers	3
CIS295	Presentation Management	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3

IMC Major Requirements

33 Cr.

COM254	Principles of Integrated Marketing Communications	3
ENG230	Media Writing	3
COM264	Graphic and Creative Design	3
COM374	Corporate Communication	3
MKT365	Digital Media Management	3
MKT460	Marketing Research	3
MKT495	Marketing Internship	3
MKT480	Marketing Strategies (Capstone)	3

***PLUS complete one of the following three-course paths:** 9

IMC/Executive-Level Communications

COM344	Organizational Communication	3
MGT412	Organizational Theory and Behavior (Pre-req. MGT312)	3
MGT300	Public Relations	3

IMC/Strategic Marketing

MKT420	International Marketing	3
MKT340	Consumer Behavior	3
MKT370	Advertising Strategies and Sales Promotion	3

IMC/Emerging Media and Social Media

MKT375	Social and Mobile Media Branding	3
MKT465	Marketing Analytics	3
MKT345	E-Commerce	3

IMC/Creative Communications

CIS340	Web Design for E-Commerce	3
COM384	Digital Content Writing	3
ENG420	Publication Design and Editing	3

Tailored Electives **15 Cr.**

IMC majors are expected to work with their academic advisor to build a program of electives that supports and extends the courses in the major path. With advisor approval, students may choose any required course in a different path as an elective.

Students may also select from the following as electives:

ENG200	Creative Writing
ENG240	Technical Writing
MGT321	Business Ethics
SBM340	Sport Promotion
SBM420	Sport Information and Media Relations

Total Hours…….……minimum of 120

Each student must complete 120 total hours of coursework (excluding classes lower than 100-level).

The suggested course sequence for **Integrated Marketing Communications –**

Executive Level Communications Path is as follows:

YEAR 1

Fall Semester	**Spring Semester**
CIS240 – Computer App. in Business	ECO241 – Microeconomics
ENG111 – English Composition I	ENG112 – English Composition II
MAT121 – College Algebra	PSY101 – Psychology
MKT250 – Principles of Marketing	COM254 – Principles of IMC
Humanities Elective	Science or Math Elective

YEAR 2

Fall Semester	**Spring Semester**
ACC201 – Financial Accounting	ACC202 – Managerial Accounting
ENG230 – Media Writing	BUS210 – Career Development
ECO242 – Macroeconomics	MGT250 – Principles of Management
COM264 – Graphic and Creative Design	ENG280 – Foundations of Rhetoric
MKT275 – Artificial Intelligence for Mkt.	Science Elective

YEAR 3

Fall Semester	**Spring Semester**
BUS310 – Business Statistics	ENG330 – Writing Professionally
BUS250 – Business Law	FIN360 – Principles of Finance
COM374 – Corporate Communication	MGT300 – Public Relations
Social Science Elective	MGT312 - Human Resource MGT **(TE)**
General Education Elective	General Education Elective

YEAR 4

Fall Semester	**Spring Semester**
MKT460 – Marketing Research	MKT480 – Marketing Strategies
COM344 – Organizational Communication	MKT495 – Marketing Internship
MKT365 – Digital Media Management	MGT412 – Org. Theory and Behavior
Tailored Elective	Tailored Elective
Tailored Elective	Tailored Elective

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI
Tailored Electives:	Courses that could be considered useful to your major

The suggested course sequence for **Integrated Marketing Communications –**

Strategic Marketing Path is as follows:

YEAR 1

Fall Semester	**Spring Semester**
CIS240 – Computer App. in Business	ECO241 – Microeconomics
ENG111 – English Composition I	ENG112 – English Composition II
MAT121 – College Algebra	PSY101 – Psychology
MKT250 – Principles of Marketing	COM254 – Principles of IMC
Humanities Elective	Science or Math Elective

YEAR 2

Fall Semester	**Spring Semester**
ACC201 – Financial Accounting	ACC202 – Managerial Accounting
ENG230 – Media Writing	BUS210 – Career Development
ECO242 – Macroeconomics	MGT250 – Principles of Management
COM264 – Graphic and Creative Design	ENG280 – Foundations of Rhetoric
MKT275 – Artificial Intelligence for Mkt.	Science Elective

YEAR 3

Fall Semester	**Spring Semester**
BUS310 – Business Statistics	ENG330 – Writing Professionally
BUS250 – Business Law	FIN360 – Principles of Finance
COM374 – Corporate Communication	MGT300 – Public Relations
Social Science Elective	MGT312 - Human Resource MGT **(TE)**
General Education Elective	General Education Elective

YEAR 4

Fall Semester	**Spring Semester**
MKT460 – Marketing Research	MKT480 – Marketing Strategies
COM344 – Organizational Communication	MKT495 – Marketing Internship
MKT365 – Digital Media Management	MGT412 – Org. Theory and Behavior
Tailored Elective	Tailored Elective
Tailored Elective	Tailored Elective

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI
Tailored Electives:	Courses that could be considered useful to your major

The suggested course sequence for **Integrated Marketing Communications –**

Emerging Media & Social Media Path is as follows:

YEAR 1

Fall Semester	**Spring Semester**
CIS240 – Computer App. in Business	ECO241 – Microeconomics
ENG111– English Composition I	ENG112 – English Composition II
MAT121 – College Algebra	PSY101 – Psychology
MKT250 – Principles of Marketing	COM254 – Principles of IMC
Humanities Elective	Science or Math Elective

YEAR 2

Fall Semester	**Spring Semester**
ACC201 – Financial Accounting	ACC202 – Managerial Accounting
ENG230 – Media Writing	BUS210 – Career Development
ECO242 – Macroeconomics	MGT250 – Principles of Management
COM264 – Graphic and Creative Design	ENG280 – Foundations of Rhetoric
MKT275 – Artificial Intelligence for Mkt.	Science Elective

YEAR 3

Fall Semester	**Spring Semester**
BUS310 – Business Statistics	FIN360 – Principles of Finance
BUS250 - Business Law	ENG330 – Writing Professionally
COM374 – Corporate Communication	MKT375 – SM / Mobile Media Branding
MKT345 – E-Commerce	MKT465 – Marketing Analytics
Social Science Elective	Tailored Elective

YEAR 4

Fall Semester	**Spring Semester**
MKT460 – Marketing Research	MKT480 – Marketing Strategies
MKT365 – Digital Media Management	MKT495 – Marketing Internship
General Education Elective	General Education Elective
Tailored Elective	Tailored Elective
Tailored Elective	Tailored Elective

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI
Tailored Electives:	Courses that could be considered useful to your major

The suggested course sequence for **Integrated Marketing Communications –**

Creative Communications Path is as follows:

YEAR 1

Fall Semester	**Spring Semester**
ENG111– English Composition I	ECO241 – Microeconomics
MAT121 – College Algebra I	ENG112 – English Composition II
MKT250 – Principles of Marketing	PSY101 – Psychology
Science Elective	COM254 – Principles of IMC
Humanities Elective	Science or Math Elective

YEAR 2

Fall Semester	**Spring Semester**
ACC201 – Financial Accounting	ACC202 – Managerial Accounting
ENG230 – Media Writing	BUS210 – Career Development
ECO242 – Macroeconomics	CIS295 – Presentation Management
COM264 – Graphic and Creative Design	ENG280 – Foundations of Rhetoric
MKT275 – Artificial Intelligence for Mkt.	MGT250 – Principles of Management

YEAR 3

Fall Semester	**Spring Semester**
BUS310 – Business Statistics	FIN360 – Principles of Finance
BUS250 – Business Law	ENG330 – Writing Professionally
COM374 – Corporate Communication	CIS340 – Web Design for E-Commerce
COM384 – Digital Content Writing	General Education Elective
Tailored Elective	

YEAR 4

Fall Semester	**Spring Semester**
MKT460 – Marketing Research	MKT480 – Marketing Strategies
ENG420 – Publication Design and Editing	MKT495 – Marketing Internship
MKT365 – Digital Media Management	General Education Elective
Tailored Elective	Tailored Elective
Tailored Elective	Tailored Elective

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI
Tailored Electives:	Courses that could be considered useful to your major

MANAGEMENT PROGRAM

Chair: Dr. Fred Fening, Professor **Feningfa@webber.edu**

The program's inherent flexibility promotes the skills to manage in a variety of business and industry positions. The carefully planned courses provide the student with the foundation for making intelligent business decisions.

Entrepreneurial education is an essential component of the Management Program. Emphasis is placed on: creating and revising strategic plans; processes leading to planned outcomes; budgets and controls; personnel issues and ethics in business. These skills are as applicable to small business as they are to medium and large business enterprises. The development of self-direction is the focus of the Management Program.

Management:

Bachelor of Science Degree **30 Cr.**
CIS320 - Information Systems
FIN400 - Corporate Finance
MGT312 - Human Resource Management
MGT321 - Business Ethics
MGT325 - Entrepreneurship
MGT412 - Organization Theory & Behavior
MGT440 - Operations Analysis & Management
MGT499 - Policy & Strategy

**Alternative concentration requirements:* Two (2) of the following three (3) courses
BUS300 - Business Internship
ECO451 - International Trade & Finance
MKT420 - International Marketing

Associate of Science Degree **6 Cr.**
MGT312 - Human Resource Management
MGT325 - Entrepreneurship

**Area of concentration and tailored electives to include an additional computer course total requirement*

The suggested course sequence for **Management** is as follows:

YEAR I

Fall Semester	**Spring Semester**
CIS240 – Computer App. in Business	MKT250 - Principles of Marketing
ENG111 - English Comp. I	ENG112 - Eng. Comp. II
MAT121 - College Algebra	PSY101 - Psychology
Humanities Elective	Math or Science Elective
Tailored Elective	Tailored Elective

YEAR II

Fall Semester	**Spring Semester**
ACC201 - Financial Acct.	ACC202 - Managerial Acct.
ECO241 - Microeconomics	ECO242 - Macroeconomics
MGT220 – International Business	MGT325 - Entrepreneurship
MGT250 - Principles of Management	MGT312 - Human Resource Mgmt.
BUS210 - Career Development	ENG280 - Foundations of Rhetoric

YEAR III

Fall Semester	**Spring Semester**
MGT321- Business Ethics	FIN360 - Principles of Finance
BUS310- Business Statistics	ENG330 - Writing Professionally
General Education Elective	MGT412 - Org. Theory & Behavior
General Education Elective	CIS320 - Information Systems
Tailored Elective	Science Elective

YEAR IV

Fall Semester	**Spring Semester**
FIN400 - Corporate Finance	BUS250 - Business Law
MGT440 - Operations Analysis	MGT499 - Policy & Strategy
Social Science Elective	* BUS300 – Business Internship
Tailored Elective	Tailored Elective
* MKT420 – Int'l Marketing	Tailored Elective
* ECO451 – Int'l Trade & Finance	

*2 OF THE FOLLOWING 3 COURSES
BUS300 – Business Internship
ECO451 – International Trade & Finance
MKT420 – International Marketing

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI
Tailored Electives:	**Courses that could be considered useful to your major**

SPORT BUSINESS MANAGEMENT PROGRAM

Chair: Dr. Tom Aaron, Associate Professor **Aarontc@webber.edu**

The sport industry is truly international. Demand for the leaders needed to maintain its success is growing rapidly. The Sport Business Management program is designed to provide such leaders. Building on a solid business core, the student then explores the unique aspects of sport promotion, sport information and media, and facilities and event management.

Sport Business Management:

Bachelor of Science Degree **30 Cr.**
SBM220 - Introduction to Sport Business Management
SBM240 - Field Experience **OR** SBM245 - Careers in Sport Business Management
SBM260 - Ethics & Issues in Sport Business Management
SBM340 - Sport Promotion
SBM390 - Risk Management & Legal Aspects of Sport
SBM420 - Sport Information & Media Relations
SBM440 - Facilities & Event Management
SBM460 - Sport Administration
SBM495 - Internship **OR** SBM498 - Advanced Seminar in Sport Business Management
MGT312 - Human Resource Management

Associate of Science Degree **12 Cr.**
SBM220 - Introduction to Sport Business Management
SBM240 - Field Experience **OR** SBM245 - Careers in Sport Business Management
SBM260 - Ethics & Issues in Sport Business Management
MGT312 - Human Resource Management

Minor **15 Cr.**
SBM220 - Introduction to Sport Business Management
One (1) other SBM200 level class
Three (3) other SBM300 or 400 level classes

The suggested course sequence for **Sport Business Management** is as follows:

YEAR I

Fall Semester	**Spring Semester**
CIS101 - Introduction to Computers	CIS2XX - *Any 200-level CIS course*
ENG111 - English Comp. I	ECO241 - Microeconomics
MAT121 - College Algebra	ENG112 – English Comp. II
Humanities Elective	PSY101 - Psychology
SBM220 - Intro. Sport Management	Math/Science Elective

YEAR II

Fall Semester	**Spring Semester**
ACC201 - Financial Acct.	ACC202 - Managerial Acct.
BUS210 - Career Development	ENG280 – Foundations of Rhetoric
ECO242 - Macroeconomics	MKT250 – Principles of Marketing
MGT250 - Principles of Management	SBM260 – Ethics & Issues
Tailored Elective	*SBM240 – Field Experience *or*
	*SBM245 – Careers in Sport Bus.Mgt.

YEAR III

Fall Semester	**Spring Semester**
MGT312 - Human Resource Mgmt.	ENG330 - Writing Professionally
BUS310 - Business Statistics	FIN360 - Principles of Finance
SBM340 - Sport Promotion	SBM390 - Risk Mgmt. & Legal Aspects
Social Science Elective	*SBM495 – Internship *or*
General Education Elective	*SBM498-Adv. Seminar in Sport Bus.Mgt.
	General Education Elective

YEAR IV

Fall Semester	**Spring Semester**
BUS250 - Business Law	SBM460 - Sport Administration
SBM420 - Sport Info. & Media	Science Elective
SBM440 - Facilities/Event Mgmt.	Tailored Elective
Tailored Elective	Tailored Elective
Tailored Elective	Tailored Elective

*2 OF THE FOLLOWING 4 COURSES (1 EACH - YEAR II & YEAR III)
SBM240 - Field Experience
SBM245 - Careers in Sport Bus. Mgmt.
SBM495 - Internship
SBM498 - Adv. Seminar in Sport Bus. Mgmt.

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI
Tailored Electives:	Courses that could be considered useful to your major **HTM190**

BACHELOR OF SCIENCE DEGREE IN GENERAL BUSINESS STUDIES

SUMMARY OF REQUIREMENTS

Common Core Requirements:
Bachelor of Science Degree in General Business Studies:

	General Education Core	**36 Cr.**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Electives	6
	General Education Electives	6

	General Business Studies Core	**57 Cr.**
ACC201	Financial Accounting	3
BUS210	Career Development	3
BUS300	Business Internship	3
BUS310	Business Statistics	3
BUS250	Business Law I	3
CIS101	Introduction to CIS	3
CIS240	Computer App. in Business	3
CIS295	Presentation Management	3
ECO241	Microeconomics	3
ENG420	Publication Design & Editing	3
FIN150	Personal Financial Management	3
MGT250	Principles of Management	3
MGT325	Entrepreneurship	3
MGT300	Public Relations	3
MGT312	Human Resource Management	3
MGT321	Business Ethics	3
MGT443	Compensation & Benefits	3
MKT250	Principles of Marketing	3
MKT340	Consumer Behavior	3

(9) Tailored Electives	**27 Cr.**
Total Requirements	**120 Credits**

GENERAL BUSINESS STUDIES

Chair: Dr. Phil Murray, Professor **Murraypr@weber.edu**

The Bachelor of Science in General Business Studies is a program that recognizes the ever-changing needs in the world today. The program offers flexibility for students who have career goals that require a business background but do not require a specific area of concentration. The program is structured to permit the transfer of up to 39 non-business related credits for students who have earned credit in another area but have recognized the need for a business foundation in their chosen field of employment. It also provides flexibility for the student to select a large number of electives within the business field to tailor the educational program to the student's life goals. The General Business Studies course work is largely managerial and entrepreneurial in scope. The program is ideal for students who want to operate a small business in a technical field or who are reentering college after having earned college credit in another field. Students are encouraged to consider a minor to accompany the General Business Studies degree.

*The General Business Studies degree is also available entirely online.

The suggested course sequence for the General Business Studies program is as follows:

YEAR I

Fall Semester	**Spring Semester**
CIS101 - Introduction to Computers	ENG112 – English Comp. II
ENG111 - English Comp I	CIS240 – Computer App. in Business
MAT121 - College Algebra	FIN150 – Personal Financial Mgmt.
Humanities Elective	Tailored Elective
General Education Elective	Tailored Elective

YEAR II

Fall Semester	**Spring Semester**
ECO241 – Microeconomics	MKT250 – Principles of Marketing
MGT250 – Principles of Management	PSY101 – Psychology
BUS210 – Career Development	ENG280 – Foundations of Rhetoric
CIS295 – Presentation Management	ACC201 – Financial Accounting
Tailored Elective	Science Elective

YEAR III

Fall Semester	**Spring Semester**
General Education Elective	MGT325 - Entrepreneurship
BUS300 – Business Internship	ENG330 – Writing Professionally
BUS310 – Business Statistics	MGT312 – Human Resource Mgmt.
MGT300 – Public Relations	Science Elective
Tailored Elective	Tailored Elective

YEAR IV

Fall Semester	**Spring Semester**
BUS250 – Business Law	MGT443 – Compensation & Benefits
MGT321 – Business Ethics	Tailored Elective
MKT340 – Consumer Behavior	Tailored Elective
ENG420 – Publication Design & Editing	Tailored Elective
Social Science Elective	Tailored Elective

MINORS IN BUSINESS ADMINISTRATION DEGREES

Accounting **15 Cr.**
ACC301 Intermediate Accounting I & ACC302 Intermediate Accounting II - Required
Three (3) courses at the 300 or 400 level beyond the business core (not to include ACC499)

Computer Information Systems **12 Cr.**
Four (4) CIS courses beyond the two CIS requirements in the business core for a total of six (6) courses

Finance **12 Cr.**
Four (4) Economics or Finance courses outside the business core curriculum;
(Two (2) of these courses (6 credits) must not be in the student's major curriculum)

Hospitality and Tourism Management **15Cr.**
Two (2) courses at the HTM100 or 200 levels, Two (2) courses at the HTM300 or 400 levels,
One (1) HTM Internship

Human Resource Management **15 Cr.**
Five (5) Human Resource courses required outside the business core curriculum

Complete five (5) of the following:

MGT312 - Human Resource Management
ECO305 - Labor Economics
MGT343 - Assessment, Staff & Employees
MGT344 - Developing and Motivating Human Potential
MGT412 – Organizational Theory and Behavior
MGT443 - Compensation and Benefits

Marketing **15 Cr.**
MKT340 Consumer Behavior - Required
Four (4) marketing courses; drawn from Integrated Marketing Communications Curriculum, beyond MKT250 Principles of Marketing

Professional Business Writing **15 Cr.**
ENG420 Publication Design and Editing - Required
CIS295 Presentation Management - Required

Complete three (3) of the following:

ENG200 - Creative writing
ENG230 - Media Writing
ENG240 - Technical Writing
ENG250 - Legal Writing

Sport Business Management **15 Cr.**
SBM220 Intro. to Sport Business Mgmt. - Required
One (1) SBM100 or 200 level course
Three (3) SBM300 or 400 level courses

BACHELOR OF SCIENCE IN SPORTS PERFORMANCE, HEALTH, AND FITNESS

Graduates of Webber International University's Sports Performance, Health, and Fitness program will gain knowledge and experience in areas such as public health, nutrition, anatomy and physiology, biomechanics, exercise prescription, fitness and body composition assessment, and sport psychology. This program is designed to prepare students for careers as personal trainers, strength and conditioning coaches, exercise physiologists, group fitness instructors, and many more! Additionally, this program will prepare students to sit for field-related certifications such as:

- American College of Sports Medicine (ACSM) – Certified Personal Trainer
- American College of Sports Medicine (ACSM) – Certified Exercise Physiologist
- National Academy of Sports Medicine (NASM) – Corrective Exercise Specialist
- National Strength and Conditioning Association (NSCA) – Certified Strength and Conditioning Specialist

SUMMARY OF REQUIREMENTS

	General Education Core	**40 Cr.**
BIO221	Human Anatomy & Physiology I	4
BIO222	Human Anatomy & Physiology II	4
BIO120	Medical Terminology	2
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
SBS255	Sociology	3
	Humanities Course	3
	General Education Electives	6

	Lower Level	**20 Cr.**
SPF105	Principles of Health and Fitness	3
SPF110	Program Design in Exercise	3
SPF115	Motor Development and Skill Learning	3
SPF210	Care and Prevention of Injuries	3
SPF298	Field Experience	2
SBM231	Foundations and Principles of PE and Sport	3
SBM260	Ethics and Issues in Sport	3

	Upper Level	**33 Cr.**
SPF300	Psychological Aspects of Sport and Exercise	3
SPF305	Personal Training and Strength Conditioning	3
SPF310	Nutrition and Weight Management	3
SPF315	Fitness for Special Populations	3
SPF325	Kinesiology	3
SPF350	Health Fitness Appraisal and Wellness	3
SPF370	Nutrition in Health and Exercise	3
SPF402	Exercise Physiology	3
SPF495	Senior Sport Fitness Internship	3
SBM390	Risk Management and Legal Aspects in Sport	3
SBM465	Organization and Administration in PE and Sport	3
Core Electives		**9 Cr.**
General/Tailored Electives		**18 Cr.**
Total Credits Required:		**120 Cr.**

*The suggested course sequence for **Sports Performance, Health, and Fitness** is as follows:*

Year I

Fall Semester	**Spring Semester**
ENG111 – English Composition I	ENG112 – English Composition II
MAT121 – College Algebra	BIO221 – Human Anatomy & Physiology I
BIO120 – Medical Terminology	SPF110 – Program Design in Exercise
SPF105 – Principles of Health & Fitness	General Education Elective
SBS255 – Sociology	Humanities Course

Year II

Fall Semester	**Spring Semester**
ENG280 – Foundations of Rhetoric	PSY101 – Introduction to Psychology
SPF115 – Motor Development & Skill Learning	ENG330 – Writing Professionally
SBM231 – Foundations & Principles of PE & Sport	SBM260 – Ethics & Issues in Sport
BIO222 – Human Anatomy & Physiology II	SPF298 – Field Experience
General Education Elective	Core Elective

Year III

Fall Semester	**Spring Semester**
SPF300 – Psychological Aspects of Sports and Exercise	SPF350 – Health Fitness Appraisal
SPF305 – Personal Training & Strength Conditioning	SPF325 – Kinesiology
SPF402 – Exercise Physiology	SPF370 – Nutrition in Health & Exercise
SPF310 – Nutrition & Weight Management	SPF210 – Care & Prevention of Injuries
SPF315 – Fitness for Special Populations	Core Elective

Year IV

Fall Semester	**Spring Semester**
SBM465 – Organization & Admin in PE & Sports	SPF495 – Senior Sport Fitness Internship
SBM390 – Risk Management & Legal Aspects in Sports	General/Tailored Elective
Core Elective	General/Tailored Elective
General/Tailored Elective	General/Tailored Elective
General/Tailored Elective	General/Tailored Elective

BACHELOR OF SCIENCE DEGREE IN OCCUPATIONAL THERAPY ASSISTANT WITH A MINOR IN HEALTH SERVICES ADMINISTRATION

Program Director: Dr. Betsy B. Burgos, Assistant Professor burgosbb@webber.edu

The Bachelor of Science in Occupational Therapy Assistant (BSOTA), with a Minor in Health Services Administration (HSA) will prepare graduates with clinical, research, advocacy, managerial, and leadership skills, allowing them to work in various settings and specialties within the healthcare system and with clients of all ages. Graduates may work at hospitals, nursing homes, schools, mental health agencies, outpatient clinics specializing in orthopedic, neurological, and sensorimotor conditions, among other community facilities.

Under the supervision of an occupational therapist, the baccalaureate occupational therapy assistant (OTA) contributes with the evaluation, implementation of treatment, and documentation of progress towards treatment goals of individuals who are experiencing difficulties engaging in their daily activities due to emotional, developmental, and/or physical disabilities. Additionally, graduates are prepared to assist with the managerial aspects of the occupational therapy practice and assume leadership roles within the profession.

The Webber BSOTA program, was granted CANDIDACY STATUS on December 2020 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The BSOTA Program may now admit students by August 2022 and proceed to the Pre-accreditation Review step of the accreditation process. The Program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the NBCOT exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, the State of Florida requires licensure to practice. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

For more information about accreditation and the national certification, contact:
Accreditation Council for Occupational Therapy Education (ACOTE)
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
(301) 652-6611 / accred@aota.org / www.acoteonline.org

National Board for Certification in Occupational Therapy (NBCOT), Inc.
One Bank Street, Suite 300, Gaithersburg, MD 20877-4150
9301) 990-7979 / info@nbcot.org / www.nbcot.org

Admission Guidelines

The Bachelor of Science in Occupational Therapy Assistant (BSOTA) Program is a limited admission 120-credit-hour Bachelor degree program. The Program admits two classes every year: one in the Fall and a second one in the Spring.

The BSOTA program requires a separate application to the professional phase of the BSOTA Program. The BSOTA program application is located at the Occupational Therapy Assistants

Centralized Application Services (OTACAS) website. The application cycle opens late July and closes beginning of June of each year.

Step 1: Students need to create an OTACAS account at www.otacas.org. Minimal fee required.
Step 2: Once the OTACAS account is created, students can log in and complete the following information and required forms:

- **My Application page** (personal information, academic history, etc.) – Profile page

- **Shadowing/Healthcare Hours**: Upload the ***Observation Hours Verification Form*** (as PDF documents) - Applicants are required to complete AT LEAST **24 hours** of observation of occupational therapy services **by the time of application** to the Program. Hours must be documented on this form.

- ***Essential Requirements Form*** (as PDF documents) - This document describes the essential physical, cognitive, psychological, and emotional abilities that an applicant needs to successfully perform the roles, tasks, and responsibilities of an occupational therapy assistant.

- ***History of Convictions/Felony Form*** (as PDF documents) - Applicants are required to complete this form to disclose if there is any prior history of convictions and/or felonies. Failure to submit this form will automatically result in your disqualification for admission into the program.

- ***CV/Resume*** - Include your most recent resume (as PDF file) describing your employment history and/or volunteer service in health care or community-based settings.

- ***Transcripts*** – Unofficial copy of student's academic transcripts (as PDF file).

A student MUST successfully complete all foundational courses, after which, the applicant is eligible for application and admission to the professional phase of the BSOTA Program, which contains the core courses for occupational therapy assistant and health services administration.

Students must meet minimum application requirements and complete an "Intent to Apply" by declaring Pre-OTA status during the first semesters of the foundational phase. Students completing their prerequisites at other academic institutions, need to confirm that all courses are equitable to the Webber prerequisite required course list and submit transcripts from all institutions attended.

Admission Criteria:

1. Complete all the following BSOTA pre-requisites courses (34 credits):

- ENG11 English Composition 1 (3 crs)
- ENG112 English Composition 2 (3crs)
- ENG280 Foundations of Rhetoric (3 crs)
- HUM Any Humanities approved for Gen Ed (3 crs)
- MAT121 College Algebra (3 crs)
- MAT225 Introduction to Statistics (3 crs)
- PSY101 Introduction of Psychology (3 crs)

- HSC354 Basic Principles of Disease (3 crs)
- BIO120 Medical Terminology (2 crs)
- BIO221C Human Anatomy & Physiology I (4 crs)
- BIO222C Human Anatomy & Physiology II (4 crs)

2. Prerequisite courses must be completed by the time of application to the BSOTA program, with minimum of "**C.**" A minimum of **"B"** is required for BIO221C Human Anatomy & Physiology I /Lab and for BIO222C Human Anatomy & Physiology II /Lab.

3. Have a minimum cumulative **GPA** of **2.75** on the above pre-requisite courses.

4. Applicants are required to complete **AT LEAST 24 hours** of supervised observation of occupational therapy services by the time of application to the Program.

BSOTA Program Courses

	General Education Courses	**37 Cr.**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
DEP200	Lifespan Development	3
MAT121	College Algebra	3
MAT225	Introduction to Statistics	3
PSY101	Introduction to Psychology	3
BIO120	Medical Terminology	2
BIO221C	Human Anatomy & Physiology I/ Lab	4
BIO222C	Human Anatomy & Physiology II/ Lab	4
HSC254	Basic Principles of Disease	3
HUM	Any HUM course approved for general education	3

	Minor in Health Services Administration Courses	**24 Cr.**
HSA100	Principles of Health Services Administration	3
HSA126	Accounting for Healthcare	3
HSA210	Cultural Competency in HSA	3
HSA225	Ethics in Healthcare	3
HSA301	Healthcare Setting Analysis	3
HSA310	Research Methods in Healthcare	3
HSA315	Public Policy in Healthcare	3
HSA337	Healthcare Finance	3

	Occupational Therapy Assistant Core Courses	**59 Cr.**
OTH 200C	Foundations of Occupational Therapy Practice/Lab	4
OTH 305C	Pediatric Interventions/Lab	4
OTH 310C	Mental Health & Wellness Interventions/Lab	4
OTH 315C	Functional Anatomy & Kinesiology I/Lab	4
OTH 320C	Functional Anatomy & Kinesiology II/Lab	4
OTH 325C	Musculoskeletal Conditions & Interventions/Lab	4
OTH 330C	Analysis of Occupational Performance Across the Lifespan I/Lab	4
OTH 335	Seminar I	1
OTH 340L	Level I Fieldwork A	1
OTH 345L	Level I Fieldwork B	1
OTH 400C	Neuromuscular Conditions & Interventions/Lab	4
OTH 405C	Advanced Clinical Interventions/Lab	4
OTH 410C	Analysis of Occupational Performance Across the Lifespan II/Lab	4
OTH 415	Seminar II	1
OTH 420	Baccalaureate Project	3
OTH 425L	Level II Fieldwork A	6
OTH 430L	Level II Fieldwork B	6

Total Credits Required: **120 Crs.**

The suggested course sequence for **Occupational Therapy Assistant** is as follows:

Year I

Fall Semester

ENG111 – English Composition 1
MAT121 – College Algebra
BIO120 – Medical Terminology
HUM – Any Humanities from Gen Education
BIO221C – Human Anatomy & Physiology I/Lab

Spring Semester

ENG112 – English Composition 2
BIO222C – Human Anatomy & Physiology II/Lab
MAT225 – Introduction to Statistics
PSY101 – Introduction to Psychology
HSC254 – Basic Principles of Disease

Summer Semester

ENG280 – Foundations of Rhetoric

Year II

Fall Semester

OTH200C – Foundations of Occupational Therapy Practice/Lab
OTH315C – Functional Anatomy & Kinesiology I/Lab
DEP200 – Lifespan Development
HSA100 – Principles of Health Services Administration
HSA210 – Cultural Competency in HSA

Spring Semester

OTH330C – Analysis of Occupational Performance Across Lifespan I/Lab
OTH320C – Functional Anatomy & Kinesiology II/Lab
HSA225 – Ethics in Healthcare
HSA126 – Accounting for Healthcare

Year III

Fall Semester

OTH325C – Musculoskeletal Conditions & Interventions/Lab
OTH310C – Mental Health & Wellness Interventions/Lab
OTH335 – Seminar I
HSA301 – Healthcare Settings Analysis
HSA310 – Research Methods in Healthcare

Spring Semester

OTH400C – Neuromuscular Conditions & Interventions/Lab
OTH305C – Pediatrics Interventions/Lab
OTH340L – Level I Fieldwork A
HSA315 – Public Policy in Healthcare

Year IV

Fall Semester

OTH405C – Advanced Clinical Interventions/Lab
OTH410C – Analysis of Occupational Performance Across Lifespan I/Lab
OTH415 – Seminar II
OTH345L – Level I Fieldwork B
HSA337 - Healthcare Finance

Spring Semester

OTH420 – Baccalaureate Project
OTH425L – Level II Fieldwork A
OTH430L – Level II Fieldwork

BACHELOR OF ARTS IN HEALTH SERVICES ADMINISTRATION

Program Director: Dr. Nichole Murray, Assistant Professor **murrayna@webber.edu**

The Health Services Administration undergraduate program is an interdisciplinary major designed to prepare students for a career in the health services industry in an administrative capacity. The program of study will give students a broad view of the health care system and will prepare students for entry and mid-level management positions in areas such as hospitals, medical clinics; group medical practices; managed care organizations; long-term care facilities; insurance companies; home health agencies; and governmental health agencies. The program analyzes the structure of the health care industry; identifies cultural, legal and environmental factors that impact health and provides students with communication and management skills.

SUMMARY OF REQUIREMENTS

	General Education Core	**36 Cr.**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT225	Introductory Statistics	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Social Science Elective	3
	Humanities Elective	3
	Science Elective	3
	General Education Electives	6
	Lower Level	**29 Cr.**
HSA100	Principles of Health Services Administration	3
HSA119	Computer Applications in Healthcare	3
HSA126	Accounting for Healthcare	3
HSA200	Legal Aspects of Healthcare Administration	3
HSA210	Culture Competency in HSA	3
HSA225	Ethics in Healthcare	3
BIO120	Medical Terminology	2
CIS240	Computer Application in Business	3
ECO241	Microeconomics	3
MGT250	Principles of Management	3
	Upper Level	**37 Cr.**
HSA301	Healthcare Setting Analysis	3
HSA310	Research Methods in Healthcare	3
HSA315	Public Policy in Healthcare	3
HSA337	Healthcare Finance	3
HSA366	Healthcare Communication	3
HSA370	Healthcare Marketing	3
HSA410	Seminar in HSA	1
HSA415	Leadership in Healthcare Organization	3
HSA420	Health Care Management	3
HSA450	Risk Management in Healthcare	3
HSA493	HSA Capstone Project	3
MGT312	Human Resource Management	3
MGT412	Organization Theory & Behavior	3
Electives		**18 Cr.**
Total Credits Required		**120 Cr.**

The suggested course sequence for **Health Services Administration** is as follows:

Year 1

Fall Semester	**Spring Semester**
ENG111 - English Comp I	ENG112 - English Comp II
MAT121 - College Algebra	MAT225 - Introduction to Statistics
HSA100 - Principles of Health Services Admin	HSA126 – Accounting in Healthcare
CIS240 - Computer Application in Business	ECO241 - Microeconomics
BIO120 - Medical Terminology	Science Elective

Year 2

Fall Semester	**Spring Semester**
ENG280 – Foundations of Rhetoric	ENG330 – Writing Professionally
PSY101 – Psychology	HSA200 – Legal Aspects of Healthcare Admin.
HSA210 – Cultural Competency in HSA	MGT250 – Principles of Management
HSA119 – Computer Applications in Healthcare	HSA225 – Ethics in Healthcare
Humanities Elective	SBS255 – Sociology

Year 3

Fall Semester	**Spring Semester**
HSA315 – Public Policy in Healthcare	HSA366 – Healthcare Communication
HSA301 – Healthcare Setting Analysis	HSA337 – Healthcare Finance
HSA310 – Research Methods in Healthcare	HSA370 – Healthcare Marketing
MGT312 – Human Resource Management	MGT412 – Organization Theory & Behavior
Elective – *Approved* General Elective	Tailored Elective

Year 4

Fall Semester	**Spring Semester**
HSA415 – Leadership in Healthcare Org	HSA420 - Health Care Mgmt.
HSA450 – Risk Management in Healthcare	HSA410 - Seminar in HSA
Tailored Elective	HSA493 - HSA Capstone Project
Tailored Elective	Tailored Elective
Tailored Elective	Tailored Elective
	Elective – *Approved* General Elective

Elective Key:

Social Science Electives:	POL, HIS, SBS
General Education Electives:	ART, ENG, FES, HIS, HUM, POL, PHY, SCI, SBS, SPA
Humanities Electives:	HUM, ENG206/207/208, ENG201, ENG215
Science Electives:	FES, PHY, SCI
Tailored Electives:	**Courses that could be considered useful to your major**

BACHELOR OF ARTS IN 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.

SUMMARY OF REQUIREMENTS

Core Requirements		**34 Cr.**
BIO221	Human Anatomy & Physiology I	4
PSY101	Introduction to Psychology	3
PSY202	Research Methods in Psychology	4
PSY232	Bio-Psychology	3
PSY240	Developmental Psychology	3
PSY244	Abnormal Psychology	3
PSY266	Statistical Methods in Psychology	3
PSY331	Social Psychology	4
PSY356	Cognitive Psychology	4
PSY494	Senior Capstone in Psychology	3
Additional Requirements (a minimum of 9 credits)		**12 Cr.**
PSY314	Counseling Psychology	3
PSY325	Drugs & Behavior	3
PSY335	Organizational Behavior	3
PSY380	Psychology of Gender	3
PSY438	Applied Psychology	3
PSY445	History & Systems	3
Additional credits from Psychology courses		12
(A minimum of 9 credits from 300-400 level courses)		
General Education and Business Core offered at Florida Campus		**54 Cr.**
CIS101	Introduction to Computers	3
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
BUS100	Introduction to Business	3
SBS255	Sociology	3
	Humanities Electives	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	General Education Electives	6
BUS210	Career Development	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
MGT250	Principles of Management	3
Electives		**20 Cr**.
Total Credits Required		120

The suggested course sequence for **Psychology** is as follows:

YEAR I

FALL SEMESTER	**SPRING SEMESTER**
CIS101 - Introduction to Computers	ENG112 - English Comp II
ENG111- English Comp 1	BIO221 - Anatomy & Physiology I
MAT121- College Algebra	BUS100 – Introduction to Business
PSY101 - Introduction to Psychology	PSY232 -Biopsychology
General Education Elective	Humanities

YEAR II

FALL SEMESTER	**SPRING SEMESTER**
ENG280 – Foundations of Rhetoric	ENG330 – Writing Professionally
SBS255 – Sociology	ECO242 – Macroeconomics
ECO241 – Microeconomics	PSY266 – Statistical Methods in Psychology
PSY240 – Developmental Psychology	Elective
Science Elective	Social/Behavioral Science Elective

YEAR III

FALL SEMESTER	**SPRING SEMESTER**
MGT250 – Principles of Management	PSY331 – Social Psychology
PSY202 – Research Methods in Psychology	PSY314 – Counseling Psychology
PSY244 – Abnormal Psychology	BUS210 – Career Development
Elective	Elective
General Education Elective	Elective

YEAR IV

FALL SEMESTER	**SPRING SEMESTER**
PSY356 – Cognitive Psychology	PSY494 – Senior Capstone in Psychology
PSY325 – Drugs & Behavior	PSY348 – Applied Psychology
PSY335 – Organizational Behavior	PSY445 – History & Systems
Elective	Elective
Elective	Elective

BACHELOR OF ARTS IN ELEMENTARY EDUCATION

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. The Elementary Education degree and licensure program prepares facilitators of learning to teach grades K-6. 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 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 our graduate notable as they pursue their professional vocation of teaching children in grades K-6.

Program Requirements:

General Education Core		**36 Cr.**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
	Humanities Elective	3
	Social Science Elective	6
	Science Elective	3
	Mathematics OR Science Elective	3
	General Education Elective	6

Academic Concentration		**15 Cr.**
ENG105	Critical Thinking and Reading	3
ENG200	Creative Writing	3
ENG201	Introduction to Literature	3
ENG208	Special Topics in Literature	3
ENG215	Critical Approaches to American Literature	3

Professional Studies (required of all education majors)		**30 Cr.**
EDU220	Child and Adolescent Development	3
EDU232	Integrating movement in the Classroom	3
EDU236	Technology for Educators	3
EDU240	Math for Teaching and Learning	3
EDU250	Education, Culture & Diversity	3
EDU310	Curriculum and Instruction	3
EDU311	Digital Learning Applications	3
EDU324	Educational Psychology	3
EDU352	Teachers as Leaders	3
EDU355	The Exceptional Child ***	3

ELEMENTARY EDUCATION – Con't.

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

Pedagogical Studies (EE major specific)		**24 Cr.**
EDU319	Literature for Children and Youth **	3
EDU325	Social Studies Standards and the State	3
EDU332	Language and Literacy	3
EDU338	Reading and Language Arts	3
EDU339	Social Studies in the Elementary Classroom	3
EDU341	Science in the Elementary Classroom	3
EDU342	Mathematics in the Elementary Classroom	3
EDU365	Fine Arts in the Classroom	3

*****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***

Passing scores on the Pearson Foundations of Reading and General Curriculum Tests are required.

Professional Applications		**15 Cr.**
EDU344	Classroom Management ***	3
EDU423	Student Teaching ***	10
EDU425	Student Teaching Senior Seminar ***	2

Passing scores on the National Student Teaching Assessment, EdTPA is required for student teaching completion.

Total Program Hours: 120 credit hours

The suggested course sequence for **Elementary Education** is as follows:

Elementary Education majors must have a concentration in a core content area (Math, Science, Social Studies and English)

YEAR I

FALL SEMESTER	**SPRING SEMESTER**
*EDU220 - Child and Adolescent	*EDU232 - Integrating Movement in the Classroom
EDU236 - Technology for Educators	EDU240 - Math for Teaching and Learning
*EDU250 - Education, Culture & Diversity	EDU325 - Social Studies Standards and the State
ENG105 - Critical Thinking and Reading	ENG112 - English Composition II
ENG111 - English Composition I	ENG200 – Creative Writing

Declaration of Major: recommend taking Praxis Core Academic Skills Test (ets.org) to be formally admitted into the program. Must maintain a 3.0 GPA.

YEAR II

FALL SEMESTER	**SPRING SEMESTER**
*EDU319 - Literature for Children and Youth	*EDU310 - Curriculum Instruction
*EDU324 - Educational Psychology	*EDU311 - Digital Teaching Applications
EDU355 - The Exceptional Child	EDU365 - Fine Arts in the Classroom
ENG280 - Foundations of Rhetoric	PSY101 – Introduction to Psychology
MAT121 - College Algebra	Science Elective

Must have a composite score of 468 on Praxis Core Academic Skills Tests and a GPA of 3.0 to be formally accepted as a candidate into the program and to take major pedagogical courses.

YEAR III

FALL SEMESTER	**SPRING SEMESTER**
*EDU332 - Language and Literacy	*EDU338 - Reading and Language Arts
*EDU341 - Science in the Elem. Classroom	*EDU339 - Social Studies in the Elem. Classroom
ENG201 - Introduction to Literature	*EDU342 - Math in the Elem. Classroom
ENG330 - Writing Professionally	ENG208 - Special Topics in Literature
Humanities Elective	SBS255 – Sociology

YEAR IV

FALL SEMESTER	**SPRING SEMESTER**
*EDU344 - Classroom Management	EDU423 - Student Teachings (10)
*EDU352 - Teachers as Leaders	EDU425 - Student Teaching Senior Seminar (2)
ENG215 - Critical Approaches to American Lit.	Math or Science Elective
Arts and Aesthetic Gen. Ed. Elective	
General Education Elective	

***Many courses require field based observation experiences. Students must follow school or LEA requirements for permission.**

BACHELOR OF ARTS IN MIDDLE GRADES TEACHER EDUCATION

The 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 general education curriculum. The Middle Grades Education pre-service candidates will show evidence of skills for leading students towards 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 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 students within the middle school setting. Pre-service teachers will participate in a variety of field experiences within the middle school and will habitually reflect on these experiences as a basis for decision-making and professional 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.

Program Requirements:

General Education Core		**36 Cr.**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
	Humanities Elective	3
	Social Science Elective	6
	Science Elective	3
	Mathematics OR Science Elective	3
	General Education Elective	6

Academic Concentration		**15 Cr.**
ENG105	Critical Thinking and Reading	3
ENG200	Creative Writing	3
ENG201	Introduction to Literature	3
ENG208	Special Topics in Literature	3
ENG215	Critical Approaches to American Literature	3

Professional Studies (required of all education majors)		**30 Cr.**
EDU220	Child and Adolescent Development	3
EDU232	Integrating movement in the Classroom	3
EDU236	Technology for Educators	3
EDU240	Math for Teaching and Learning	3
EDU250	Education, Culture & Diversity	3
EDU310	Curriculum and Instruction	3
EDU311	Digital Learning Applications	3
EDU324	Educational Psychology	3
EDU352	Teachers as Leaders	3
EDU355	The Exceptional Child ***	3

MIDDLE GRADES TEACHER EDUCATION – Con't.

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

Pedagogical Studies (MG major specific)		**24 Cr.**
EDU302	Research & Analysis for MG **	3
EDU303	Integrated Content Methods for Middle/Secondary Grades***	6
EDU319	Literature for Children and Youth**	3
EDU322	Reading and Writing in Content Area***	3
EDU325	Social Studies Standards & the State	3
EDU365	Fine Arts in the Classroom	3
SPD314	Differentiated Instruction***	3

*****A grade of 3.0 or above is required for all Professional and Pedagogical Courses.***
******Must be formally admitted to the Teacher Education Program***

Passing scores on the PRAXIS II Middle Grades/Content Area Tests are required.

Professional Applications		**15 Cr.**
EDU344	Classroom Management ***	3
EDU423	Student Teaching ***	10
EDU425	Student Teaching Senior Seminar ***	2

Passing scores on the National Student Teaching Assessment, EdTPA is required for student teaching completion.

Total Program Hours: 120 credit hours

The suggested course sequence for **Middle Grades Teacher Education** is as follows:
Elementary Education majors must have a concentration in a core content area (Math, Science, Social Studies and English)
***Many courses require Field Based Observation experiences. Students must follow school or LEA requirements for permission.*

YEAR I

FALL SEMESTER	**SPRING SEMESTER**
*EDU220 - Child and Adolescent Development	*EDU232 – Integrating Movement in the Classroom
EDU236 - Technology for Educators	EDU240 – Math for Teaching and Learning
*EDU250 - Education, Culture & Diversity	EDU325 – Social Studies Standards and the State
MAT121 – College Algebra	Eng112 – English Composition II
ENG111 – English Composition I	ENG105 – Critical Thinking & Reasoning

***Declaration of Major**:* recommend taking Praxis Core Academic Skills Test (ets.org) to be formally admitted into the program. Must maintain a 3.0 GPA.

YEAR II

FALL SEMESTER	**SPRING SEMESTER**
*EDU319 - Literature for Children and Youth	*EDU310 - Curriculum Instruction
*EDU324 - Educational Psychology	*EDU311 - Digital Teaching Applications
EDU355 - The Exceptional Child	EDU365 - Fine Arts in the Classroom
*EDU302 - Research Analysis for MG	PSY101 – Introduction to Psychology
ENG200 - Creative Writing	ENG280 - Foundations of Rhetoric

Must have a composite score of 468 on Praxis Core Academic Skills Tests and a GPA of 3.0 to be formally accepted as a candidate into the program and to take major pedagogical courses.

YEAR III

FALL SEMESTER	**SPRING SEMESTER**
*EDU303 - Integrated Content Methods for MG/Sec.	*EDU322 - Reading and Writing in the Content Area
ART152 - Drawing and Composition	*EDU344 - Classroom Management
ENG201 - Introduction to Literature	SBS255 - Sociology
ENG330 - Writing Professionally	ENG208 - Special Topics in Literature
	Science Elective

YEAR IV

FALL SEMESTER	**SPRING SEMESTER**
*EDU352 - Teachers as Leaders	EDU423 - Student Teachings (10)
*SPD314 - Differentiated Learning	EDU425 - Student Teaching Senior Seminar (2)
ENG215 - Critical Approaches to American Lit.	Math or Science Elective
Humanities Elective	General Education Elective

Students will submit the Pearson edTPA in Elementary Literacy for completion of the student teaching semester. St. Andrews passing score is 38, which aligns with the NC licensure requirements. Other states may have a different passing score. North Carolina also requires the Pearson Foundations of Reading Test and a Math Praxis Exam for licensure. Licensure requirements should be checked for each individual State.

BACHELOR OF ARTS IN SPECIAL EDUCATION K-12

The 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 or licensure only candidate. 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. They will demonstrate the use of technological tools; both for planning, instruction and assessing, as well as the skills of data management.

Program Requirements:

General Education Core		**36 Cr.**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
	Humanities Elective	3
	Social Science Electives	6
	Science Elective	3
	Mathematics OR Science Elective	3
	General Education Electives	6

Academic Concentration		**12 Cr.**
ENG105	Critical Thinking and Reading	3
ENG201	Introduction to Literature	3
ENG208	Special Topics in Literature	3
ENG215	Critical Approaches to American Literature	3

Professional Studies (required of all education majors)		**30 Cr.**
EDU220	Child and Adolescent Development	3
EDU232	Integrating movement in the Classroom	3
EDU236	Technology for Educators	3
EDU240	Math for Teaching and Learning	3
EDU250	Education, Culture & Diversity	3
EDU310	Curriculum and Instruction	3
EDU311	Digital Learning Applications	3
EDU324	Educational Psychology	3
EDU352	Teachers as Leaders	3
EDU355	The Exceptional Child ***	3

SPECIAL EDUCATION K-12 – Con't.

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

Pedagogical Studies (SPED major specific)		**39 Cr.**
EDU319	Literature for Children and Youth**	3
EDU325	Social Studies Standards & the State	3
EDU332	Language & Literacy***	3
EDU338	Reading & Language Arts***	3
EDU342	Math in the Elementary Classroom***	3
EDU365	Fine Arts in the Classroom***	3
SPD301	Building Collaboration in the Gen Ed Classroom (Inclusion)***	6
SPD302	Learners with Mild Disabilities: Theory & Apps in the Gen Ed Classrroom***	3
SPD303	Assessment Methods and Individual Education Programming***	3
SPD305	Multisensory Teaching of Reading to Students with Disabilities***	3
SPD314	Differentiated Instruction for Learners with Special Needs***	3
SPD320	Math for Special Learners***	3

*****A grade of 3.0 or above is required for all Professional and Pedagogical Courses.***
******Must be formally admitted to the Teacher Education Program***

Passing scores on the Pearson Fundamentals of Reading and General Curriculum Tests and the PRAXIS II Content Area Test are required.

Professional Applications		**15 Cr.**
EDU344	Classroom Management *******	3
EDU423	Student Teaching *******	10
EDU425	Student Teaching Senior Seminar *******	2

Passing scores on the National Student Teaching Assessment, EdTPA is required for student teaching completion.

Total Program Hours: 132 credit hours

The suggested course sequence for **Special Education K-12** is as follows:

Elementary Education majors must have a concentration in a core content area (Math, Science, Social Studies and English)

Many courses require Field Based Observation experiences. Students must follow school or LEA requirements for permission.

YEAR I

FALL SEMESTER	**SPRING SEMESTER**
*EDU220 - Child and Adolescent Development	* EDU232 – Integrating Movement in the Classroom
EDU236 - Technology for Educators	EDU240 - Math for Teaching and Learning
*EDU250 - Education, Culture & Diversity	EDU325 - Social Studies Standards and the State
MAT121 - College Algebra	ENG112 - English Composition II
ENG111 - English Composition I	ENG105 - Critical Thinking & Reasoning

Declaration of Major: recommend taking Praxis Core Academic Skills Test (ets.org) to be formally admitted into the program. Must maintain a 3.0 GPA.

YEAR II

FALL SEMESTER	**SPRING SEMESTER**
*EDU319 - Literature for Children and Youth	*EDU310 - Curriculum Instruction
*EDU324 - Educational Psychology	*EDU311 - Digital Teaching Applications
EDU355 - The Exceptional Child	EDU365 - Fine Arts in the Classroom
ENG201 - Introduction to Literature	*SPD6302 - Learners with Mild Disabilities
ENG280 - Foundations of Rhetoric	PSY101- Introduction to Psychology
	Science Elective

Must have a composite score of 468 on Praxis Core Academic Skills Tests and a GPA of 3.0 to be formally accepted as a candidate into the program and to take major pedagogical courses.

YEAR III

FALL SEMESTER	**SPRING SEMESTER**
*EDU332 - Language and Literacy	*EDU342 - Math in the Elementary Classroom
*SPD320 - Math for Struggling Learners	*EDU338 - Reading & Language Arts
*SPD314 - Differentiated Learning	*SPD301 - Building Collaboration in the Classroom
*SPD303 - Assessment & IEP Planning	*SPD305 - Multi-Sensory Teaching of Reading
ENG330 - Writing Professionally	ENG208 - Special Topics in Literature
	Humanities Elective

YEAR IV

FALL SEMESTER	**SPRING SEMESTER**
*EDU344 - Classroom Management	EDU423 - Student Teachings (10)
*EDU352 - Teachers as Leaders	EDU425 - Student Teaching Senior Seminar (2)
ART152 - Drawing and Composition	SBS255 - Sociology
ENG215 - Critical Approaches to American Lit.	Math or Science Elective
General Education Elective	

Students will submit the Pearson edTPA in Elementary Literacy for completion of the student teaching semester. St. Andrews passing score is 38, which aligns with the NC licensure requirements. Other states may have a different passing score. North Carolina also requires the Pearson Foundations of Reading Test and a Math Praxis Exam for licensure. Licensure requirements should be checked for each individual State.

WEBBER INTERNATIONAL UNIVERSITY FLORIDA CAMPUS

UNDERGRADUATE COURSE DESCRIPTIONS

NOTE:

1. Not all courses are offered every semester. The listed terms indicate when the course is typically offered, which can change without notice. Courses scheduled for the summer are offered on an as-needed basis. Minimum enrollment is required for any course to be offered.
2. Lab fees may be required for laboratory courses and for other specialized courses.
3. Tech fees may be required for online courses.
4. Language and other liberal arts courses are offered based on demand.

ACCOUNTING

ACC201
FINANCIAL ACCOUNTING **3 Credits**
A study of the basic structure of accounting, the accounting cycle, accounting for assets, liabilities, and owners' equity of business organizations, and preparation of financial statements. (Fall/Spring)

ACC202
MANAGERIAL ACCOUNTING **3 Credits**
A study of the concepts and methods for using accounting information in the management process. The emphasis is placed upon the use of such information in the planning, controlling, and decision-making process. Topics covered include cost accumulation methods, cost-volume-profit analysis, present value techniques, financial statement analysis, profit planning and budgeting, and various decision-making techniques. (Fall/Spring) Pre-requisite: ACC201

ACC301
INTERMEDIATE ACCOUNT **3 Credits**
The first half of a two-semester sequence. A comprehensive study of current financial accounting principles and procedures with attention given to the underlying theory. Topics covered include the construction of all major financial statements, basic principles underlying these statements, and a detailed study of all major asset accounts. (Fall) Pre-requisite: ACC202

ACC302
INTERMEDIATE ACCOUNTING II **3 Credits**
A continuation of ACC 301. Topics covered include a detailed study of all major liability and stockholder equity accounts, stock compensation plans, earnings per share, revenue recognition principles, financial accounting for income taxes, pensions, leases, accounting changes, and preparation of the statement of cash flows. (Spring) Pre-requisite: ACC301

ACC312
ACCOUNTING INFORMATION SYSTEMS **3 Credits**
A study of the overall composition of accounting information systems, including basic accounting system concepts, system design and implementation, accounting applications and controls, and

current developments in the field impacting the design of accounting information systems. (Spring) Pre-requisite: ACC202

ACC340
FEDERAL INCOME TAXATION OF INDIVIDUALS **3 Credits**
A comprehensive study of federal tax laws as they apply to the individual taxpayer. (Fall) Pre-requisite: ACC202

ACC351
COST ACCOUNTING **3 Credits**
An in-depth study of basic cost accounting concepts and procedures. Topics include the function of cost accounting in the management process, cost accumulation systems, cost allocation methods, job order costing, process costing, standard costing and standard cost systems, budgeting, and the use of variance analysis for performance measurement and control. (Fall) Pre-requisite: ACC202

ACC435
ACCOUNTING FOR GOVERNMENTAL AND
NON-PROFIT ORGANIZATIONS **3 Credits**
A study of the concepts, principles, and procedures followed in accounting for governmental and other non-profit organizations. (Spring) Pre-requisite: ACC202

ACC440
ADVANCED FINANCIAL ACCOUNTING **3 Credits**
A study of the concepts, principles, and procedures followed in accounting for business mergers, acquisitions, combinations, and foreign operations. Also included is a discussion of accounting for partnerships. (Fall) Pre-requisite: ACC302

ACC460
AUDITING **3 Credits**
An introduction to the principles and theory of auditing, the process of examining the accounting system of an enterprise and the financial information that it produces. (Fall) Pre-requisite: ACC202

ACC465
AUDITING II **3 Credits**
An advanced study of the process and procedures used in examining financial statements of an organization through the use of audit cases. This course, along with MGT499, serves as a capstone for the accounting program. (Spring) Pre-requisite: ACC460

ACC499
ACCOUNTING INTERNSHIP **3 Credits**
Internship with a minimum of 16 hours each week of the semester with a public accounting firm or accounting department of a local business. The internship provides a concentrated look at how accounting operates in a real-world environment as it relates to the firm with which the student is interning. (Fall/Spring) Pre-requisites: Junior standing and approval of internship coordinator.

ART

ART151
PRINCIPLES OF DESIGN **3 Credits**
This studio course covers the fundamental principles of design. Emphasis is placed on visual design: line, shape, value, texture, color, and artistic organization: harmony, balance, and rhythm. The use of these concepts in the development of effective visual expression is explored through the introduction of two-dimensional media and studio activities. (As needed)

ART152
DRAWING AND COMPOSITION **3 Credits**
This course is an introduction to basic drawing skills and visual organization. Emphasis is on drawing techniques with a range of media. Students are introduced to strategies designed to increase their awareness of the role of the arts in an increasingly technological society with diverse cultural and gender perspectives. (As Needed)

BIOLOGY

BIO120
MEDICAL TERMINOLOGY (Lecture) **2 Credits**
The study of medical terminology and how it relates to the systems of the body. Emphasis is placed on the fundamentals of terminology and communication within health-related fields. Includes the basic structure and medical words, including prefixes, suffixes, roots, and combining forms and plurals. Topics include correct pronunciation, spelling and definitions. (Fall/Spring)

BIO160
HUMAN BIOLOGY **3 Credits**
A course designed to provide the fundamental answers to questions about how the human body works and how variables affect its function. Included are the influences of life style choices, genetics, disease, and environmental events on the human biology. (As Needed)

BIO221
HUMAN ANATOMY & PHYSIOLOGY I (Lecture/Lab) **4 Credits**
This course is the first part of a two-course sequence designed to present students with working knowledge of chemistry, cell biology, and histology, as well as the integumentary system, skeletal system, joints, muscular system, nervous system, and the special senses of the human body. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Laboratory activities reinforce lecture materials using scientific method and measurement, models, microscopes, and dissections. (Fall/Spring/Summer)

BIO222
HUMAN ANATOMY & PHYSIOLOGY II (Lecture/Lab) **4 Credits**
This course is a continuation of the study of the structure, functions and interrelationships of human body systems. Course content will include discussion of the digestive, respiratory, genitourinary, endocrine, urinary, reproductive systems as well as the transport function of the cardiovascular and lymphatic systems. Concepts related to human growth and development, and genetics will also be

addressed. In the inquiry-based laboratory portion of this course, students will investigate, through hands on and simulated laboratory experiences. (Fall/Spring/Summer) *Pre-requisite:* BIO221

BIO 365
MICROBIOLOGY FOR HEALTH SCIENCES **4 Credits**

Microbiology for Health Sciences is designed to meet the requirements of students interested in careers in health sciences. The course emphasizes the interaction of microorganisms with humans and the diseases they cause. This course will enable health science students to understand disease-causing representatives of different groups of microorganisms and how these are transmitted and controlled. Students also will learn how to avoid the spread of infectious microorganisms in the hospital or clinical environment. Topics include microscopy, survey of various microbes, the immune system, food microbiology, microbial pathogens and mechanisms of disease transmission. (Fall/Spring/Summer)

BUSINESS

BUS100
INTRODUCTION TO BUSINESS **3 Credits**

This course will provide an overview of business and economics. Students will study the domestic and international environment of business. Other topics will include a study of the functions of accounting, finance, marketing, human resource management, and information management in the business enterprise. (Fall/Spring)

BUS210
CAREER DEVELOPMENT **3 Credits**

The course will provide the framework for the career decision-making process. It stresses the connection between the student's chosen academic field and career objectives. Techniques explored include resume writing, interviewing skill development, and internet research. (Fall/Spring)

BUS250
BUSINESS LAW I **3 Credits**

A study of the basic legal framework within which a business operates. This includes general background on the importance of law, the court system and many basic legal issues related to business as incorporated in the law of torts, contracts, sales, and commercial paper. There is also a section on criminal law as it affects business. (Fall/Spring).

BUS300
BUSINESS INTERNSHIP **3 Credits**

This independent study combines academic supervision with professional employment. The student is able to test classroom business concepts from economics, accounting, management, and marketing, among others. The course can help align career goals, develop professional outlooks, and improve communication skills. (Fall/Spring) Pre-requisites: Junior standing and approval by the Business Department Chair.

BUS310
BUSINESS STATISTICS **3 Credits**
This course is designed to discuss basic descriptive and inferential statistical methods using statistical software. The emphases is on solving business-related statistical problems, including understanding the problem, identifying the proper statistical tool, using statistical software to analyze the data, understanding the output of the analysis, and formulating the conclusion to the study. (Fall/Spring) Pre-requisite: MAT121 and CIS101

BUS351
BUSINESS LAW II **3 Credits**
A study of the fundamental principles governing the law of debtors and creditors, property, agency, and business organizations. (Spring) Pre-requisite: BUS250

BUS482
BUSINESS FIELD TRIP **3 Credits**
Nothing compares to learning on site. The business field trip integrates classroom work with on-site trips to prominent businesses to applications of concepts taught in the classroom. Students travel to businesses on organized trips to hear about the trials and tribulations from business leaders first hand. Students conduct research on the businesses prior to the trips and then prepare experience papers after the trips. (As needed)

CHEMISTRY

CHE 210
ESSENTIAL CONCEPTS OF CHEMISTRY (Lecture / Lab) **4 credits**
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. Lab emphasis is on quantitative as well as qualitative methodology. Experiments are chosen to illustrate concepts from the lecture. (Fall / Spring/Summer)

COLLEGE SUCCESS SKILLS

CSS101
COLLEGE SUCCESS SKILLS **1 Credit**
This course is designed to increase the student's success in college by improving his/her learning skills, personal management techniques and resources needed to reach educational objectives. *Designed for Fresh Start program.

FYE101
STUDENT LIFE SKILLS **1 Credit**
This course is designed to orient students to college life while supporting the student's transition to become successful and engaged in college programs /academic success while balancing their curricular and extracurricular activities. The course introduces the proper use and development of

study habits, making and achieving SMART goals, mastering self-management, and taking personal responsibility for their own success. This course promotes the understanding of students' individual learning styles, how to make wise choices, and how to reduce the stress of being away from home for the first time. Further, this course focuses on the student from a holistic perspective including academia, sports and self-care management. The goals of the course are: 1) to provide first-year students with an introduction to college life to help them build a firm foundation for a strong future of learning, 2) to help students understand their purpose and how to reach their goals through a variety of in class assessments and activities, 3) to support the successful academic and social transition of new students, 4) to connect students to the University with a sense of belonging, and 5) to create engaging curricular and co-curricular opportunities for first-year students.

COMPUTER INFORMATION SYSTEMS

CIS100
INTRODUCTION TO USING MICROCOMPUTERS **3 Credits**
In this course, students with little or no prior computer experiences learn the basic computer skills that others have learned in high school or at home. The basic skills include: Components of a computer system, basic file management in a network environment, keyboarding skills, introduction to Microsoft Word and basic word processing skills and introduction to the Internet and e-mail (Fall/Spring) *CGS100 does NOT count as one of the three required computer courses for graduation, but can apply as a tailored elective.

CIS101
INTRODUCTION TO COMPUTER INFORMATION SYSTEMS **3 Credits**
To develop basic skills with several Microsoft Office programs in a Windows network environment. Emphasis is on file management, electronic communications, researching on the Internet, writing basic spreadsheet formulas, table design, graphing, developing simple slide presentations, and word processing in creating reports, memo, and business letters. (Fall/Spring)

CIS240
COMPUTER APPLICATIONS IN BUSINESS **3 Credits**
As a follow-up course to CIS101, the student will continue developing and refining computer skills with a variety of Microsoft Office technology programs. Emphasis is on basic querying techniques with a MS Access database, introduction to web design, calendaring, task management and basic Excel optimization tools for decision making, mail merging and other word processing skills. Both individual and group projects are stressed. (Fall/Spring) Pre-requisites: CIS101 and MAT121 or instructor approval.

CIS270
ADVANCED SPREADSHEET APPLICATIONS IN BUSINESS **3 Credits**
To develop advanced skills in Microsoft Excel in a Windows network environment. Emphasis is on advanced formula writing (involving over 30 financial, logical, information, math, statistical, lookup, and date functions), cell addressing modes, multi-sheet addressing techniques, data tools (such as validation, sort, filters, and pivot tables), variable length table design, graph design, and trend lines.

The student will solve higher-order business related problems. (Fall/Spring) Pre-requisites: CIS101 and MAT121

CIS275
INTRO TO DATA ANALYTICS FOR BUSINESS DECISION MANAGEMENT 3 Credits
In this course, the student will develop a basic level of knowledge and the skills using Excel and related tools regarding the manipulation of large unstructured data sets, visualizing the results, and developing the insights as to how these results are used in the decision making processing. (Fall) Pre-requisite: CIS101

CIS295
PRESENTATION MANAGEMENT 3 Credits
To develop intermediate-to-advanced level skills in several Microsoft Office programs and tools in designing and developing professional-level documents and presentation materials in both paper and electronic format. The student will develop basic-to-intermediate level skills in graphic image processing. Both individual and group projects are stressed. (Fall/Spring) Pre-requisite: CIS101

CIS320
INFORMATION SYSTEMS 3 Credits
To develop skills in managing and using information systems to support the decision making process. Discussions will include data warehousing and data mining. Using Microsoft Access, the student will design and develop a relational database by normalizing a conceptual schema, create each table, define the relationships between the tables, create data entry forms, reports, and labels; develop advanced queries for obtaining information, develop macros for a customized menu system, and export data to Microsoft Word for mail merging and to Microsoft Excel for numerical analysis. Individual projects are stressed. (Spring) Pre-requisite: CIS101

CIS340
WEB DESIGN FOR E-COMMERCE 3 Credits
This course is designed to cover major topics in creating web pages and managing a web site on the Intranet or Internet. The student will develop skills in understanding and writing html code and developing basic JavaScript routines. Web design techniques stress web marketing and E-commerce. Individual projects are stressed. (Spring) Pre-requisite: CIS295

CIS360
DATA COMMUNICATIONS IN INFORMATION SYSTEMS 3 Credits
This course is designed to cover major topics in data communications in a Windows server environment. Network concepts include topologies and components of a network system, designing the physical layout of a network, methods of accessing a WAN or the Internet, server hardware, basics of the Windows network operating system, network security, and managing the network system. (Fall) Pre-requisite: CIS101

CIS370
DIGITAL FORENSICS 3 Credits
Digital Forensics is the application of computer science and investigative procedures for a legal purpose involving the analysis of digital evidence. This introductory course combines the evidence

gathering skills needed by Criminal Justice majors coupled with the technical skills needed by Computer Information Systems majors. The course is designed to meet the needs of both majors. An introduction to key technical concepts of digital forensics, labs and tools used in the digital forensics environment, collecting evidence, Windows System artifacts, anti-forensics (destroying or hiding the digital forensic path), the legal aspects of digital forensics, Internet, E-mail, and social media forensics, network forensics, mobile device forensics, and future challenges and concerns of the digital forensics community. Pre-requisite: CIS101

CIS435
VISUAL BASIC PROGRAMMING **3 Credits**
In this course students will develop skills in structured program design and coding in Visual Basic. Major areas of discussion include Task-Object-Event program design, flowcharting, screen layout and design, formula writing and algorithm development, data types, objects, conditional structures, data validation, error handling, loops, and data retrieval. (Fall) Pre-requisite: CIS320

CIS440
DATABASE DESIGN AND SQL PROGRAMMING **3 Credits**
Students will continue developing their knowledge and skills with designing a database and the different database structures. Emphasis is placed on the relational database structure and the normalization process. Students will develop SQL programs to build a custom database system. Individual projects are stressed. (Fall) Pre-requisite: CIS320

CIS455
INTERNSHIP IN COMPUTER INFORMATION SYSTEMS **3 Credits**
Internship within an Information Systems field to gain on-the-job work experience. A minimum of 150 hours of work is required. Evaluation will be required of the student by the supervisor assigned, and a report and oral slide presentation that discusses' the student's learning experience. Pre-requisite: 21 credit hours in CIS courses and a completed internship application. (Fall/Spring)

CIS470
PROGRAMMING USING C# **3 Credits**
A study of programming techniques that includes structured top-down modular design, source and object library development, interactive program development, programming testing, and program documentation. The student will learn the C# programming language. Programming emphasis will be on business applications and system utilities. (Spring) Pre-requisite: CIS435, Visual Basic or other structured programming language course.

CIS490
PRACTICUM IN CIS APPLICATIONS **1-3 Credits**
A proposal paper must be submitted to registration to determine the acceptability of the project proposal and determine the number of credits for the practicum. Course may be taken more than once (for a maximum of 3 credits) if different subject matter is involved. Permission of the instructor is required. (As needed)

CIS499
SEMINAR IN INFORMATION SYSTEMS **3 Credits**
This course is the capstone course for the computer information systems major. Discussions will include the process of systems analysis and design, and other topics relevant in today's information systems environment. The student will apply skills developed in other information systems courses by designing and developing a realistic system (database, network, web site, etc.) using the process of systems analysis and design, or by completing several programming applications. Approval of the systems project by the professor is required. (Spring) Pre-requisite: CIS major and senior status.

COMMUNITY SERVICE

CSV200
COMMUNITY SERVICE IN HUMANITIES **3 Credits**
The student will provide a minimum of 60 volunteer hours of community service in the area of humanities to a local non-profit organization. The emphasis of the community service is to either apply skills or develop new skills in either the areas of humanities. NO PAYMENT IS MADE TO STUDENT for these hours. All service hours must occur during the registered term. The instructor must approve the project proposal before the student may register for this course. (Fall/Spring)

CSV201
COMMUNITY SERVICE IN SOCIAL SCIENCE **3 Credits**
The student will provide a minimum of 60 volunteer hours of community service in the area of social science to a local non-profit organization. The emphasis of the community service is to either apply skills or develop new skills in either the areas of social science. NO PAYMENT IS MADE TO STUDENT for these hours. All service hours must occur during the registered term. The instructor must approve the project proposal before the student may register for this course. (Fall/Spring)

CSV202
COMMUNITY SERVICE IN NATURAL SCIENCE **3 Credits**
The student will provide a minimum of 60 volunteer hours of community service in the area of science to a local non-profit organization. The emphasis of the community service is to either apply skills or develop new skills in either the areas of science. NO PAYMENT IS MADE TO STUDENT for these hours. All service hours must occur during the registered term. The instructor must approve the project proposal before the student may register for this course. (Fall/Spring)

CRIMINAL JUSTICE MANAGEMENT

CJM101
INTRODUCTION TO CRIMINAL JUSTICE **3 Credits**
This course is a general survey of the principles, system, and process of criminal justice as well as an introduction to conceptions and definitions of crime, criminal law, and due process. There will be an examination of the organization and operation of the three basic components of the criminal justice system the police, the courts, and corrections - individually and in relationship to one another. The

purpose of this course is to develop a working understanding of the criminal justice system and the three components which comprise this system. There will be an emphasis on the practical application of the functioning of the participants who comprise the police, courts, and corrections with information supplied by both the professor and participants alike. 3 lecture hours. (Fall)

CJM102
INTRODUCTION TO CRIMINOLOGY **3 Credits**
This course explores basic questions concerning human nature, human behavior, deviance, criminality, the controversies concerning determinism and free will, personal and social responsibility, and crime as deviant or normal behavior. This is a course on the nature of criminal behavior and the major theoretical perspectives that have been developed in an effort to explain why individuals break the law. This exploration includes: the study of major theoretical explanations of deviance/criminality and how those explanations shape public policy, examination of the research process and methodology used by criminologists to study crime, and the development of critical thinking skills to assess the effectiveness of society's responses to deviance and criminality through an understanding of the various factors that may lead some individuals or groups toward criminality. (Fall)

CJM201
CRIMINAL LAW AND PROCEDURE **3 Credits**
To provide an in-depth examination of the crimes and actions most encountered by the private industry and the public law enforcement officer as well as examine recent court decisions. Students will become acquainted with concepts of search and seizure, individual restraint, and limitations of personal freedom and expression. (Fall)

CJM202
INTRODUCTION TO CORRECTIONS **3 Credits**
To provide students with the opportunity to study and examine the history and development of corrections in America, the purpose of corrections, forms of criminal sanctions, the concepts of punishment, rehabilitation, jails, correctional agencies, and prisons. Students will be exposed to the concepts of bail, probation, parole, community control, and reentry into the community. The course will examine various ideas which have influenced the field of corrections and the future of corrections. There will also be an exploration of the relationship of the Department of Corrections to other criminal justice system components such as the police and the courts. (Spring) Pre-requisite: CJM101

CJM203
FIRE SCENE DEATH INVESTIGATIONS & EVIDENCE COLLECTION **3 Credits**
An introductory course to fire investigation and evidence collection that exposes the student to the exploration of the extraordinary challenges of dealing with fire death investigations and crime scenes. There is also an exploration of the scientific investigation of fire-related felony offenses and the arduous process of searching for evidence with the understanding of the destructive effects of how fire and fire department suppression operations can greatly skew the already complicated death scene. Emphasis placed upon the fire triangle, fire behavior, and combustion properties of various materials, sources of ignition, and investigative techniques for – structures, grassland, wild-land, automobiles, vehicles, ships and other types of fire investigation. The course will also focus on causes of electrical

and chemical fires, explosive evaluations, laboratory operation, techniques used in fire deaths and injuries, arson as a crime, and other techniques. The legal component of the course will address State and Federal laws, and future trends in fire investigative technology and processing the procedures involving locating, identifying, collection, and presentation of fire scene evidence necessary for fire death investigations and prosecutions. (Fall)

CJM210
TOPICS IN FORENSIC SCIENCE **3 Credits**
This course examines 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. (Fall/Spring)

CJM301
JUVENILE DELINQUENCY **3 Credits**
Upper level course. Will examine and explain the organization, functions, and jurisdiction of juvenile agencies. The course will examine various topics in the juvenile justice system such as the juvenile court and justice system, historical development of the concept of delinquency, the special status of juveniles under the law, and special attention to juvenile justice procedural law under the Children's Code and Rules of Procedure. This course will examine juvenile delinquency and the juvenile justice system, including its legal and social history, its definitions and procedures, and an assessment of delinquency prevention and control. (Fall) Pre-requisites: CJM101 or CJM102

CJM302
CRIMINAL INVESTIGATIONS **3 Credits**
Expose the student to the basic and fundamental components of criminal investigation to include various aspects of interviewing, statements, interrogations provided by victims, witnesses and suspects in criminal cases. There will be an examination of various investigative practices and procedures used locating and apprehending suspects and preparing criminal cases for presentation to the prosecution and in criminal court proceedings. There will be an in-depth examination of the science and art of criminal investigations, and gathering and analyzing evidence with a concentration on overall management of major cases.
(Spring) Pre-requisites: CJM101, CJM201

CJM303
INTRODUCTION TO LAW ENFORCEMENT OPERATIONS **3 Credits**
To provide an understanding of fundamental principles of law enforcement. Substantial chronology of policing in this country, beginning with the pre-American experience and ending with recent events is presented. This review will also consist of an examination of the original private sector bedrock companies along with a discussion regarding the part private security plays assisting law enforcement as additional eyes and ears as relates to commission of crime. Discussion is focused on wide spectrum of law enforcement agencies, identifying most important characteristics of city, state, and federal police work. Services and importance of different police activities such as patrol, traffic and criminal investigation are explained and discussed. Particular attention is paid to current issues and trends in law enforcement to include privatization of police and correctional functions. (Spring) Pre-requisites: CJM101 or CJM102

CJM305 (POL305)
CONSTITUTIONAL LAW **3 Credits**
An upper level course applicable to criminal justice management, pre-law and political science. The course examines the structure of the legal system including separation of powers and federalism issues. Topics include, but are not limited to, the powers of Congress, the powers of the Federal Judiciary, the powers of the President, and the powers reserved to the states. The course also examines various individual rights including equal protection, freedom of expression, and freedom of religion. The course provides an in-depth study of constitutional law with an emphasis on the Fourth; Fifth, Sixth, Eighth and Fourteenth Amendments to the United States Constitution, as these govern police and court procedures and the rights of citizens. The course will also focus on the role of the Supreme Court and constitutional law as it applies to law enforcement and civil rights. (Fall)

CJM307
EMERGENCY PLANNING IN LAW ENFORCEMENT
AND PRIVATE SECTOR **3 Credits**
This course will cover topics such as risk identification and assessment of multi-hazards whether natural or man-made, violence in the workplace, development of crisis and disaster incident management programs and business/agency continuation planning. (Summer/Fall) Pre-requisite: CJM201

CJM401
ADVANCED ISSUES IN CRIMINAL JUSTICE MANAGEMENT **3 Credits**
This capstone course will examine state-of-the-art (best practice) methodologies, strategies and approaches relevant to the acquisition of skills, competencies and conceptual (big picture) expertise necessary for successful and effective security management. This course will emphasize qualitative and quantitative (analytical) approaches relevant to the accurate forecasting, identification, and assessment of security related issues, and concerns in multi-national environments using problem-based learning as the primary instructional strategy. (Fall) Pre-requisite: CJM303

CJM402
POLICE REPORT WRITING **1 Credit**
The report writing course is designed to teach criminal justice students how to write quality police reports. This course will build on all the existing basic skills students possess and draw on these skills to introduce the students on how to write law enforcement incident reports. The course will demonstrate to the student how a law enforcement incident report can be written properly. This course will provide a concentration on three of the major elements of incident report writing which are specificity, clarity and organization. Once these elements are properly learned the student will experience the ease of writing a law enforcement incident report. The specificity and clarity portion will be taught using examples from real reports. The course will use the "Time Line Model" which will enable the student to organize the report with little effort. The "Time Line Model" is an easily learned, step-by-step process to police report writing which is designed to produce a perfect report the first time. (Spring) Pre-requisite: CJM101

CJM403
CRIMINAL EVIDENCE **3 Credits**
This course is designed to examine the rules of evidence applied in criminal investigation and criminal court with a discussion of relevant issues and legal standards. The course further provides an introduction to criminal procedures such as arrest, search and seizure, use of force and handling evidence. Topics include the legal use and degree of force, right of suspects and arrested persons, types of evidence, admissibility, proof and competence of evidence as related to criminal law and recent court decisions. The rules of evidence applied in criminal investigation and criminal court will be examined along with a discussion of relevant issues and legal standards. (Spring) Pre-requisite: CJM101 and CJM303

CJM404
CRIMINAL JUSTICE ADMINISTRATION AND MANAGEMENT **3 Credits**
An upper level course which provides students with an opportunity to study the importance of organizational planning, quality decision-making, and human resource management encountered by law enforcement officials who are occupying the position of mid-level and upper-level managers and administrators. The course will also examine the issues, challenges, and opportunities encountered in the public sector along with the methods and procedures necessary for managing in the public arena. (Spring) Pre-requisites: CJM101 and CJM303

CJM410
CRIME SCENE INVESTIGATION AND EVIDENCE COLLECTION **3 Credits**
An 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 covers 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. (Fall/Spring)

CJM495
CRIMINAL JUSTICE MANAGEMENT INTERNSHIP **3 Credits**
This independent study combines academic supervision with professional employment. It is a structured work experience in a specialized field in a Law Enforcement Agency. The internship course focuses on hands-on experience with a Law Enforcement Agency in the field of law enforcement. It aims at the application and practice of theoretical concepts and the expanding and enriching of the student's work qualifications, skills, experience and marketability in the law enforcement field via exposure to personnel working in the field and actual real world experiences. Through superior work performance, the student may use the internship course to enhance career placement potential. (Fall/Spring)

PLW499
LSAT PREP **3 Credits**
The course is structured to assist the student in preparing for the LSAT exam by utilizing business case studies and social studies examples to further develop problem solving and analytical skills. An emphasis is placed on clear, concise writing and expression of strategic thinking and planning. Practice tests and instruction in test taking skills are intended to improve student performance on the Law School entrance examination. (As Needed)

ECONOMICS

ECO241
MICROECONOMICS **3 Credits**
The study of how markets work. Understanding the economic way of thinking will enable the citizen to make more intelligent decisions in the marketplace and the voting booth. Topics include demand, supply, the market process, price setting, profit, comparative advantage, the distribution of income, and externalities. (Fall/Spring)

ECO242
MACROECONOMICS **3 Credits**
The study of economic growth, inflation, unemployment, and the business cycle. Learn why some countries are rich while others are poor as well as the causes of inflation, recession, and unemployment. Additional topics include the financial market, money and banking, the international economy, monetary policy, and fiscal policy. (Fall/Spring) Pre-requisite: ECO241

ECO300
MONEY & BANKING **3 Credits**
Money is an important determinant of economic activity. The supply of money influences the inflation rate, interest rates, the business cycle, and exchange rates. Banks and the Federal Reserve play significant roles in the process of creating money. Banks are also important financial intermediaries. Topics include the bond market, money supply process, central banking, the foreign exchange market, and monetary policy. (Spring) Pre-requisites: ECO241, ECO242

ECO305
LABOR ECONOMICS **3 Credits**
The course deals with labor markets, the arrangement under which firms demand workers and the workers supply their labor. Labor is demanded because of its productivity in producing goods and services. Labor is supplied for monetary as well as non-monetary reasons, such as stability of employment, job safety, and opportunity for advancement. Special course attention is given to recent developments which affect the market, including technology, international competitiveness, minimum wage legislation, union activities, income distribution and ethical issues. Pre-requisites: ECO241, ECO242

ECO310
CAPITALISM **3 Credits**
This course will consider the morality of capitalism. Students will study capitalism broadly as an economy, based on private property rights and markets, a process of technological progress, and a culture. Students will also encounter various critiques of and alternatives to capitalism. (Summer) Pre-requisites: ECO241

ECO451
INTERNATIONAL TRADE & FINANCE **3 Credits**
Trade creates wealth. Topics include comparative advantage, the gains and losses from trade, barriers to trade, arguments for and against free trade, immigration, the balance of payments, exchange rates, and monetary arrangements. (Fall) Pre-requisites: ECO241, ECO242

ENGLISH

ENG090
DEVELOPMENTAL ENGLISH **3 Credits**
To prepare the student for the second level of pre-college writing. This course will provide a rigorous training on basic writing and grammatical principles with a focus on sentence structure, grammar rules, mechanics, and spelling. The course incorporates drills and practice in the fundamentals of language construction. Students will be required to prove their proficiency of these basic English concepts by final departmental exam. Institutional credit will be given but it will not count for any program or graduation requirement. (Fall/ Spring)

ENG105
CRITICAL THINKING AND REASONING **3 Credits**
Enhances the student's skills in text analysis and critical thinking. The development of a working college-level vocabulary and techniques in reading different types of printed material as well as improving reading speed and comprehension are important for college success. Critical thinking skills such as distinguishing between fact and opinion, questioning assumptions, solving problems, and critically analyzing issues will be presented. (As Needed)

ENG110
INTRODUCTION TO COMPOSITION **3 Credits**
This course prepares the student for successful completion of the first English requirement in the University. The course will review basic grammar and mechanics but will focus on writing principles through the development of reading and writing skills. Weekly written themes based on the comprehension of short reading assignments will be evaluated for accurate sentence structure and basic writing principles. The focus of this course will be on the construction of well-developed sentences and paragraphs leading to the understanding of the structure and the construction of well-organized essays. *This course is used as a tailored elective. (Fall/Spring)

ENG111
ENGLISH COMPOSITION I **3 Credits**
To enhance the student's thinking and writing skills, particularly with regard to argumentative prose. The goal is to prepare the student not only for success in academic writing but also for effective

participation in and critical understanding of the public and professional discourses of the "real" world beyond school. Students will analyze audience and situations to craft appropriately effective prose. The class involves frequent intensive practice, meaningful discussion, and purposeful writing. (Fall/Spring) Pre-requisite: ENG110 or Placement-See Testing, page 111.

ENG112
ENGLISH COMPOSITION II **3 Credits**
This course continues to develop the student's thinking and writing skills by emphasizing academically credible research and documented written papers. Techniques in quoting and paraphrasing source material, formatting in APA style, and synthesizing information from several sources into directed viewpoints are intensely practiced and applied in a variety of academic and non-academic cases. As the last course in the composition sequence, all skill levels will be evaluated and additional activities with tutored instruction may be assigned on an individual basis. (Fall/Spring) Pre-requisite: ENG111

ENG200
CREATIVE WRITING **3 Credits**
Designed to emphasize the importance of an individual expression through the use of language. The student is encouraged to develop skill and confidence in an effective personal style of writing ranging from realistic communication to imaginative fiction. All assignments will be completed on a designated word processor. May be repeated. (Spring-Odd Year) Pre-requisite: ENG112

ENG201
INTRODUCTION TO LITERATURE **3 Credits**
A course designed to provide the student with insight into the various genres of prose and poetry. Emphasis will be placed on the characteristics of great literature as evidenced by the work of world renowned authors. (As Needed)

ENG206
SPECIAL TOPICS IN LITERATURE **1 Credit**
To provide the student with insight into literature topics. Required reading material will vary from semester to semester and from instructor to instructor. (Fall/Spring) Pre-requisite: ENG111 or instructor approval

ENG207
SPECIAL TOPICS IN LITERATURE **2 Credits**
A course designed to provide the student with insight into literature topics. Required reading material will vary from semester to semester and from instructor to instructor. (Fall/Spring) Pre-requisite: ENG111 or instructor approval.

ENG208
SPECIAL TOPICS IN LITERATURE **3 Credits**
A course designed to provide the student with insight into literature topics. Required reading material will vary from semester to semester and from instructor to instructor. (Fall/Spring) Pre-requisite: ENG111 or instructor approval

ENG215
CRITICAL APPROACHES to AMERICAN LITERATURE **3 Credits**
An introduction to the literature and culture of the United States through reading and analyzing significant writings found in the canon of its national literature. This course will use various critical views such as genre, historical, formalist, and social science approaches to uncover deeper meanings and personal insights discovered in the works studied. (Spring)

ENG230
MEDIA WRITING **3 Credits**
This course develops the written forms used in professional writing situations and includes the rhetorical analysis of audience; situation and message adaptation strategies; as well as practice in news, feature, advertising, public relations, broadcast and script writing. Emphasis is placed on the common techniques of various writing areas.
(Fall-Even Year) Pre-requisite: ENG112

ENG240
TECHNICAL WRITING **3 Credits**
An introduction to the format, writing style, content, and organization common to technical writing as it is practiced in the technical-publishing industry. In this course, students write a number of short writing projects in which they practice headings, lists, documentations, tables, highlighting, and other formatting and style common to technical writing. (Fall-Odd Year) Pre-requisite: ENG112

ENG250
LEGAL WRITING **3 Credits**
This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, should be able to perform legal research and writing assignments using techniques covered in this course. (Spring-Even Year) Pre-requisite: ENG112

ENG280
FOUNDATIONS OF RHETORIC **3 Credits**
This course teaches students to craft and critique messages that influence. Building on rhetorical skills developed in English Composition, this course enhances skills in thinking, speaking, and writing critically and helps students frame and express messages on the interpersonal, group, and public level. (Fall/Spring) Pre-requisite: ENG112

ENG330
WRITING PROFESSIONALLY **3 Credits**
Study and practice the various types of writing typically found in professional and administrative applications. Using problem-solving approaches and strategies, students analyze case problems and design effective responses that meet the needs of the audiences. (Fall/Spring) Pre-requisite: ENG112

ENG420
PUBLICATION DESIGN AND EDITING **3 Credits**
This course examines the theoretical basis and practical applications of the editing process. It includes document design principles, publishing software applications, and mediating the writer-reader relationship. Heuristics for analyzing the verbal and visual characteristics of a text are also covered and applied in technical, news and promotional writing. (Fall) Pre-requisite: ENG330

ENG498
INTERNSHIP **3 Credits**
The Internship provides a structured work experience in a corporate communication environment within an organization. Students are able to experience a wide variety of activities that are needed in today's corporate communication environment. The internship provides relevant experience which can be useful in a future career. Pre-requisite: Junior standing and approval of the internship advisor. (Fall) Pre-requisite: Junior standing and approval of the internship advisor

ENG499
SEMINAR IN CORPORATE COMMUNICATION **3 Credits**
The capstone course integrates the student's academic experience and directs it toward a comprehensive analysis of the corporate communication field. Students will use their acquired skills to research and present a variety of topics in the field and demonstrate their skills through various case studies and projects. Pre-requisite: Senior standing or instructor approval.

FITNESS AND HEALTH

FES180
FIT FOR LIFE **3 Credits**
Teaches students to examine their wellness-related behaviors and how to incorporate fitness and wellness into their daily lives. The course covers up-to-date information on health related components, as well as nutrition, stress, substance abuse, chronic disease, injury prevention and personal safety. The course is intended to present practical advice students need to make connections and apply scientific information to their own lives. *This course can be utilized as a social science elective, science elective or tailored elective. (Spring)

FINANCE

FIN150
PERSONAL FINANCIAL MANAGEMENT **3 Credits**
The course is designed to introduce the need for personal financial planning. The student will be exposed to analytical techniques relating to decision making in purchasing, insuring, investing, and planning for retirement. (Fall/Spring) Pre-requisite: MAT121

FIN360
PRINCIPLES OF FINANCE **3 Credits**
A basic introduction to the decision making tools of the financial manager; including a study of ratio analysis, asset and liability management, dividend and financial policies, obtaining short and long term funds from the money and capital markets and comparisons of various types of capital structures.

The course also introduces the subject of capital budgeting and alternative uses of present value theory. (Fall/Spring) Pre-requisites: ACC202, ECO241

FIN400
CORPORATE FINANCE **3 Credits**
An analytical examination of capital budgeting and finances and other issues in corporate finance as demonstrated through case study analysis. Primary emphasis is placed on valuation of corporate assets and liabilities, financing and refinancing decisions, working capital, dividend issues, and other current topics. (Fall/Spring) Pre-requisite: FIN360

FIN470
MANAGING FINANCIAL INSTITUTIONS **3 Credits**
Differentiates various types of financial institutions on the basis of funding source, product lines, and regulatory constraints and analyzes the strategic management of each. A particular focus is the interaction of the market forces with the management of various institution types. The student will be exposed to analytical techniques relating to financial institution decision-making and gain an appreciation for factors which contribute to the continuing consolidation and integration of the industry. (Spring) Pre-requisite: FIN360

FIN480
FINANCE SEMINAR **3 Credits**
Designed to evaluate the student's overall ability as a finance major. Students will use their Pre-requisite course work in economics and finance to research special topics in economic and financial analysis. Research results will be presented in written and oral form. This course together with MGT499 serves as a capstone. (Spring) Pre-requisite: FIN360 and Senior Standing

FIN490
INVESTMENTS **3 Credits**
Principles and methods of investing in securities of business and government. The course stresses determination of investor needs; formulation of investment goals and policies; types of investment media; securities analysis and investment decision-making. Financial market behavior, procedures of the securities industry, investment banking, business-condition analysis and industry outlooks are some of the subjects related to a profitable investment program. (Fall) Pre-requisite: FIN360

FIN495
FINANCE INTERNSHIP **3 Credits**
Student is individually assigned to an operating financial business firm to gain insight into the area of career interest. Periodic reports and conferences required. (Fall/Spring) Pre-requisite: FIN360 and Junior Standing

HEALTH SERVICES ADMINISTRATION

HSA100
PRINCIPLES OF HEALTH SERVICES ADMINISTRATION 3 Credits
This course will present an overview of the American health care system including the social, political and economic forces that shape the industry. Moreover, the course will introduce the student to the many subsystems and how these different systems work together to produce today's modern-day health care system. (Fall/Spring)

HSA119
COMPUTER APPLICATIONS IN HEALTHCARE 3 Credits
The course presents computer applications found in health care situations, basic principles and mechanics of electronic health record (HER), software applications for health care, health care security and data quality. This course will also include definitions, electronic data collection, storage, electronic health records, personal health records, and secure computer-based patient record systems. Topics will also include basic computer applications used in medical offices, hospitals and nursing homes. (Fall/Spring)

HSA126
ACCOUNTING FOR HEALTHCARE 3 Credits
This course will present an overview of accounting and financial activities relevant to a healthcare facility. Topics will include an introduction to healthcare accounting, basic financial statement preparation and analysis including budgets, and recording transactions in a healthcare environment. (Fall/Spring)

HSA200
LEGAL ASPECTS OF HEALTHCARE ADMINISTRATION 3 Credits
The course will provide an overview of health law issues that impact the business of health care and those who manage it. Topics will include local, state and federal law and health care policies. Students explore the rights and responsibilities of providers, employers, payers and patients in healthcare context. Students will also develop an understanding of substantive law, legal decision making and the relationship between legal and ethical principles. Case studies, virtual lab assignments and/or simulations support experiential learning. (Fall/Spring)

HSA210
CULTURAL COMPETENCY IN HEALTHCARE ADMINISTRATION 3 Credits
This course will discuss the concepts of culture, how it changes and influences everyday life, health disparities and best practices for enhancing cultural competencies in health care organizations and systems. The course will also examine organizational structures and processes that should incorporate cultural competence and students will explore how all professional roles in health care settings (providers and administrators) should address service adjustments and measure effectiveness of care and quality of health outcomes across multi-cultural populations. Topics will include implications of the changing demographics and their impact on healthcare; diversity and health administration; health disparities and social determinants of health, and culturally appropriate communication and increasing diversity and the impact on healthcare administration. (Fall/Spring)

HSA225
ETHICS IN HEALTHCARE **3 Credits**
This course will explore ethical behavior in various health care settings. Students will analyze decision-making models, theories, professional obligations and apply them to their roles as health care administrators. (Fall/Spring)

HSA301
HEALTHCARE SETTING ANALYSIS **3 Credits**
This course will present various approaches to the operation and quality management of healthcare organizations. The course will also describe educational and social marketing applications in continuous quality improvement, assessment and process improvement research in health care settings. Topics addressed will include management processes in healthcare, client education, analysis of healthcare structures and systems. Junior standing or permission of instructor required. (Fall/Spring) Prerequisite: HSA100.

HSA310
RESEARCH METHODS IN HEALTHCARE **3 Credits**
The course will present an overview of the scientific process and elements required to conduct health services research. The course will provide a step-by-step guide to conducting independent work on scholarly projects through the use of clear language and practical examples. This course will provide a foundation for healthcare professionals in reference to research methodologies used to create evidence-based practices, health care policies and programs. (Fall/Spring) Prerequisite: HSA100, MAT225.

HSA315
PUBLIC POLICY IN HEALTHCARE **3 Credits**
This course will present health policy in the U.S. Topics include the evolution of the U.S. health care system, policy development, role of government in financing and maintaining quality healthcare, current health policy issues and impact on patients and healthcare delivery. (Fall/Spring) Prerequisite: HSA100.

HSA337
HEALTHCARE FINANCE **3 Credits**
This course will present an overview of the financial management of health care organizations. This course will introduce students to the current financial environment in which health care organizations operate and the fundamentals of financial planning, with an emphasis on concepts that are critical to managing, planning and decision making. (Fall/Spring) Prerequisite: HSA100, HSA126, MAT225.

HSA354
BASIC PRINCIPLES OF DISEASE **3 Credits**
This course provides an integrated approach to the study of diseases by learning signs, symptoms and syndromes, identifying the etiology and pathogenic processes affecting the function and structure of the human body (fundamental disease pathology). (Fall/Spring) Prerequisite: BIO222.

HSA366
HEALTHCARE COMMUNICATION **3 Credits**
This course will provide a broad introduction to physician-patient communication, mass communication, health journalism, corporate communication, communication by non-profit health organizations and government health agencies and public health education campaigns. The course will also examine a variety of theories used in health communication and explore such national health issues as health disparities, health literacy, patient safety and health care reform. (Spring) Prerequisite: HSA100, ENG280.

HSA370
HEALTHCARE MARKETING **3 Credits**
The course will present principles and functions of marketing by focusing on unique aspects of marketing fee-for-service and managed care services. Topics will include consumers of health services, organizations that purchase health care for employees, insurance companies that provide health care and ethical issues of marketing health care services. (Spring) Prerequisite: HSA100, MGT250.

HSA410
SEMINAR IN HSA **1 Credits**
This is an advanced course in health services to further develop analytic and decision-making skills regarding specific issues and problems. Students will integrate and apply content from previous courses, (including finance, management, policy and quality analysis) to analyze and solve health service problems by defining issues and goals, identifying methodologies to address concerns, analyzing information and developing and defining conclusions and recommendations. Topics will vary from semester to semester and may include public health, population health, and medical product development.

HSA415
LEADERSHIP IN HEALTHCARE ORGANIZATION **3 Credits**
The course will introduce a broad range of concepts, theories and practices important for a basic understanding of leadership and its application to the field of healthcare services. Topics will focus on various styles and approaches to effective leadership. The course will also examine leadership principles to realistic situations and problems such as quality and productivity. It will examine the role of leadership in achievement of organizational goals. (Fall) Prerequisites: Junior standing and HSA301, MGT312, MGT412

HSA420
HEALTH CARE MANAGEMENT **3 Credits**
This course will provide an overview of how health care institutions are organized and governed, the role of the management staff, physicians, nurses and other clinical and support staff in these organizations. This course will also provide a framework for addressing management problems in health care organizations. The application of management theory, concepts and principles as these relate to health care organizations. Case studies are utilized to analyze the practical application of management concepts and principles.

HSA450
RISK MANAGEMENT IN HEALTHCARE **3 Credits**
The course will explore the process of developing and maintaining risk management programs in health care. Topics will include how an organization identifies, assesses, and reduces risk to patients, visitors, staff, and institutional assets. The course will also present resources to organize and devise a strategic approach to risk management. (Fall) Prerequisites: HSA301, MGT312, MGT412.

HSA493
HSA CAPSTONE PROJECT **3 Credits**
This course requires students to demonstrate knowledge learned throughout the program and apply these theories to real world issues. Students are expected to synthesize and integrate learning experiences acquired throughout their program and to evaluate research and current topics relative to their area of concentration. (Spring) Prerequisite: completion of all courses in concentration.

HEALTH SCIENCE

HSC 254
PRINCIPLES OF HUMAN DISEASE **3 Credits**
This course provides an integrated approach to the understanding of specific diseases that affect the human body. The course includes a survey of disease descriptions, etiologies, signs, symptoms, and diagnoses, as well as the treatment, prognosis, and prevention of diseases affecting different body systems. (Fall / Spring) **Prerequisite: BIO221; Corequisite: BIO222**

HSC290
NUTRITIONAL CONCEPTS IN HEALTHCARE **3 Credits**
This course explores the foundation and science behind human nutrition and how the concepts of nutritional health contribute to health and well-being. Topics include nutritional requirements across the lifespan, guidelines for healthy eating, food safety, and alterations in nutrition. Nutrition related to disease processes will be discussed. (Fall/Spring)

PNUR101
EXPLORING PROFESSIONAL NURSING, I **1 Credit**
This course introduces the development of a professional nurse. Subject matter will include nursing history, nursing theories, models of practice, various venues of practice, and roles of a professional nurse. Effective communication as a professional nurse will be addressed. (Fall/Spring)

PNUR111
EXPLORING PROFESSIONAL NURSING, II **1 Credit**
Core concepts related to nursing roles, including student nursing, nursing specialties, and advanced practice nursing. Information on collaborative skills, professional practice standards, governing bodies, professional organizations, and essential competencies associated with professional nursing will be presented. (Fall/Spring)

HISTORY

HIS103
HISTORY OF THE UNITED STATES, 1607-1877 **3 Credits**
A survey course in United States history from our European backgrounds through the Civil War period; stressing the revolutionary origins of the nation, our landed expansion, and our early economic growth. (Fall)

HIS104
HISTORY OF THE UNITED STATES, 1877-PRESENT **3 Credits**
A survey course in United States history; stressing the development of our industrial economy in the last hundred years and America's rise to world power status in the twentieth century. (Spring)

HIS110
WORLD HISTORY **3 Credits**
This course is a survey of major historical events and people with emphasis on how these affect the values and attitudes of the present world, regional, or local societies. (Spring)

HOSPITALITY AND TOURISM MANAGEMENT

HTM108
GEOGRAPHY OF HOSPITALITY AND TOURISM **3 Credits**
This course looks at the historical movement of persons around the world, the development and origin of international cuisines and the transformation of these foods into contemporary restaurant business practices. An analysis of the impacts of the international movement of people on eating habits and demands on food suppliers will also be investigated. (Spring)

HTM190
INTRODUCTION TO HOSPITALITY AND TOURISM MANAGMENT **3 Credits**
An overall understanding of the Hospitality and Tourism Industry. The course will form the foundation of understanding for future hospitality and tourism courses, and provides students with a general orientation of the importance of this industry locally, regionally, and internationally. A look at the different career paths which students can follow will also be examined. (Fall)

HTM215
FOOD AND BEVERAGE MANAGEMENT **3 Credits**
This course reviews the multifaceted world of food and beverage operations. Great food and great service create an outstanding dining experience, but the food and beverage field encompasses many areas never seen by consumers. This course covers topics from food production principles and service management, to menu planning, sanitation, purchasing, controlling, and beverage management. Exciting projects like creating a menu and visiting with a manager of a well-known restaurant operation are part of this course. (Fall) Pre-requisite: HTM190

HTM220
ACCOMMODATIONS OPERATIONS MANAGEMENT **3 Credits**
This course looks at the highly complex nature of managing the accommodations industry room stock; it focuses specifically on the organization and management of the front office and housekeeping departments. The broad definition of accommodations which encompasses timeshare, hotels, condominiums, trailer parks, and campsites, will also be examined and students will get a good appreciation for the fierce competition within this sector of the hospitality industry. (Spring) Pre-requisite: HTM190

HTM222
THEME PARK AND RESORTS MANAGEMENT **3 Credits**
The course focuses on theme parks and resorts as destinations, the linking of the various products which includes hospitality, transportation and attractions in a product plant will be examined in detail. The complexity of operations within these organizations will be investigated by way of field trips to the major players in this area which are Disney and Universal Studios. Discussions on the merits of having these operations dictate development at the destination will also form a large part of this module. (Spring)

HTM225
SPORT IN HOSPITALITY AND TOURISM **3 Credits**
A look at the increasing impact sports have on the hospitality and tourism industries, with specific reference to the operations and marketing of properties in these businesses. Theoretical underpinning of this niche market and the profiles visitors in this area will be investigated. Visits to establishments, specifically Disney Wide World of Sport, will be arranged for students choosing this course. (Spring)

HTM250
INTRODUCTION TO ENTERTAINMENT MANAGEMENT **3 Credits**
The course aims to develop a clear understanding of what constitutes the entertainment industry. It gages the entertainment industry from a business and management perspective. The course provides an overview of the fundamentals employed in creating, funding, marketing and managing an entertainment product. Linkages with other related disciplines of Tourism and Sport Management are also explored. (Fall)

HTM295
HOSPITALITY AND TOURISM FIELD TRIP AND EXPERIENCE **3 Credits**
The main focus of this course is to provide students with the opportunity to observe, learn, and participate in as many professional hospitality and tourism management experiences as possible. The course will emphasize experiential learning in a variety of hospitality and tourism management settings with the intent of exposing the student to as many activities and experiences as possible. The hope is that by experiencing and observing different scenarios students will align career goals, develop professional outlooks and improve networking skills which are all essential for success in this environment. (Fall/Spring) Pre-requisites: HTM190 and HTM220

HTM300
HUMAN RESOURCE MGMT. IN THE HOSPITALITY
AND TOURISM INDUSTRY **3 Credits**
This course focuses on the job of recruiting, training and retaining the most valuable asset of the hospitality and tourism industry, which is its human resources. The hospitality and tourism industry is heavily dependent on service and employs the largest number of people of any other industry, and its future success relies heavily on having trained and qualified persons to deliver their product. Students will look at the different theories and methods used in training and will have an opportunity to visit training facilities at major hospitality establishments. (Spring) Pre-requisite: HTM190

HTM315
SOCIOLOGY AND ANTHROPOLOGY OF HOSPITALITY AND TOURISM **3 Credits**
The Tourism and Hospitality industry involves the mass movement of individuals across international borders and the interaction of these travelers with a variety of cultures and people, some sophisticated and others primitive. An understanding of the synthesis of this interaction is essential if service industry students are to fully understand the social consequences which tourism and hospitality have on the host community and the diaspora in that region. (Fall)

HTM475
OPERATIONS ANALYSIS IN HOSPITALITY AND TOURISM INDUSTRY **3 Credits**
Examines financial statements which are specific to the hospitality and tourism industry. An analysis of how hotels determine room rates and restaurant menu prices to achieve profitability will be investigated. This course will also look at the volatility of this industry regarding risks, and the ratios used to measure risk will be covered. Some emphasis will be placed on managerial decision making in the hospitality industry. (Spring) Pre-requisite: HTM190

HTM495
HOSPITALITY AND TOURISM INTERNSHIP **3 Credits**
This course builds on the experiences of the hospitality field experience course where students will now choose a specific area where they will like to work. The internship will be a structured management entry level experience; it will focus on attaining practical knowledge in the industry. The theoretical concepts gained in the classroom will be put into practice thus expanding and enriching the student's skills, experience and marketability. (Fall/Spring) Pre-requisites: HTM190, HTM220, HTM295, HTM300 and Junior Standing

HUMANITIES

HUM110
MUSIC APPRECIATION **3 Credits**
An introduction to various styles and periods of music. The course creates student awareness of great musical works through historical insight, analysis of musical styles and techniques and development of listening skills. (Fall/ Spring)

HUM120
FILM IN AMERICAN CULTURE **3 Credits**
Introduction to film as an art form and as a study of the American culture. (As Needed)

HUM150
ART APPRECIATION **3 Credits**
A survey of the arts, their relationship to the societies producing them, and their purpose in those societies, from prehistoric to the present. The emphasis in the course is on the period from the sixteenth century to the twentieth century, with focus on the role of artists as interpreters of their time. (Fall/Spring)

HUM170
HUMANITIES SURVEY **3 Credits**
A survey of the various disciplines of the humanities, such as architecture, art, drama, music, and the general philosophy of creativity in western civilization and emphasizing the interaction of these cultural expressions with each other and the society producing them. (Fall/Spring)

HUM299
HUMANITIES FIELD TRIP **3 Credits**
Through a 4 or more day trip, readings in the humanities or social sciences, and a follow-up project, this course explores the cultural and social aspects of a city or region. Depending on the emphasis of the course content, this course may be used as either a social science or humanities elective. (As Needed)

INTEGRATED MARKETING COMMUNICATIONS

COM254
PRINCIPLES OF INTEGRATED MARKETING COMMUNICATIONS **3 Credits**
This course introduces students to the fundamentals of Integrated Marketing Communications (IMC). Learn and apply the IMC planning process and how to integrate marketing communication elements (e.g., advertising, public relations, digital marketing, etc.) to advance an organization's success and brand. (Spring)

COM264
GRAPHIC AND CREATIVE DESIGN **3 Credits**
This course provides students with the skills and graphic design competencies in Adobe software required for effective work practices in marketing communications. Students will develop intermediate-to-advanced-level skills in Adobe Creative Cloud programs and tools to design and develop professional-level publications for print, online, and mobile devices as well as gain skills in the use of Adobe InDesign, Adobe Photoshop, and Adobe Acrobat. (Fall/Spring)

COM344
ORGANIZATIONAL COMMUNICATION **3 Credits**
This course explores communication practices that inform, persuade, and promote goodwill in organizational contexts with a focus on organizational theory and case studies. Explore how to use integrated communication processes to achieve organizational goals, inspire employees and stakeholders, create transparency, and support communication strategies. Organizational leadership will be emphasized. (Fall) Pre-requisites: ENG112 and COM254

COM374
CORPORATE COMMUNICATION (old ENG499) **3 Credits**
This course provides students with a comprehensive analysis of the corporate communications field and the broad range of communications encountered in the business world. With an emphasis on integrated strategic communication, students will research a variety of topics in the field and develop their skills through various case studies and projects. (Fall) Pre-requisites: ENG112 and COM254

COM384
DIGITAL CONTENT WRITING **3 Credits**
This course explores the diverse digital media communication channels and their effect on how content is delivered. Develop skills in writing and analyzing effective online stories, clarifying how digital content differs from print, radio, and television. Students will learn to tailor content to reach online audiences in new, creative ways. (Fall) Pre-requisites: ENG112 and COM254

MKT250
PRINCIPLES OF MARKETING **3 Credits**
The course examines the nature and significance of marketing, its functions, and its institutions. Promotional activities studied include target marketing, the role of advertising, advertising media, distribution, pricing, product policies and the role of marketing as a productive system within our economy. Examples emphasizing the increasingly important role of ethics in the business environment will be discussed. (Fall/ Spring)

MKT340
CONSUMER BEHAVIOR **3 Credits**
Examines individual and group decision making processes and purchasing behavior in public, private, and non-private sectors. Modern comprehensive models provide a framework for the student to explore intra and inter personal variables; the market environment; consumer research, choice and attitude, market segmentation and consumerism. (Fall/Spring) Pre-requisites: MKT250, PSY101

MKT345
E-COMMERCE **3 Credits**
An examination of the concepts, strategies, and applications involved in Electronic Marketing, including use of the web, electronic mail, social media, communication applications and other direct response advertising media for conducting e-commerce. (Fall) Pre-requisites: MKT250, CIS240

MKT365
DIGITAL MEDIA MANAGEMENT **3 Credits**
This course provides how to produce high quality online digital content for the purposes of disseminating information, reaching out to and engaging with customers, employers and the rest of the community. It provides tools to create and/or manipulate video and audio illustrations for interactive media. (Fall)

MKT370
ADVERTISING STRATEGIES & SALES PROMOTION **3 Credits**
This course provides an overview of the relationship between good advertising communications and achieving marketing goals. Emphasis is on how to execute and evaluate successful advertising for today's responsive consumer. (Spring) Pre-requisites: MKT250, **MGT250**

MKT375
SOCIAL AND MOBILE MEDIA BRANDING **3 Credits**
Focuses on how social media and mobile marketing is used to develop well-conceived branding strategies. Multimedia platforms are important tools businesses use to strengthen their brand equity. Students will learn the procedure to build branding strategies by analyzing case studies and incorporating their own strategies as well as learn how to maximize a company's interactive media efforts using metrics and analytics. (Spring)

MKT420
INTERNATIONAL MARKETING **3 Credits**
The study of the procedures and problems associated with establishing marketing operations in foreign countries. Topics covered include the institutions, principles, and methods involved in the solution of multinational business problems and the effects of national differences of business practices. (Fall/Spring) Pre-requisite: MKT250. Suggested Pre-requisite: POL210

MKT460
MARKETING RESEARCH **3 Credits**
This course explores the role of research in the solution of marketing problems. The process by which researchers gather information is examined as it applies to decision making. Emphasis is on research planning, research methods, survey techniques, data analysis, and presentation of results. (Fall) Pre-requisite: BUS310

MKT465
SEO, MARKETING ANALYTICS, METRIC AND MEASUREMENT **3 Credits**
Focuses on establishing analytical tools that will be applied to interactive social media marketing strategies. This course also examines the use of using metrics like bounce rates and conversion rates to determine if social media effort is leading to sales volume or other desired consumer actions. Study the changes in the perceived value as the social media platforms evolve. (Spring)

MKT480
MARKETING STRATEGY **3 Credits**
The capstone course introduces the student to high level marketing decisions. Case studies are utilized and frequently applied marketing strategies are studied. Planning frameworks as used in problem

analysis are examined. Focus is on management problems including several strategic business units involved in the decision. Competitive behavior is studied. Long-term advantages are emphasized, and financial considerations are examined. (Spring) Pre-requisite: Senior standing or instructor approval

MKT482
DEPARTMENT FIELD TRIP **1 - 6 Credits**
This course features a cross-cultural comparative study of marketing theories and practices through extensive visitation of businesses in an international area. (As Needed)

MKT495
INTERNSHIP **3 Credits**
Internship provides a structured work experience in a marketing environment within an organization, in which academic theory and practice can be applied. Through an internship program, students are able to experience the wide variety of marketing activities that are needed for operation of a business. The internship provides relevant marketing experience, which can be useful for future marketing career opportunities. (Fall/Spring) Pre-requisites: Junior status and approval of Internship Advisor for Marketing.

MANAGEMENT

MGT250
PRINCIPLES OF MANAGEMENT **3 Credits**
An introduction to traditional and contemporary concerns of management. The study of fundamentals of management theory with emphasis on mid-management problems of enterprises. Includes history of management; planning, organizing, and controlling; decision-making fundamentals; information systems; motivation, communications, and leadership; international management and social responsibilities. (Fall/Spring) Pre-requisites: ENG112, MAT121

MGT300
PUBLIC RELATIONS **3 Credits**
An exposure to all of the basic elements of public relations including publicity, promotion, lobbying, opinion research, public affairs, special events, and press-a gentry. The course brings about a complete overall image of the extent and power of the public relations profession. (Fall/Spring) Pre-requisites: MGT250, MKT250

MGT312
HUMAN RESOURCES MANAGEMENT **3 Credits**
A study of the theory and practice of human resources management in organizations of all types. It involves a critical examination of the significant issues raised in personnel, labor relations, motivation, recruitment, placement, training, and compensation. (Spring) Pre-requisite: MGT250

MGT321
BUSINESS ETHICS **3 Credits**
Study the ethical environment of business by isolating major current issues confronting decision makers. Students contend with decisions complicated by issues of legality, fairness and social responsibility, as well as personal conscience and consequential or duty based ethical issues. The

course relies on discussion, reading research, and case analysis to achieve the goal of relating ethics to decision making. (Fall/Spring) Pre-requisite: MGT250 or instructor approval

MGT325
ENTREPRENEURSHIP **3 Credits**
Venture initiation, preparation of a sound business plan, characteristics of successful entrepreneurs, raising venture capital, market potential analysis, and identification of opportunities. (Fall/Spring) Pre-requisites: MGT250, MKT250, ACC201 or instructor approval

MGT343
ASSESSMENT, STAFFING AND EMPLOYMENT LAW **3 Credits**
This course offers a systematic study of the application of human resource management principles to staffing functions in business and industry from recruitment through the first six months of employment. Emphasis is on problems of research, job design, personnel selection, placement, psychological assessment, motivation, job satisfaction, employee retention, and issues relating to diversity in staffing and legal issues. (Fall/Spring) Pre-requisite: MGT312

MGT412
ORGANIZATIONAL THEORY AND BEHAVIOR **3 Credits**
The organization is studied from both the macro and micro perspective by targeting on organizational structure and organizational interactions. The dynamics and links of individuals, groups, and environment are analyzed through examination of alternative organization theories. The purpose is to highlight the determinants of organizational effectiveness relating to strategies, inter-organizational systems, boundary spanning, networks change, conflict, job satisfaction, and governance. (Spring) Pre-requisites: MGT312, PSY101

MGT440
OPERATIONS ANALYSIS AND MANAGEMENT **3 Credits**
A study of decision theory. The emphasis is on formulation, solution and application of decision problems. Management sciences tools examined include: linear programming, inventory, distribution, network and queuing models, Markov chains, game theory and forecasting. (Fall) Pre-requisite: BUS310

MGT443
COMPENSATION AND BENEFITS **3 Credits**
This course will provide students with an understanding of current and emerging issues in employee compensation, as well as a working knowledge of accepted compensation practices. This course will contain an international perspective, focusing predominately on domestic, expatriate, and foreign national compensation within international American Corporations. (Spring) Pre-requisite: MGT312

MGT499
POLICY AND STRATEGY **3 Credits**
The primary purpose of this course is to integrate the student's academic experience and direct it towards a comprehensive analysis of policy and strategy of organizations. The approach is one of student research and presentation in the areas of competitive strategy and strategic process from the

viewpoint of the general manager with a focus on policy formulation and implementation. (Spring) Pre-requisite: Final semester or permission of department chair.

MATHEMATICS

MAT101
INTRODUCTION TO ALGEBRA **3 Credits**
An emphasis on the fundamental operations of algebra and preparing for College Algebra. Major topics include operations with whole numbers, fractions and decimals, algebraic expressions, reduction of expressions and polynomials, 1st degree equations, the X-Y coordinate system with graphing linear equations, basic properties of exponents, multiplication of binomials, basic factoring, and square and cube roots. Word problems involving basic calculations and simple first degree equations are included to develop critical thinking skills. (Fall/Spring) The course is used as a tailored elective and cannot be used as a mathematics/science elective.

MAT121
COLLEGE ALGEBRA **3 Credits**
The course emphasizes fundamental topics in algebra that include: basic operations with rational numbers, solving linear equations and inequalities, coordinate system and graphing, properties of the straight line, graphing linear equations and inequalities, functions, properties of exponents, simplification of polynomials, multiplication of polynomials, factoring 2 degree polynomials, solving 2nd degree equations, and solving systems of linear equations. Word problems involving first and second degree equations are included to develop critical thinking skills. (Fall/Spring)

MAT225
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.

MAT320
BUSINESS CALCULUS **3 Credits**
Topics include basic analytic geometry, differentiation and integration of algebraic and selected transcendental functions, Partial differentiation; Optimization and applications in business problems. (Spring) Pre-requisite: MAT121 or instructor approval.

MUSIC

MUS120
MUSIC FUNDAMENTALS FOR THE CASUAL MUSICIAN **3 Credits**
This course is geared for any individual with little or no musical training who is pursuing music skills and knowledge on a recreational level. (Spring/Fall)

OCCUPATIONAL THERAPY ASSISTANT

OTH200C
FOUNDATIONS OF OCCUPATIONAL THERAPY PRACTICE/LAB 4 Credits
This course introduces students to the historical, philosophical, clinical, and ethical aspects of Occupational Therapy. Students are introduced to professional roles of the OTR & COTA, the OT Practice Framework, occupation-based practice, formats of documentation, communication skills, and basic patient care skills such as infection control, transfers, positioning, wheelchair mobility, etc. The lab component provides hands-on opportunities to practice basic patient skills and prepare students for the Level I Fieldwork rotation. (Fall/Spring) Pre-Requisite: Completion of pre-requisite courses for admission to the program.

OTH305C
PEDIATRIC INTERVENTIONS/LAB 4 credits
This course discusses developmental stages, development of sensorial/motor skills, basic neurology, and pathologies of the pediatric population. OT theories/models in the pediatric setting, and the role of the occupational therapy assistant working with pediatric population are examined. Treatment modalities such as assistive/augmentative technology, occupation-based pediatric evaluation tools, treatment approaches, effective communication/interaction skills, documentation methods/techniques, and therapeutic use of self are emphasized. (Fall/Spring) Pre-Requisite: DEP200.

OTH310C
MENTAL HEALTH & WELLNESS INTERVENTIONS/LAB 4 credits
This course apprises students on the role of the occupational therapy practitioner in mental health settings and the scope of occupational therapy practice in the evaluation and treatment of psychosocial conditions across the lifespan. Pathologies of specific psychiatric diagnoses and behavioral disorders are examined, as well as theoretical frameworks well-suited for this setting of practice. The lab component offers students opportunities to practice occupation-based interventions such as screening/evaluations, documentation, treatment interventions, effective communication/interaction skills, and group dynamics. (Fall/Spring) Pre-Requisite: SBS250

OTH315C
FUNCTIONAL ANATOMY & KINESIOLOGY I/LAB 4 credits
This lecture and laboratory course introduces the basic principles of biomechanics and kinesiology as they pertain to human movement. Students study the osteology of the human body and identify anatomical landmarks through palpation skills. Students study myology and neurology of the abdomen, back, pelvic girdle, and lower extremities; the upper extremity, head, and neck are also introduced. This course includes instruction in manual muscle testing, basic therapeutic exercise, and gait evaluation. (Fall/Spring) Pre-Requisites: BIO221, BIO222

OTH320C
FUNCTIONAL ANATOMY & KINESIOLOGY II/LAB 4 credits
This is a lecture and laboratory 4-credit hour course designed to give the student detailed instruction in the myology and neurology of the face, neck, shoulder girdle and upper extremities. The lab

portion of the course will teach manual muscle testing and basic therapeutic exercise and will enable the student to identify anatomical landmarks through palpation skills. The course also covers basic neuroanatomy as it relates to occupational therapy. (Fall/Spring) Pre-Requisite: OTH315C

OTH325C
MUSCULOSKELETAL CONDITIONS & INTERVENTIONS/LAB 4 credits
This course apprises students on the role of the occupational therapy practitioner in the physical dysfunction settings and the scope of occupational therapy practice in the evaluation and treatment of musculoskeletal conditions across the lifespan. Pathologies of specific diagnoses and disorders are examined, as well as theoretical frameworks best suited for this setting of practice. The lab component offers students opportunities to practice evidence-based and occupation-based interventions such as screening/evaluations, documentation, treatment interventions and techniques, and effective communication/interaction skills. (Fall/Spring) Pre-Requisites: BIO222, OTH315C

OTH330C
ANALYSIS OF OCCUPATIONAL PERFORMANCE ACROSS THE LIFESPAN I/LAB 4 Credits
Students are introduced to the process and methods of analyzing the impact of physical, psychological, social, and behavioral health deficits on occupational performance. A systematic approach to task breakdown is practiced and applied to the process of grading and adapting occupations, performance patterns, performance skills, contexts, and environments to meet functional, cognitive, psychosocial, and sensorimotor needs of the pediatric population (infancy, childhood, and adolescence). Students learn how to contextualize activity analysis within the OT process. (Fall/Spring) Pre-Requisites: OTH305C, OTH310C, OTH315C

OTH335
SEMINAR I 1 Credit
This course apprises the students on performance guidelines needed for successful completion of Level I Fieldwork including professional behaviors, ethics applied to the clinical sites, and guidelines for special projects and written reports due by the end of the fieldwork experience. Students are introduced to guidelines for the Baccalaureate Project. (Fall/Spring)

OTH340L
LEVEL I FIELDWORK 2 Credits
Students are placed in a site providing occupational therapy services to clients (ranging from infancy to older adults) in a community-based, out-patient, in-patient, or home-based setting. Under the supervision of qualified OT practitioners, students can learn about evidence-based and occupation-based assessments and treatment interventions currently used by clinicians to address impaired physical, psychological, and social factors affecting occupational performance. Students may also be placed in a non-traditional clinical site under the supervision of qualified professionals from other disciplines (teachers, psychologists, social workers, administrators, etc.) that are compatible with the philosophy of OT practice and relevant to the program learning objectives. (Fall/Spring) Pre-Requisites: OTH200C, OTH305C, OTH310C, OTH315C

OTH345L
LEVEL I FIELDWORK B **1Credit**
Students are placed in a site providing occupational therapy services to clients (ranging from infancy to older adults) in a community-based, out-patient, in-patient, or home-based setting. Under the supervision of qualified OT practitioners, students can learn about evidence-based and occupation- based assessments and treatment interventions currently used by clinicians to address impaired physical, psychological, and social factors affecting occupational performance. Students may also be placed in a non-traditional clinical site under the supervision of qualified professionals from other disciplines (teachers, psychologists, social workers, administrators, etc.) that are compatible with the philosophy of OT practice and relevant to the program learning objectives. (Fall/Spring) Pre- Requisites: OTH200C, OTH305C, OTH310C, OTH315C.

OTH400C
NEUROMUSCULAR CONDITIONS & INTERVENTIONS/LAB **4 Credits**
This course apprises students on the role of the occupational therapy practitioner in the physical dysfunction settings and the scope of occupational therapy practice in the evaluation and treatment of neuromuscular conditions across the lifespan. Pathologies of specific diagnoses and disorders are examined, as well as theoretical frameworks best suited for this setting of practice. The lab component offers students opportunities to practice evidence-based and occupation-based interventions such as screening/evaluations, documentation, treatment interventions and techniques, and effective communication/interaction skills. (Fall/Spring) Pre-Requisites: OTH305C, OTH310C, OTH315C. CO-REQUISITE: OTH405C.

OTH405C
ADVANCED CLINICAL INTERVENTIONS/LAB **4 Credits**
This course provides an overview of the neurophysiological, musculoskeletal, and cardiovascular basis for the application of the therapeutic exercise. The course introduces the student to various types of exercise, exercise equipment, and general exercise protocols. Students are also introduced to physical agent modalities such as moist heat, paraffin, electric stimulation, etc. (Fall/Spring) Pre-Requisites: OTH320C, OTH325C

OTH410C
ANALYSIS OF OCCUPATIONAL PERFORMANCE ACROSS THE LIFESPAN II/LAB **4 Credits**
A systematic approach to task breakdown is practiced and applied to the process of grading and adapting occupations, performance patterns, performance skills, contexts, and environments to meet functional, cognitive, psychosocial, and sensorimotor needs of the adult population (younger adult, middle age, older adult). Contextualization of activity analysis within the OT process is further examined and practiced. (Fall/Spring) Pre-Requisites: OTH310C, OTH325C, OTH320C, OTH400C

OTH415
SEMINAR II **1 Credit**
This course apprises the students on performance guidelines needed for successful completion of Level II Fieldwork, including thorough examination of the AOTA Fieldwork Performance Evaluation. Guidelines for special projects and written reports due by the end of the fieldwork are also discussed. Professional and ethical behaviors in the clinical sites, and certification and licensing rules/regulations are examined. Students received further instructions of guidelines and expectations

for the Baccalaureate Project. (Fall/Spring) Pre-Requisite: Successful completion of course from previous semesters.

OTH420
BACCALAUREATE PROJECT **3 Credits**
This course requires students to demonstrate knowledge learned throughout the program and apply these theories to real issues in the clinical setting. Students are expected to synthesize in-depth knowledge in practice area through the development and completion of a baccalaureate project in one or more of the following areas: *clinical practice skills, administration, leadership, advocacy, and education*. (Fall/Spring) Pre-Requisite: Completion of all academic courses.

OTH425L
LEVEL II FIELDWORK A **6 Credits**
Five days per week; 8 weeks (320 contact hours). This course is a full-time supervised fieldwork experience designed to bridge the student from classroom to fieldwork in preparation for entry-level practice as an occupational therapy assistant. Students are exposed to diverse populations and conditions across the life span, with close supervision provided by a qualified OT practitioner. Successful completion of this course provides students with entry-level skills in delivering occupational therapy services to clients, focusing on the application of evidence-based and occupation-based interventions. The fieldwork experience is scheduled to be in one practice area of occupational therapy (physical disabilities, psychosocial dysfunction, or pediatrics). (Fall/Spring) Pre-Requisite: Successful completion of all academic courses

OTH430L
LEVEL II FIELDWORK B **6 Credits**
Five days per week; 8 weeks (320 contact hours). This course is a full-time supervised fieldwork experience designed to bridge the student from classroom to fieldwork in preparation for entry-level practice as an occupational therapy assistant. Students are exposed to diverse populations and conditions across the life span, with close supervision provided by a qualified OT practitioner. Successful completion of this course provides students with entry-level skills in delivering occupational therapy services to clients, focusing on the application of evidence-based and occupation-based interventions. The fieldwork experience is scheduled to be in one practice area of occupational therapy (physical disabilities, psychosocial dysfunction, or pediatrics). (Fall/Spring) Pre-Requisite: Successful completion of all academic courses.

PHYSICAL SCIENCE

PHY270
SPACE SYSTEMS FUNDAMENTALS **3 Credits**
The course will introduce the student to the uses of space systems for scientific, societal, commercial and military purposes, as well as the fundamentals of the space system implementation and operation. (Spring) Pre-requisite: MAT121

PHY280
GENERAL PHYSICAL SCIENCE **3 Credits**
This course will introduce the student to selected topics in physical science that impact major issues in today's world. (Fall) Pre-requisites: MAT121 and ENG112

PHY290
GENERAL ASTRONOMY **3 Credits**
An introduction to general astronomy with an emphasis on observational astronomy. Major topics include the constellations, and 1st magnitude stars, sky coordinate system and sky charts, the solar system, deep sky objects, and telescope design and handling. (Fall/Spring) Pre-requisite: MAT121

SCI170
ENVIRONMENTAL SCIENCE **3 Credits**
The course is an introduction to the science which seeks to study our sustainable world. The student will use scientific method to explore the uses which confront modern man with the continued use and abuse of the resources of earth's environment. (Fall)

SCI180
INTRODUCTION TO OCEANOGRAPHY **3 Credits**
Includes the study of the ocean's geological, physical, chemical, and biological processes, such as seafloor spreading, composition of seawater currents, waves and tides, life in the sea, ocean pollution, and marine policy/management. The course outline will follow the chapter outline in the textbook. Florida's unique coastal environment will be discussed. Students will have opportunities to conduct experiments and/or on-site observations to demonstrate knowledge gained about the ocean and its environment.
(Online - As Needed)

PSYCHOLOGY

PSY101
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. (Fall/Spring)

PSY202
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. (Fall/Spring) Prerequisites: PSY101 and PSY266.

PSY232
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. (Fall/Spring) Prerequisite: PSY101.

PSY240
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 studying development throughout the human lifespan will be discussed. (Fall/Spring) Prerequisite: PSY101.

PSY244
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. (Fall/Spring) Prerequisite: PSY101.

PSY266
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. (Fall/Spring) Prerequisite: PSY101, MAT121.

PSY314
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. Offered in alternate years. (Fall/Spring) Prerequisite: PSY101 and either PSY240 or 244 **.**

PSY325
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. (Fall/Spring) Prerequisite: PSY101 or BIO221.

PSY331
SOCIAL PSYCHOLOGY **4 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. *The course will address how social psychologists test theories and how ideas and theories evolve through research*. (Fall/Spring) Prerequisites: PSY101, PSY202.

PSY335
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. (Fall/Spring) Prerequisites: PSY101, BUS100.

PSY356
COGNITIVE PSYCHOLOGY **4 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. (Fall/Spring) Prerequisite: PSY101, PSY202.

PSY380
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. (Fall/Spring) Prerequisite: PSY101.

PSY438
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. Offered in alternate years. (Fall/Spring) Prerequisites: PSY101, PSY202.

PSY445
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. Offered in alternate years. (Fall/Spring) Prerequisites: PSY101.

PSY494
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 of psychology methods and content classes. (Spring) PSY202, Senior standing.

POLITICAL SCIENCE

POL200
INTRODUCTION TO UNITED STATES GOVERNMENT **3 Credits**
A survey of the theory, principles, and institutions of United States Government; from the National to the local level. Emphasis is placed on the government's relationship to the private sector, especially in business. (Fall)

POL210
INTRODUCTION TO INTERNATIONAL RELATIONS **3 Credits**
A brief introductory survey of the history of international relations and an examination of current diplomatic arrangements, techniques and concepts. Focus on helping the future American business person understand the international environment. (Spring)

POL230
CURRENT EVENTS **3 Credits**
The course is a comparative study of major current political events with past and present political, social, and economic principles. (Fall/Spring)

POL305 (CJM305)
CONSTITUTIONAL LAW **3 Credits**
An upper level course applicable to criminal justice management, pre-law and political science. The course examines the structure of the legal system including separation of powers and federalism issues. Topics include, but are not limited to, the powers of Congress, the powers of the Federal Judiciary, the powers of the President, and the powers reserved to the states. The course also examines various individual rights including equal protection, freedom of expression, and freedom of religion. The course provides an in-depth study of constitutional law with an emphasis on the Fourth; Fifth, Sixth, Eighth and Fourteenth Amendments to the United States Constitution, as these govern police and court procedures and the rights of citizens. The course will also focus on the role of the Supreme Court and constitutional law as it applies to law enforcement and civil rights. (Fall)

SOCIAL/BEHAVIORAL SCIENCES

SBS190
PEER COUNSELING **1 Credit**
This course promotes self-knowledge as the student investigates the serious problems and dangers facing young adults and learns sensible, well-informed methods of dealing with them. May be repeated up to 4 credit hours. (Fall) Required course for resident assistants, elective for others**.**

SBS255
SOCIOLOGY **3 Credits**
An examination of theory and research methodologies relevant to human society and social behavior. Topics include: the roles played by groups, organizations, institutions, cultures, and individuals within each social structure. (Fall)

SPANISH

SPA101
BASIC COMMUNICATIONS IN SPANISH I **3 Credits**
Introduces the essential elements of Spanish structure, grammar, and vocabulary. Vocabulary building begins with introductions, greetings, and simple descriptions of individuals, families, and friends. Students will learn to communicate basic information such as personal data, likes, dislikes, and hobbies. (Fall)

SPA102
BASIC COMMUNICATIONS IN SPANISH II **3 Credits**
Continues in the development of skills in the essential elements of Spanish structure, grammar and vocabulary. Vocabulary building continues with learning the basic skills needed to communicate about daily routines, campus activities, holidays, careers, talents, and past events. (Spring) Pre-requisite: SPA101

SPA203
INTERMEDIATE COMMUNICATIONS IN SPANISH I **3 Credits**
Continues the development of skills in the elements of Spanish structure, grammar, and vocabulary. The student will begin to communicate through oral language using more advanced vocabulary and processing skills as well as be introduced to a level of communication needed for basic "survival" in casual travel abroad. (Fall /As Needed) Pre-requisite: SPA102

SPA204
INTERMEDIATE COMMUNICATIONS IN SPANISH II **3 Credits**
Continues the development of skills in the elements of Spanish structure, grammar, and vocabulary. The student will learn the basic vocabulary needed for conducting business in the Spanish language. Such topics as buying and selling, giving instructions and suggestions, and voicing opinions about commerce, politics, and economics are discussed. (Spring /As Needed) Pre-requisite: SPA203

SPORT BUSINESS MANAGEMENT

SBM220
INTRODUCTION TO SPORT BUSINESS MANAGEMENT **3 Credits**
The course gives a perspective of the growing field of sport-related activities and opportunities in the sports field that have arisen from these activities. Areas of professional, educational and commercialized sport are surveyed. Emphasis is placed on the value of professional management to sport organizations and to the skills necessary for the opportunities that exist in the field. (Fall/ Spring) Pre-requisite: ENG111

SBM231
FOUNDATIONS 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 sports are explored. (Fall)

SBM240
FIELD EXPERIENCE **3 Credits**
Provide students with the opportunity to observe, learn, and participate in as many professional sport business management experiences as possible. The course will emphasize experiential learning in a variety of sport business management settings and provide an overview of what students should consider and expect from the varied career options available to them in the sport industry. Although there are no guarantees of success, this course can help the student align career goals, develop professional outlooks, improve communication skills, and increase students' likelihood of finding successful employment in the sport industry. (Spring) Pre-requisite: SBM220

SBM245
CAREERS IN SPORT BUSINESS MANAGEMENT **3 Credits**
An overview of what students should consider and expect from the varied career options available to them in the sport industry. This course can help the student align career goals, develop professional outlooks, and improve communication skills. The course will address some of the questions students are most likely to have, including what courses they should take, what areas of Sport Business Management are available to them, and how they can get the job of their dreams. This course should increase students' likelihood of finding successful employment in the sport industry. (Online)

SBM260
ETHICS AND ISSUES IN SPORT BUSINESS MANAGEMENT **3 Credits**
The purpose of this course is to: (a) promote critical self-evaluation of one's own ethics and beliefs; (b) examine one's philosophy, clarify values and refine any moral or ethical reasoning skills; and (c) examine ethical situations and issues within the sport environment. Through class discussions, projects, and debates, ethical issues and situations that affect sport managers are addressed. (Spring)

SBM261
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.

SBM320
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. Pre-requisite: Junior standing or permission of instructor

SBM340
SPORT PROMOTION **3 Credits**
This course incorporates the latest concepts of sports marketing with applications to the current world of sport. The course examines the value of sport promotion to organizations attempting to generate revenue and attendance. An emphasis is placed on promotional methods, tools, sponsorships, and endorsements. (Fall/Spring) Pre-requisite: MKT250

SBM 375
TOPICS IN SPORT MANAGEMENT **3 Credits**
This course examines topics in the sport management and sport and recreation studies disciplines that are only introduced by the principle courses. Examples include such topics 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, and Sport and Character. Pre-requisite: Junior standing in Sports Performance, Health, & Fitness

SBM390
RISK MANAGEMENT AND LEGAL ASPECTS OF SPORT **3 Credits**
It is essential that a sport business manager is familiar with potential risks and how to prevent occurrences of identified risks as well as essential sport managers being aware of the legal implications of their actions as managers in the potentially litigious sport setting. This course will provide an introduction to the legal issues in the sports industry and expose the student to many of the legal issues facing those in sport organizations. Additionally, the course will cover various risks specific to the field and risk management procedures that today's sport manager must know. (Fall/Spring) Pre-requisite: SBM220 for Sport Business Management majors; Senior standing in Sports Performance, Health, & Fitness

SBM420
SPORT INFORMATION AND MEDIA RELATIONS **3 Credits**
Examines how the Sport Information Director handles publications, publicity, statistics, and game management for major sports events. It also looks at the media's impact on sports. This course is

writing intensive. Student will be expected to write press releases, feature stories, interview, and speeches. (Fall/As Needed) Pre-requisite: ENG112

SBM440
FACILITIES AND EVENT MANAGEMENT **3 Credits**
Studies in the financing, management, and marketing of sport facilities. It also looks at the major sport events organization, management, and staffing. The economic impact of stadiums, arenas, and events to a community is a major area of discussion in this course. Practices in designing and planning are examined as well as current trends that are having an impact on facilities. A strong emphasis is also put on legal issues and risk management. (Fall) Pre-requisite: SBM220 or HTM190

SBM450
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. Pre-requisite: Junior standing or permission of instructor

SBM460
SPORT ADMINISTRATION **3 Credits**
This course serves as a "Capstone" course in the Sport Business Management concentration. It strives to integrate all of the previous courses as students' work individually and in teams on group projects requiring the application and integration of knowledge and experience from previous SBM courses. (Spring) Pre-requisite: SBM220

SBM465
ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION AND SPORT **3 Credits**
This integrative course exposes the student to the principles of business, organizational behavior, and management; it will encourage application of the knowledge from these areas to sport-specific organizations, including non-school programs. Topics include program development, office management and staffing, facility management, logistics, fiscal irresponsibility, motivation, communication, and policy development. (Fall) Pre-requisites: Junior or Senior standing, SBM231, SBM260; or permission of the instructor

SBM495
INTERNSHIP **3 Credits**
The internship provides the student with the opportunity to link Sport Business Management theory to sport organization practice. Through internships, students move from the role of student, to the role of professional and thus expand their career orientation. Significant benefits can accrue to the student who takes advantage of the opportunities which present themselves in various sport settings including the chance to gain valuable work experience under the supervision of a qualified, practicing professional; develop and expand his/her network of contacts; assume responsibility for project development and implementation; and hopefully obtain a permanent position upon completion of the internship. (Fall/Spring/Summer) Pre-requisite: SBM220

SBM498
ADVANCED SEMINAR IN SPORT BUSINESS MANAGEMENT **3 Credits**
An advanced directed study in specialized areas of sport business management not addressed in previous sport business management courses or other electives. (As Needed) Pre-requisites: SBM220, SBM240 or SBM245. Program Chair Approval

SPORT PERFORMANCE, HEALTH & FITNESS

SPF105
PRINCIPLES OF HEALTH AND FITNESS **3 Credits**
This course teaches the importance of physical activity and its relationship to health and quality of life. Topics include components of wellness (e.g., physical, social, emotional, and intellectual), specific health assessments, and risk factors for disease and mortality. (Fall/Spring)

SPF110
PROGRAM DESIGN IN EXERCISE **3 Credits**
This course addresses how to design a specific training program for different training goals (e.g., strength, power, endurance, agility, and speed) to maximize human performance. Students will learn how to conduct needs analyses and performance assessments and will learn the basic principles of periodization. (Fall/Spring)

SPF115
MOTOR DEVELOPMENT AND SKILL LEARNING **3 Credits**
This course aims to enhance the concept of human motor development and learning motor skills throughout different stages of change. Particular emphasis will be placed on understanding how we design and select activities that are appropriate for those life stages. Additionally, this course will explore what factors affect motor development and skill learning as we transition from infancy all the way to elderly. (Fall)

SPF210
CARE AND PREVENTION OF INJURIES **3 Credits**
This course examines movement patterns and exercise techniques with major emphases on safety, injury prevention, and emergency response practices that affect the daily operations and management of a health and fitness facility. This course will also address recovery therapies and lifestyle modifications for the management of acute and chronic injuries. Basic Cardiac Life Support and Occupational Safety and Health Administration certifications are offered. (Spring) Pre-requisites: BIO221, BIO222

SPF298
FIELD EXPERIENCE **2 Credits**
This course provides students with the opportunity to observe, learn, and participate in professional sports performance, health, and fitness experiences. The course will emphasize experiential learning in a variety of field-related settings and provide an overview of what students should consider and expect from the varied career options available to them within the industry. A major focus of this course is to help students develop career goals and professional outlooks, improve communication

skills, and increase their likelihood of finding successful employment in the sports performance, health, and fitness industry. (Spring) Pre-requisite: SBM231

SPF300
PSYCHOLOGICAL ASPECTS OF SPORTS AND EXERCISE 3 Credits
This course explores the relationship between psychology and physical performance. Students will learn basic psychological theories of behavior change and how they relate to performance enhancement. Topics include lifestyle modification, goal setting, mental wellness, attitude, and the role of various motivational techniques to enhance performance. (Fall) Pre-requisites: SPF105, PSY101

SPF305
PERSONAL TRAINING AND STRENGTH CONDITIONING 3 Credits
This course identifies the essentials involved in strength training and conditioning. Topics include training adaptations, performance testing and evaluation, exercise techniques, and spotting/safety practices. (Fall/Spring) Pre-requisites: BIO221, BIO222, and SPF110

SPF310
NUTRITION AND WEIGHT MANAGEMENT 3 Credits
This course covers proper nutrition and lifestyle practices for weight management. Topics include ideal body weight, body fat and its associated health risks, metabolic calculations, and healthy eating habits. (Fall) Pre-requisite: SPF105

SPF315
FITNESS FOR SPECIAL POPULATIONS 3 Credits
This course prepares students to work with and develop individualized exercise programs for clients dealing with osteoporosis, cancer, obesity, pregnancy, and/or chronic disease. (Fall)
Pre-requisites: BIO221 and BIO222

SPF325
KINESIOLOGY 3 Credits
This course provides an in-depth 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. (Spring) Pre-requisites: BIO221 and BIO222

SPF350
HEALTH FITNESS APPRAISAL AND WELLNESS 3 Credits
This course provides students with the opportunity to learn and practice testing strategies and techniques required for the assessment of all aspects of physical fitness. Topics include basic concepts of fitness testing, assessment protocols, and health- and skill-related fitness. Lecture combined with laboratory. (Spring) Pre-requisites: BIO221, BIO222, and SPF310

SPF370
NUTRITION IN HEALTH AND EXERCISE **3 Credits**
This course integrates the science of nutrition and exercise physiology principles to illustrate the links between training, the increased demand for nutrients as a result of training, the appropriate intake of foods, beverages, and supplements to achieve the ultimate goal of performance enhancement. Students design a complete diet plan tailored to an athlete's training and performance goals. (Spring) Pre-requisites: SPF110 and SPF310

SPF400A
SENIOR SEMINAR AND CERTIFICATION REVIEW IN HEALTH AND FITNES **1.5 Credits**
This course focuses on reviewing and preparing students for ACSM certification. Major emphases will be placed on the performance domains of initial client consultation and assessment, exercise programming and implementation, exercise leadership and client education, and legal and professional responsibilities. (Spring) Pre-requisite: Senior standing in Sports Performance, Health, & Fitness

SPF400B
SENIOR SEMINAR AND CERTIFICATION REVIEW IN HEALTH AND FITNES **1.5 Credits**
This course focuses on reviewing and preparing students for NSCA certification. Major emphases will be placed on the exercise sciences and nutrition, exercise techniques, program design, organization and administration, and testing and evaluation. (Spring) Pre-requisite: Senior standing in Sports Performance, Health, & Fitness

SPF402
EXERCISE PHYSIOLOGY **3 Credits**
This course 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. (Fall) Pre-requisites: BIO221 and BIO222

SPF495
SENIOR SPORT FITNESS INTERNSHIP **3 Credits**
This course combines academic supervision with professional employment. It is a structured work experience within the field of sports performance, health, and fitness. This internship focuses on hands-on experience with a company and in a field of the student's choice. It aims at the application and practice of theoretical concepts by expanding and enriching the student's work qualifications, skills, experience, and marketability. Through superior work performance, the student may use this internship course to enhance career placement potential. (Spring) Pre-requisites: Senior standing in Sports Performance, Health, & Fitness

SPF320
CORRECTIVE EXERCISE TECHNIQUES **3 Credits**
This course presents and implements strategies necessary to assist the student in not only preventing the incident and/or severity of injuries and illnesses but also ways to correct dysfunctional movement patterns. (Fall) Pre-requisites: BIO221 and BIO222

WEBBER INTERNATIONAL UNIVERSITY HONORS PROGRAM

The goal of the Webber Honors Program (WHP) is to engage highly motivated and intellectually gifted students in exceptional experiences that develop excellence in leadership, scholarship, and service. Honors students will be provided with the opportunity to demonstrate the academic excellence and integrity necessary to become future leaders and pioneers in their respective fields. The WHP will provide the honors student with a holistic and integrated view through various activities and challenges beyond the classroom. Students in the program will:

- apply knowledge and skills developed in the traditional courses to real life situations;
- apply effective written and oral communications skills;
- develop and apply effective leadership skills;
- network with successful people in their respective fields;
- participate in global opportunities;
- participate in community service

Students in the WHP will benefit from three program components:

- Curriculum: special sections of required seminar courses in the sophomore, junior and senior years.
- Extra-curricular Activities: special internships, seminars and events for honors students as well as opportunities to participate in selected field trips and academic competition.
- Personal Growth & Career Planning: plans designed to help students enhance self-knowledge, clarify career goals, and receive professional mentoring from their respective fields.

Acceptance Criteria

Acceptance into the Webber Honors Program is by invitation and contingent on the prospective student's completion of the Program application and the following criteria:

- High school graduates must possess a GPA of 3.50 or higher AND a standardized test score of a minimum of 1250 for the SAT or a minimum of 28 for the ACT.
- Transfer students must possess a minimum semester and cumulative GPA of 3.40.
- Sophomore students currently enrolled at WIU may apply in the Fall if they earned a minimum semester GPA of 3.40 and have maintained a minimum cumulative GPA of 3.40.

Status Establishment

Students must submit an application form in their first semester at WIU. Honors students have to maintain full-time status during the fall and spring semesters, with the exception of the last semester prior to graduation. If students do not require full-time status to complete the final semester, they may enroll as part-time students. Any student required to take developmental courses (ENG090 and/or MAT101) through the placement exam is ineligible to apply to the program.

Honors students are expected to represent WIU in a positive professional manner at all times. If a student is dropped from the honors program due to noncompliance, or the student leaves the program

voluntarily, he/she cannot be re-admitted into the program. To remain in the honors program, students must meet all academic requirements and maintain a high standard of ethics.

Academic Requirements

To remain in the honors program, students must:

- maintain a minimum semester GPA and a cumulative GPA of 3.40;
- successfully complete each of the WHP courses with a grade of "A" or "B";
- actively participate in PBL (phi beta lambda, ΦΒΛ), the collegiate level of Future Business Leaders of America (FBLA). (Only applicable to students in business majors)

WHP Courses and Projects

Honors students will graduate with 126 academic semester hours. No overload fee will be charged for these courses.

WHP201 Webber Honors Seminar I	1 credit	Sophomore Fall
WHP202 Webber Honors Seminar II	1 credit	Sophomore Spring
WHP301 Webber Honors Seminar III	1 credit	Junior Fall
WHP302 Webber Honors Seminar IV	1 credit	Junior Spring
WHP401 Webber Honors Seminar V	1 credit	Senior Fall
WHP402 Webber Honors Seminar VI	1 credit	Senior Spring

The series of seminar courses is designed to provide selected activities and projects for students in the program. Seniors are expected to take a greater leadership role in the courses. The activities and projects will include, but are not limited to:

- Developing career opportunities
- Organizing and hosting a guest speaker or special program at WIU
- Organizing the Webber Honors student luncheon
- Organizing and participating in a community service project
- Traveling for selected field trips
- Writing for the *Webber Review*, an annual publication of WIU

Courses in the honors program will apply to the tailored electives if the student is out of the program before graduation.

Honorable recognitions and benefits for students in the Webber Honors Program

- Students in the WHP will receive an annual $1000 tuition scholarship. Student in business majors will have their annual dues for PBL paid by the university.
- Participation in PBL gives honors students the opportunity to compete in various areas of business against other college students at the regional, state, and national level. In the past, students representing WIU have placed and won at state and even national competitions.

- Students in the honors program have the opportunity to live in an area of the dorm that provides a quieter living environment for study.
- Graduates of WIU who successfully complete the Webber Honors Program will receive recognition at graduation. Diplomas and transcripts will identify graduates as being honors students.
- Students in the Webber Honors Program are encouraged to join national or regional professional organizations. WIU will pay up to $50 towards an approved national or regional professional organization's annual dues.

WEBBER BUSINESS HONORS

WBH201
COMMUNITY SERVICE **1 Credit**
Honor students are expected to provide a minimum of 20 volunteer hours of community service related to University sponsored campus activities or in the area of education or charity to a local non-profit organization. Students are required to keep a log of activities and hours of service. All required service hours must occur during the registered term. Students cannot be paid for all service hours required by this particular course. Each student will be evaluated by the faculty advisor based on the approved project proposal, student's activity log, the oral presentation, and the organization's evaluation of the student's work. Sophomore Status (Fall)

WBH202
BUSINESS FIELD TRIP **1 Credit**
Students will be required to visit the selected businesses in Florida to observe and learn how the business is conducted. Selection of the businesses/corporations will be decided by the faculty advisor and the administrator of the Honors Program. Students will be required to contact the selected business/corporation to develop a visit plan, conduct site visit as planned, submit written report after each visit and make a final oral presentation. Each student will be evaluated based on the approved visit plan, participation in the field trip, written trip reports and the oral presentation. Sophomore Status (Spring)

WBH301
NETWORKING AND CAREER OPPORTUNITIES **1 Credit**
Students will develop networks for their future career opportunities by contacting alumni who are in the business relating to the students major. In addition, students may develop their networks by including the contacts obtained from the WBH202 course or other sources. Students will be encouraged to create a unique networking structure that will include all possible sources for their career opportunities. Each student will be evaluated based on the comprehensiveness of the developed network, the structure of networking and the final project report. Junior Status (Fall) ONLINE

WBH302
SPECIAL TOPIC **1 Credit**
Students will conduct an independent study to generate a research paper in the areas relating to the students' major. Students will discuss the topics with the faculty advisor and then generate an outline of the paper for approval by the faculty advisor. In addition to reviewing the given reading materials,

students will conduct secondary research to obtain needed information for the paper. The faculty advisor will review the draft paper and provide comments for revision. Each student will be evaluated for the ability of synthesizing reviewed information, forming and revising the draft paper in accordance with the comments provided by the faculty advisor. Junior Status (Spring)

WBH401
WEBBER BUSINESS REVIEW **1 Credit**

The course is to assist in developing a research topic and also to formulate research hypothesis, perform the basic research, and write and present the research paper. Students will be required to publish the Webber Business Review; an annual publication of Webber. Students will work together under the supervision of the faculty advisor to decide the contents and the format of the Review. Students having the same majors may form a team to write an article relating to their majors. If preferred, the student may also choose to write his/her own article for the Review. The faculty advisor will review the draft articles and provide comments for revision. Each student will be evaluated for his/her ability to review related information, to form the draft article and finalize the Review for publication. Senior Status (Fall)

WBH402
SPECIAL EVENTS **1 Credit**

Students will gain valuable experience in organizing and hosting guest speakers for special events such as seminars, workshops, and/or honors luncheon. The honors luncheon can be jointly hosted with the University's Annual Business Luncheon. Students will be responsible for planning and promoting the events, inviting renowned speakers, and conducting the events as planned. Students will be required to develop an event proposal requiring approval by the faculty advisor and submit progress reports as well as a final project report.

CURRICULUM St. Andrews University

(*A Branch of Webber International University)*

Curriculum by Campuses

St. Andrews University –Charleston (*A Branch of Webber International University*)

Business Administration (BA)
Master of Business Administration (MBA) online

St. Andrews University – Charlotte (*A Branch of Webber International University*)

Business Administration (BA)
Health Services Administration (BA)
Elementary Education, K-6 Licensure (BA) major courses offered online only
Middle Grades Education, 6-9 Licensure (BA) major courses offered online only
Secondary Education, 9-12 Licensure (BA) major courses offered online only
Note: for 2021-22 the content areas available for the Secondary Education major will be limited unless a student has transfer credits which will fulfill content area requirements.
Special Education, K-12 Licensure (BA) major courses offered online only
Master of Business Administration (MBA) online
Master of Arts in Education (MA ED) online

St. Andrews University – Columbia (*A Branch of Webber International University*)

Business Administration (BA)
Master of Business Administration (MBA) online

St. Andrews University (*A Branch of Webber International University*)

Biology (BA and BS)
Concentrations in Biomedical Sciences and Equine Science (BS)
Business Administration (BA)
Specialized programs of study in Criminal Justice Management, Equine Business Management, Sport Management, Therapeutic Horsemanship Management
Communication Studies (BA)
Elementary Education, K-6 Licensure (BA)
English and Creative Writing (BA and BFA)
Forensic Science (BA)
Concentrations in Chemistry and Psychology
Health Services Administration (BA)
History (BA)

Interdisciplinary Studies (BA)
Concentration in Pre-Physical Therapy
Individually designed programs
Middle Grades Education, 6-9 Licensure (BA)
Nursing, Pre-Licensure (BS)
RN to BNS degree completion program
Occupational Therapy Assistant (BS) **
Philosophy and Religious Studies (BA)
Physical Education, K-12 Licensure (BA)
Psychology (BA)
Secondary Education, 9-12 Licensure (BA)
Special Education, K-12 Licensure (BA)
Sport Management (BA)
Concentration in E-Sport Management
Sport Performance, Health, and Fitness (BS)
Therapeutic Horsemanship (BA)
Visual Arts (BA)
Concentrations in Game Art Design and Studio Art
Master of Business Administration (MBA) online
Master of Arts in Education (MA ED) online

** The St. Andrews University (A branch of Webber International University) Occupational Therapy Assistant, Bachelor of Science (BSOTA) Program is seeking accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). A Candidacy Status designation is required before accepting students into the professional phase of the BSOTA program. The granting of CANDIDACY STATUS is the first step in the three-step accreditation process for new programs that ensures the ability to meet the applicable ACOTE Accreditation Standards for a Bachelor's-Degree-Level Educational Program for the Occupational Therapy Assistant. The Accreditation Council for Occupational Therapy Education (ACOTE) is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

St. Andrews University – Pinehurst *(A Branch of Webber International University)*
Business Administration (B.A.) online
Business Administration with specialized program of study in Equine Business Management online
Special Education with K-12 Licensure (B.A.) online
Elementary Education with K-6 Licensure (B.A.) online
Middle Grades Education with 6-9 Licensure (B.A.) online
Secondary Grades Education with 9-12 Licensure (B.A.) online

Note: for 2021-22 the content areas available for the Secondary Education major will be limited unless a student has transfer credits which will fulfill content area requirements.

Health Services Administration (B.A.) online
Interdisciplinary Studies (B.A.) online
Psychology (B.A.) online
Sport Management (B.A.) online
Master of Business Administration (MBA) online
Master of Arts in Education (MA ED) online

General Information

The St. Andrews Campus in Laurinburg offers 20 departmental majors and an interdisciplinary major option on the Laurinburg campus. Class size ranges from 35 students in lower level classes to 10 or fewer students in some advanced seminars. The student/faculty ratio is 14:1.

While the university has a Career Services program available to all students, enrollment in the institution or completion of a degree program does not guarantee employment.

The university also makes no claim or guarantee that credits earned will transfer to another institution. Every institution establishes its own policy regarding the transfer of credits earned elsewhere.

Student Learning Outcomes

1. Students will develop effective critical thinking skills
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

Declaration of Major

Students must complete a Declaration of Major Form, available on-line, 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.

Credit Requirements for Majors on the North Carolina Campus
An academic major consists of a minimum of 30 credits.

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

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.

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, 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 Center for Academic Success, 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, 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.

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.

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 66.5 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:

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 breech 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.

Special Academic Programs

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 defendable 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 high school grade point average (GPA) of 3.20 or above. Invitations to join the Honors Program are issued by the Admissions Office.

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 3.50 or better may petition to enter the General Honors Program. This petition must include a recommendation from a St. Andrews faculty member or administrator.

Curriculum

First Year: Fall

SAGE 125 HON (Honors) First Year Experience 3 credits
Special Honors section of WRT 120 (Spring) 3 credits

Second Year: Fall and Spring
Special Honors sections of SAGE 230 (Fall) and SAGE 240 (Spring) 6 credits

Third Year: Spring
HON 361: Junior Seminar in Honors 3 credits

Fourth Year: Spring
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, and who have no Community Honor Code infractions 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 Academic Dean.

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 honors 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 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.

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.

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.

European Languages & Cultures: Brunnenburg Castle, Italy Coordinator: Professor Chris McDavid

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.

Junior Year Abroad Program

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

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 campus Academic Dean. Past offerings have included study/travel in France, England, Scotland, India, Greece, Vietnam and Australia.

Internships

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.

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 be approved by the worksite supervisor, the faculty sponsor, the Academic Department Chair, and the Internship Director. Students enrolled in internships for academic credit during the fall and spring semesters are charged no additional tuition as long as their total number of credits for the semester does not exceed 18 credits.

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 – North Carolina Campus

Students enrolled in summer internships for academic credit are charged $450 per credit.

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.

Pre-Law Certification Program 18 credits

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 3-4 credits
X95 Internship in Law 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 Program

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 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

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 on the North Carolina Campus

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, 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)

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, Gender Studies, 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, Psychology, or Education focused on the study of human society and culture. (3 credits)

Students must fulfill the Arts and Aesthetics, the Humanities, and the Social Sciences breadth requirements with courses outside of their intended or declared majors.

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**

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

Prerequisite: Senior standing; Required of all students

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

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 credits

Natural Science: one science course designed to enrich a student' 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 art. 3 credits

Humanities: courses selected from the disciplines of English Literature, Gender Studies, Philosophy or Religious Studies allowing students to explore written expression of the human spirit in historical and cultural contexts. 6 credits

Social Science: courses selected from the disciplines of Politics, History, Business/Economics, Psychology 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

St. Andrews, Laurinburg, North Carlina Campus

Department of Business and Economics

Major in Business Administration (B.A.)
Major in Business Administration with a Specialized Program of Study in Criminal Justice Management (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 Sports Management (B.A.)
Major in Business Administration with a Specialized Program of Study in Therapeutic Horsemanship (B. A.)
Health Services Administration (B. A.)
Minor in Business and Economics
Minor in Equine Business 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 with 6-9 Licensure (B.A.)
Major in Secondary Grades Education with 9-12 Licensure (B.A.)
Major in Special Education with K-12 Licensure (B.A.)

Department of Sport Studies

Major in Sports Management (B.A.)
Major in Sports Management with a Concentration in ESports Management (B.A.)
Major in Sports Performance, Health, and Fitness (B.S.)
Major in Therapeutic Horsemanship (B.A.)
Minor in Sports Management
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.)

Division of Liberal and Creative Arts

Major in Communication Studies (B.A.)
Major in English and Creative Writing (B.A. or BFA)
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 2020-21)**
Concentrations in: Politics
Major in Visual 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 Music
Minor in Public History
Minor in Religious Studies
Minor in Social Science, Politics Emphasis (Suspended for AY 2021-22)
Minor in Spanish (Suspended for AY 2021-22)
Minor in Studio Art
Minor in Theatre Arts

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 Health Sciences

Major in Nursing (Pre-Licensure) (BSN)
RN to BSN Degree Completion Program (BSN)

Major in Occupational Therapy Assistant with a Minor in Health Services Administration (B. S.) **

** The St. Andrews University (A branch of Webber International University) Bachelor of Science in Occupational Therapy Assistant (BSOTA) Program is seeking accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) and will require a Candidacy Status designation before accepting students into the professional phase of the BSOTA program. The granting of CANDIDACY STATUS is the first step in the three-step accreditation process for new programs that ensures the ability to meet the applicable ACOTE Accreditation Standards for a Bachelor's-Degree-Level Educational Program for the Occupational Therapy Assistant. The Accreditation Council for Occupational Therapy Education (ACOTE) is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Department of Business and Economics

Chairperson: Dr. Annette Webster

Business Administration

Major in Business Administration (B.A.)

Major in Business Administration with a Specialized Program of Study in Criminal Justice Management (B.A.)

Major in Business Administration, with a Specialized Program of Study In Equine Business Management (B.A.)

Major in Business Administration with s Specialized Program of Study in Sports Management (B.A.)

Major in Business Administration, with a Specialized Program of Study In Therapeutic Horsemanship Business Management (B.A.)

Contract Major in Business Administration (B.A.)

Minor in Business Administration

Minor in Equine Business Management

Health Services Administration

Major in Health Services Administration (B.A.)

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 alignment 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 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., 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, Duboff Law Firm, 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 St. Andrews.

Major in Business Administration Laurinburg **54 Credits**

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

Required Courses:	**42 Credits**
ACCT 201 Principles of Accounting I	3 credits
ACCT 202 Principles of Accounting II	3 credits
BUS 220 Business Technology	3 credits
BUS 252 Business Statistics	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: **12 Credits**

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

Major in Business Administration with a Specialized Program of Study in Criminal Justice Management **57 Credits**

Required Business Courses:	**39 Credits**
ECON 201 Microeconomics	3 credits
ACCT 201 Principles of Accounting I	3 credits
ACCT 202 Principles of Accounting II	3 credits
BUS 220 Business Technology	3 credits
BUS 252 Business Statistics	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

Required Criminal Justice Management Courses:	**18 Credits**
CJM 200 Introduction to Criminal Justice Management	3 credits
CJM 201 Criminal Law and Procedure	3 credits
CJM 202 Criminology	3 credits
CJM 305 Constitutional Law	3 credits
CJM 495 or 498	3 credits

One of the following courses: **3 credits**

CJM 300 Corrections

CJM 301 Juvenile Delinquency
CJM 403 Criminal Evidence

Possible Tailored Electives

CJM 300 Corrections
CJM 301 Juvenile Delinquency
CJM 302 Criminal Investigations
CJM 395 Internship
CJM 403 Criminal Evidence

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

Required Courses: **44 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 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
TH 155 Intro to Therapeutic Horsemanship	1 credit

Additional Requirements: **14 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: 6 credits

ACCT 202 Principles of Accounting II
BUS 302 Entrepreneurship
BUS 322 Advertising and Promotion
BUS 395 Internship in Business
ECON 202 Macroeconomics
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

Equitation courses at the St. Andrews Campus (at least two) 2 credits

PE 261 Equitation I, PE 262 Equitation II, PE 263 Equitation III

Major in Business Administration with a Specialized Program of Study in Sport Management **57 credits**

Required Courses	**45 credits**
ECO 201: Microeconomics	3 credits
ACC 201: Principles of Accounting I	3 credits
SS 101: Foundations and Principles of PE and Sport	3 credits
SPM 237: Sports Event & Venue Management	3 credits
BUS 220: Business Technology	3 credits
BUS 252 Business Statistics	3 credits
BUS 303: Management Communications	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
BUS 301: Business Law	3 credits
BUS 302: Entrepreneurship	3 credits
BUS 335: Business Ethics	3 credits
SPM 440: Sport Leadership	3 credits
SS 480: Risk Management	3 credits

Additional Requirements	**12 credits**
BUS 480: Senior Policy and Strategy Seminar	3 credits
BUS 495, 498, or 499: Senior Project	3 credits
Major Electives	6 credits

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 Lab	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
TH 246 TH Principles & Concepts	3 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 465 TH Issues and Ethics	3 credits
TH 466 Survey of Specialties in Therapeutic Riding	2 credits

Certification (Red Cross) in First Aid and CPR

Additional Requirements: **6 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

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:	**42 Credits**
ACCT 201 Principles of Accounting I	3 credits
ACCT 202 Principles of Accounting II	3 credits
BUS 220 Business Technology	3 credits
BUS 252 Business Statistics	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: **12 Credits**

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

Minor in Business Administration **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 Sport 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 credit
EQ 340 Equine Business Management	3 credits

Major in Business Administration St. Andrews - Charleston, Charlotte, and Columbia — 66 credits

Required Courses: 54 credits

BUS 100 Introduction to Business and Economics	3 credits
BUS 121 Introduction to Marketing	3 credits
BUS 200 Personal Finance	3 credits
ECO 201 Microeconomics	3 credits
ECO 202 Macroeconomics	3 credits
ACCT 201 Principles of Accounting	3 credits
ACCT 202 Principles of Accounting II	3 credits
BUS 203 Business Communication	3 credits
BUS 220 Business Technology	3 credits
BUS 252 Business Statistics	3 credits
BUS 301 Business Law	3 credits
BUS 302 Business 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

Additional Requirements: 12 credits

Choose 12 Hours From the Following:

BUS 332 Organizational Behavior	3 credits
BUS 333 Human Resource Management	3 credits
BUS 322 Advertising and Promotional Marketing	3 credits
BUS 345 Entrepreneurial Finance & Accounting	3 credits
BUS 431 International Management	3 credits
BUS 421 Strategic Marketing	3 credits
BUS 470 Management in the 21st Century	3 credits
BUS 495 Senior Project	3 credits

Major in Business Administration with a Concentration in Equine Business Management St. Andrews Online/Pinehurst

General Education Requirements 37 credits

WRT 110	3 credits
WRT 120	3 credits
SAGE 230	3 credits
SAGE 240	3 credit
SAGE 450	3 credits
MATH	3 credits
SCIENCE	4 credits
HUMANITIES	6 credits

ARTS & AESTHETICS	3 credits
SOCIAL SCIENCE	6 credits
Required Courses	**49 credits**
ACCT 201 Principles of Accounting I	3 credits
BUS 220 Business Technology	3 credits
BUS 301 Business Law	3 credits
BUS 303 Management Communication	3 credits
BUS 321 Principles of Marketing Management	3 credits
BUS 322 Advertising and Promotion	3 credits
BUS 335 Business Ethics	3 credits
BUS 341 Principles of Finance	3 credits
BUS 480 Senior Policy and Strategy Seminar	3 credits
ECON 201 Microeconomics	3 credits
EQ 244 Stable Management	3 credits
EQ 340 Equine Business Management	3 credits
EQ 244L Stable Management Lab	1 credit
EQ 340 Equine Business Management	3 credits
EQ 350 Horse Science I	3 credits
TH 155 Introduction to Therapeutic Horsemanship	3 credits
BUS 495 Senior Project or BUS 499 Senior Project	3 credits
Additional Courses Choose 3 of the following	**9 credits**
BUS 332 Organizational Behavior or BUS 333 Human Resource Management	3 credits
EQ 249 History and Theory of Modern Riding	3 credits
EQ 342 Form to Function: Principles of Horse Judging	3 credits
EQ 422 Horse Science II	3 credits
Tailored Electives	**6 credits**
Electives	**19 credits**

Health Services Administration Laurinburg, Pinehurst and Charlotte Campuses

The Bachelor of Arts degree in Health Services Administration provides a basic understanding of health services administration and of the unique skills needed by a health service administrator. Topics include theoretical and practical skills-building coursework in both the public and private sectors including topics such as healthcare leadership, healthcare marketing, policy issues, ethical and legal considerations in healthcare and research methods. The guiding mission is to holistically prepare graduates to be exemplary healthcare administrators fostering a commitment to life-long learning in the services sector.

Student Learning Outcomes for Health Services Administration

In alignment with the mission of the university, this program will provide the opportunity for students to acquire depth of knowledge and expertise in their chosen field of study, balanced by breadth of knowledge across various disciplines. Specific student learning outcomes are:

1. To provide students with a comprehensive foundation in healthcare administrative theory and practice pertinent to a successful career in healthcare management
2. To develop a student's ability to apply critical thinking, problem solving, and professional communication skills
3. To prepare students to work within various healthcare settings while applying ethical management principles and upholding industry standards
4. To give students a thorough understanding of the measurement of health and disease in our population, the roles of various types of health professions in the delivery of services across the continuum of care, and the importance of prevention in the cost of service provision

Required Courses:	**61 credits**
HSA 100 Principles of Health Services Administration	3 credits
HSA 119 Computer Applications in Healthcare	3 credits
HSA 126 Accounting for Healthcare	3 credits
HSA 200 Legal Aspects of Healthcare Administration	3 credits
HSA 210 Cultural Competency in HSA	3 credits
HSA 225 Ethics in Healthcare	3 credits
HSA 301 Healthcare Setting Analysis	3 credits
HSA 310 Research Methods in Healthcare	3 credits
ECO 201 Microeconomics	3 credits
BUS 331 Principles of Management	3 credits
BUS 332 Organizational Behavior	3 credits
BUS 333 Human Resource Management	3 credits

HSA 315 Public Policy in Healthcare	3 credits
HSA 337 Healthcare Finance	3 credits
HSA 366 Healthcare Communication	3 credits
HSA 370 Healthcare Marketing	3 credits
HSA 410 Seminar in HSA	1 credit
HSA 415 Leadership in Healthcare Organizations	3 credits
HSA 420 Health Care Management	3 credits
HSA 450 Risk Management in Healthcare	3 credits
HSA 493 HSA Capstone Project	3 credits

Department of Teacher Education

Chairperson: Dr. Robin Calcutt
Accredited by: The North Carolina Department of Public Instruction
The Department of Education offers the aspiring professional educator a choice of five distinct degrees leading to licensure with the North Carolina Department of Public Instruction:

- Bachelor of Arts in Elementary Education with K-6 Licensure (B.A.)
- Bachelor of Arts in Physical Education with K-12 Licensure (B.A.)
- Bachelor of Arts in Middle School Grades Education with 6-9 Licensure (B.A.)
- Bachelor of Arts in Secondary Grades Education with 9-12 Licensure (B.A.)
- Bachelor of Arts in Special Education with K-12 Licensure (B.A.)

Department of Education

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 (LARSI)* 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 or the declaration of major. 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.

Degree Seeking Students in the Pinehurst Program

1. Complete 12 credit hours at St. Andrews-Pinehurst 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 Pinehurst 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 in the Pinehurst Program

1. Complete a minimum of six credit hours in the Pinehurst program with a minimum GPA of 3.0.
2. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the Pinehurst Program office).
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.

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 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 Residency License students entering the Teacher Education Program with a final Cumulative GPA (upon completion of the bachelor's degree) below 3.0 must take approved education classes as a continuing education student before acceptance into the program to raise the GPA.

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

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

*Residency License – Student has completed a Bachelor's Degree at an accredited college or university has obtained employment in a North Carolina public school as the teacher of record and passed the Teacher Licensure Test for their chosen teaching area.

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).

*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

*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 Test for North Carolina Foundations of Reading, the Praxis CKT Math and the edTPA is available in the Teacher Education Center in LA 201. Professors in the Teacher Education Department will advise students regarding PRAXIS Core Academic Skills Tests, PRAXIS II, or Pearson Test for North Carolina Foundations of Reading, 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, an approved grades 6-9 program leading to Licensure in Middle Grades Education and an approved grades 7-12 license in Secondary 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.

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, the Department Chair 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 6--9 license, Secondary Grades Education with a 7-12 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 eleven 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 five

majors. Students must be formally admitted to the program before taking courses in the Pedagogical Stage.

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 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 Teacher 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 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 (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.

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 344 Classroom Management	3 credits
EDU 352 Teachers as Leaders	3 credits
EDU 355 The Exceptional Child	3 credits

***GPA of 3.0, 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**
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 Praxis Math CKT*

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 Studies

Professional Applications **15 Credit Hours**

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 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 teacher education majors must complete 24 credit hours in a specific content area (mathematics, comprehensive science, social studies, English/language arts) in addition to the program of study. Advisors have a list of suggested courses.

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.

Program Requirements

Professional Studies (required of all education majors)	**33 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 344 Classroom Management	3 credits
EDU 352 Teachers	3 credits
EDU 355 The Exceptional Child	3 credits

***GPA of 3.0 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**
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	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.

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 * Social Science
- Mathematics
- Science

Professional Applications **12 Credit Hours**

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.

Secondary Grades Teacher Education Major

The Secondary Education Teacher Education Major Program prepares candidates to teach older adolescents in grades 7-12. Using current research and data regarding older adolescent learners, candidates will develop the knowledge, skill and dispositions necessary to provide developmentally appropriate learning experiences for high school students via the St. Andrews General Education curriculum. The Secondary 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 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 asses sing, 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.

Secondary Grades teacher education majors must complete 24 credit hours in a specific content area mathematics, comprehensive science, social studies, English/language arts) in addition to the program of study. Advisors have a list of suggested courses.

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)	**33 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 344 Classroom Management	3 credits
EDU 352 Teachers as Leaders	3 credits***
EDU 355 Introduction to the Exceptional Child	3 credits

***GPA of 3.0, program application, 2 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	**21 Credit Hours**
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 304 The Secondary School: Exploring the American High School	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	3 credits

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

Professional Applications	**12 Credit** Hours
EDU 423 Student Teaching	10 credits
EDU 425 Student Teaching Senior Seminar	2 credits

A passing score on the edTPA is required for completion of student teaching

Residency Candidates Only (taken in lieu of EDU 423 and EDU 425)

EDU 400 edTPA Support for Residency License Candidates 3 credits

*****Students in the Teacher Education Residency program will take EDU 400 as the support course for the edTPA.

Total Program Hours for Secondary 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 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.

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 344 Classroom Management	3 credits
EDU 352 Teachers as Leaders	3 credits

EDU 355 The Exceptional Child 3 credits

***GPA of 3.0, 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 101 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
HPE 315 Skill Analysis – Individual Sports Methods	3 credits
HPE 316 Skill Analysis – Team Sports Methods	3 credits
HPE 234 Adapted PE	3 credits
EDU 322 Reading and Writing in the Content Area	3 credits ***
SS2402 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.

Professional Applications	**12 credit hours**
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.

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.

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 344 Classroom Management	3 credits

EDU 352 Teachers as Leaders 3 credits
EDU 355 The Exceptional Child 3 credits

***GPA of 3.0 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 (Special Education major specific) 36 Credit Hours

EDU 319 Literature for Children and Youth 3 credits
EDU 325 Social Studies Standards and the State 3 credits
EDU 365 Fine Arts in the Classroom 3 credits
EDU 332 Language and Literacy 3 credits ***
EDU 338 Reading and Language Arts 3 credits ***
EDU 342 Mathematics in the Elementary Schools 3 credits
SPD 301 Building Collaboration 3 credits ***
SPD 302 Learners with Mild Disabilities 3 credits ***
SPD 303 Assessment & IEP Planning 3 credits ***
SPD 305 Multisensory Teaching of Reading 3 credits ***
SPD 314 Differentiated Instruction 3 credits ***
SPD 320 Math for Special Learners 3 credits ***

** 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 **12 Credit Hours**

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 Sport Studies

Chairperson: Dr. Ash Walker

Major in Sports Management (B. A.)

Specialized Program of Study in Esports Management

Major in Sport Performance, Health, and Fitness (B.S.)

Major in Therapeutic Horsemanship (B.A.)

Minor in Sports Management

Minor in Therapeutic Horsemanship

Minor in Equine Studies

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 101 Foundations and Principles of PE and Sport	3 credits
SPM 240 Careers in Sport Management	3 credits
SPM 260 Introduction to Sport Marketing	3 credits
SPM 235 Sport Programming	3 credits
SPM 237 Sport Event Management	3 credits
SPM 320 Sport Communication and Social Media	3 credits
SPM 340 Sport Funding and Finance	3 credits
SPM 385 Governance and Ethics in Sport	3 credits
SS 410 Organization and Administration in PE and Sport	3 credits
SPM 420 Sport Economics	3 credits
SPM 440 Sport Leadership	3 credits
SPM 480 Risk Management and Legal Aspects in Sport	3 credits
Additional Requirements	**9 credits**
Choose 3 of the following courses:	
ACCT 201 Accounting I	3 credits
BUS 301 Business Law	3 credits
BUS 302 Entrepreneurship	3 credits
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

Sport Management specialization in Esports Management (57 credits)

Required Courses	**39 credits**
BUS 220 Business Technology	3 credits
BUS 321 Principles of Marketing Management	3 credits
ECON 201 Microeconomics	3 credits
SS 101 Foundations and Principles of PE and Sport	3 credits
SPM 260 Introduction to Sport Marketing	3 credits
SPM 235 Sport Programming	3 credits
SPM 237 Sport Event Management	3 credits
SPM 340 Sport Funding and Finance	3 credits
SPM 320 Sport Communication and Social Media	3 credits
SPM 385 Governance and Ethics in Sport	3 credits
SPM 420 Sport Economics	3 credits
SPM 440 Sport Leadership	3 credits
SPM 480 Risk Management and Legal Aspects in Sport	3 credits

Additional Requirements	**9 credits**
SPM 110 Introduction to Esports Management	3 credits
SPM 210 Stakeholder Analysis of Esports	3 credits
SPM 310 Trends, Issues & Research in Esports	3 credits

Choose 2 of the following courses: (Two courses selected in consultation with faculty advisor with at least one at the upper-level.) **6 credits**

ACCT 201 Accounting I	3 credits
BUS 252 Business Statistics	3 credits
BUS 303 Management Communications	3 credits
BUS 322 Advertising and Promotion	3 credits
BUS 332 Organizational Behavior	3 credits
BUS 341 Principles of Finance	3 credits
BUS 345 Entrepreneurial Finance and Accounting	3 credits
Or	
GAM 100 Game Art Foundations	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 **18 Credits**

Required Courses: **18 Credits**

SS 101 Foundation and Principles of Physical Education and Sport	3 credits
SMP 237 Sport Event and Venue Management	3 credits
SPM 260 Introduction to Sport Marketing *****	3 credits
SMP 385 Governance and Ethics in Sport	3 credits
SPM 410 Organization and Administration of PE & Sports	3 credits
Or SPM 440 Sport Leadership	
SS 480 Risk Management	3 credits

*** Business majors who minor in Sport Management must substitute SPM 235 for SPM 260.**

Sport Performance, Health, and Fitness

Program's guiding mission:

Focused on health, fitness, and wellness, the Sports Performance, Health, and Fitness program provides information health risk factors, exercise regimens, nutrition and weight management, and the biomechanics of movement, physiological adaptations to exercise, injury prevention, and how to work with special population combined with general business, administrative and ethics topics.

Learning Outcomes for graduates:

Upon completion of the BS in Sports Performance, Health, and Fitness, students will:

1. Demonstrate skills and knowledge in the area of sports performance and fitness.
2. Identify and describe the key components of health-related fitness.
3. Design client-specific programs and make modifications based on assessment results.
4. Identify and describe how to maximize the benefits and minimize the risks of an exercise program for various populations.
5. Apply administrative skills, knowledge and understanding of planning, organizing, as well as evaluating various clients in sports performance and fitness.
6. Demonstrate effective interpersonal communication skills in their interactions with various clients in sports performance and fitness
7. Demonstrate professional and ethical behaviors, consistent with existing codes of conduct, laws, and regulations.

Bachelor of Science in Sports Performance, Health, and Fitness

Required Courses:	**61 credits**
BIO 221 Anatomy & Physiology I	4 credits
BIO 222 Anatomy & Physiology II	4 credits
SS 101 Foundations and Principles of PE and Sport	3 credits
SPF 105 Principles of Health and Wellness	3 credits
SPF 110 Program Design in Exercise	3 credits
SPF 115 Motor Development and Skill Learning	3 credits
SPF 210 Care and Prevention of Injuries	3 credits
SPF 298 Field Experience	2 credits
SPF 300 Sport and Exercise Psychology	3 credits
SPF 305 Personal Training and Strength Conditioning	3 credits
SPF 310 Nutrition and Weight Management	3 credits
SPF 315 Fitness for Special Populations	3 credits
SS 325 Kinesiology	3 credits
SPF 350 Health Fitness Appraisal & Wellness	3 credits
SPF 370 Nutrition in Health and Exercise	3 credits
SPM 385 Governance and Ethics in Sport	3 credits

SS 402 Exercise Physiology	3 credits
SS 410 Organization and Administration in PE and Sport	3 credits
SPF 420 Senior Sport Fitness Internship	3 credits
SPM 480 Risk Management and Sport Law	3 credits
Electives:	**9 credits required**
BUS 220 Business Technology	3 credits
BUS 331 Principles of Management	3 credits
SPM 260 Introduction to Sport Marketing	3 credits
SPM 320 Sport Communication and Marketing	3 credits
SPM 375 Topics in Sport Management	3 credits
SPM 440 Sport Leadership	3 credits
SPF 320 Corrective Exercise Techniques	3 credits
SPF 400 A Senior seminar & certification – review in health and fitness	1.5 credits
SPF 400 B Senior seminar & certification – review in health and fitness	1.5 credits
	Total 70 Credits

Equine Studies

The Equine Studies curriculum, 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.

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 Lab	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.

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 2 credits 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 Lab	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**

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.

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 Lab	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. Timothy Verhey

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 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	12credits 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
*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)

BIO 201 Concepts in Biology I (4 credits)
BIO 204 Concepts in Biology II (4 credits)
BIO 111 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)

Health 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.

Division of Liberal & Creative Arts

Interim Chairperson: Professor Stephanie McDavid

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 of the disciplines in the department)**

Minor in Creative Studies
Minor in Cultural Studies
Minor in Gender Studies
Minor in Leadership Studies

Communication Studies
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 occasionally available, but there is no major; the Spanish minor is suspended for 2021-22.

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 2021-22
Minor in History
Minor in Public History
Minor in Social Science, Politics emphasis; Minor Suspended for AY 2021-22

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 Arts
Major in Visual Arts with a concentration in Studio Art (B.A.)
Major in Visual Arts with a concentration in Game Art and Design (B.A.)
Minor in Music
Minor in Studio Art
Minor in Theatre Arts

Departmental Minors (interdisciplinary; drawing on several disciplines in the department)

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 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 Theory for Beginners	3 credits
MUS 365 Music History	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.

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 Contact: Associate Professor Betsy Dendy

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 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 related to gender issues.

Minor in Leadership Studies **22 – 25 credits**

Coordinator: ***Dr. David Herr***

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:

   POL 323 Conflict Resolution
   COM 227 Topics in Communication

4. 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

5. 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

6. For qualified students an internship — 2 to 4 credits
7. 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**

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**

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.

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:

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:

a. Put theory into practice in the creation of original work in at least two areas, selected from poetry, fiction, drama, and narrative nonfiction;
b. Develop and articulate a personal theory of writing;
c. Produce a significant, original manuscript of creative work which reflects a personal theory of writing;
d. Submit their original work for publication in accordance with the guidelines of the literary profession; and
e. 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**
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
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 20th Century	3 credits

And

One of the CW 220 Topics courses:	1.5 credits

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 Foreign Language Program is under review by the St. Andrews campus curriculum committee. Course offerings in Foreign Languages are limited)

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 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 2021-22) 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.

Learning Outcomes:

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

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 2020-21

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:

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 2021-22

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.

    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 of 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 of 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.

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 credits**

- **Successful completion of three credits from EACH of the following four areas: 12 credits**

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 Studie
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 credits

Courses selected from list of Philosophy and Religious Studies courses 9 credits

Contract Major in Philosophy and Religious Studies

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 Arts

The curriculum of the Visual Arts major has two exciting tracks: Studio Art and Game Art Design.

Learning Outcomes: Visual 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 arts;
2. Acquire a competency with the tools and techniques associated with the visual 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.

Major in Visual Arts with a concentration in Studio Art 49.5 credits

The Visual Art major with a concentration in Studio Art combines a study of art history with dynamic and rigorous hands-on production experience in media ranging from drawing, painting, sculpture, and ceramics. Courses are designed to develop an appreciation for the history and artistry of these media, the skills to produce professional quality of creative work, and the ability to critique effectively one's own work and the work of others. Majors emerge from this program 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 job market. 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.

Required Core Courses: 19.5 credits

ART 120 Art History I	1.5 credits
ART 121 Art History II	1.5 credits
ART 146 2-D Design	4 credits
ART 147 3-D Design	4 credits
ART 223 Drawing I	4 credits
ART 361 Modern Art	1.5 credits
ART 456 Art Portfolio	1.5 credits
ART 457 Senior Show	1.5 credits

The remainder of the Visual Arts major with a concentration in Studio Art coursework (30 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 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 both in traditional and electronic art media 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.

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 arts;
2. Become familiar with the tools and techniques associated with the visual arts at a fundamental level;
3. Reflect upon and assess the characteristics and merits of their own work and the creative work of others.

Required Courses for the Minor in Studio Art

ART 120: Art History I	1.5 credits
ART 121: Art History II	1.5 credits
ART 146: 2-D Design	4 credits
ART 147: 3-D Design	4 credits
ART 361: Modern Art	1.5 credits

The remainder of the Studio Art minor coursework (14.5 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.

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 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 Theory for Beginners and then take MUS 212 Music Theory 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 Music Theory I	3 credits
MUS 213 Music Theory II	3 credit
MUS 365 Music History	3 credits

Minor in Theatre Arts **18 credits**

The Theatre program offers a minor for students. The theatre minor will provide the students with a variety of courses within the theatre arena, including acting, directing and play writing for the performance sector and production design, stage management, history and play analysis in the production sector. Student intending to minor in Theatre Arts must complete 18 credits with a minimum of nine (9) credits at the 300 – 400 level. Completing a minor in Theatre Arts requires THE 120: Introduction to Theatre and THE 181: Production Experience.

Learning Outcomes for the Theatre Arts Minor

Upon completion of the Theatre Arts minor, student should:

1. Acquire beginning competency with the tools and techniques associated with the dramatic arts.
2. Demonstrate an in-depth knowledge of principles and methods utilized in the dramatic arts.
3. Demonstrate a basic familiarity of theatre and learn to appreciate the art of expression through acting or production design.
4. Understand an apply a variety of critical methodologies to the understanding of theatre as a viable and contributing sociological genre.
5. Employ critical thinking to address the connection of theatre to contemporary issues.

Require Courses for the Theatre Arts Minor

The following courses are required to complete the Minor in Theatre Arts:

THE 120: Introduction to Theatre	3 credits
THE 181: Production Experience	3 credits

Other courses available to complete the Minor in Theatre Arts are:

THE 285: Topics in Theatre Arts	3 credits
THE 245: Acting I	3 credits
THE 262: Acting 1.5	1.5 credits
THE 260: Performance Experience	1.5 credits
THE 345: Acting II	3 credits
THE 355: Directing	3 credits
THE 385: Advanced Topics in Theatre Arts	3 credits
THE 410: Dramaturgy	3 credits

Department of Natural & Life Sciences

Chairperson: Dr. John A. Knesel

The Department of Natural and Life Sciences comprises the disciplines of biology, chemistry, forensic science, mathematical sciences, psychology, computer science, and physics.

Biology

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.)
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

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:

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 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 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	1 credit
CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introductory Organic Chemistry II Lab	1 credit

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**
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
One of the following human/animal courses: 4 credits

BIO 221 Human Anatomy and Physiology I
BIO 222 Human Anatomy and Physiology IIBIO 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

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	1 credits
CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introductory Organic Chemistry II Lab	1 credit
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**
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 credits

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
MAT221 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

Minor in Biology **25-27 Credits**

Student Learning Outcomes

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**
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	1 credit
CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introductory Organic Chemistry II Laboratory	1 credit
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 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	**53-60 Credits**
Required Courses:	**32 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 I	4 credits
FOR 202 Introduction to Forensic Science II	3 credits
FOR 401 Crime Scene Investigation/Evidence Collection	4 credits
FOR 402 Microanalysis of Trace Evidence I	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:	**1 Credit:**
SAGE 381 Transitions	1 credit
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	1 credit
CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introduction to Organic Chemistry II Lab	1 credit
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:

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:	**20 Credits**
MAT 221 Calculus I	4 credits
MAT 222 Calculus II	4 credits
MAT 310 Multivariable Calculus	4 credits
MAT 312 Linear Algebra	4 credits
MAT 340 Ordinary Differential Equations	4 credits

Additional Requirements: **3-4 Credits**

One elective course in MAT or CIS 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.

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. 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.
    b. 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.
    c. Presents an APA styled seminar presentation on the research of at least 30 minutes duration to all interested members of the learning community.
    d. 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
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 (minimum) theme of the contract (a minimum of 9 supporting credits from 300-400 level courses)	12 Credits

Major in Psychology for Pinehurst program (B. A.)	**45 credits**
Required Courses	**28 Credits**
PSY 101Introduction to Psychology	3 Credits
PSY 202Research Methods in Psychology	4 Credits
PSY 232Biopsychology	3 Credits
PSY 240Developmental Psychology	3 Credits
PSY 244Abnormal Psychology	3 Credits
PSY 266Statistical Methods in Psychology	3 Credits
PSY 331Social Psychology	3 Credits
PSY 356Cognitive Psychology	3 Credits
PSY 494Senior 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)

Department of Health Sciences

Chairperson: Dr. Dorothy Miller

The Department of Health Sciences comprises the Bachelor of Science in Nursing (Pre-Licensure) program, the RN to BSN program (post licensure), and the Bachelor of Science in Occupational Therapy Assistant Program.

Mission
In support of the mission of the University, the mission of the St. Andrews Department of Health Sciences is to provide students with a culturally sensitive, quality driven, disciplined focused healthcare education that values interprofessional collaboration and prepares students to serve locally and globally in diverse communities and environments.

Bachelor of Science in Nursing (Pre-Licensure)

The Pre-licensure BSN option is 4 years in length and occurs in two stages. The first stage requires students to take 49 semester/credit hours of lower-division work (liberal arts and nursing prerequisites). Some of these lower division semester/credit hours can be taken at any regionally accredited college or university but the student is also required to take St Andrews General Education (SAGE) courses which are only offered at SAU. The second phase is comprised of 68 semester credit hours of upper-division work in the nursing major and is completed within the SAU Nursing Program. Students will take an additional SAGE course (3 credits) in their senior year. Students are expected to take approximately 71 credits in their sophomore, junior, and senior years. The BSN pre-licensure program is 120 semester/credits. **See BSN Student Handbook.**

Admission to the SAU Nursing Program can be highly competitive. Admission to SAU does not guarantee admission to the nursing program. Applicants must be eligible to return to all educational institutions previously attended. Applicants who are attending or have attended another nursing school are required to provide a recommendation letter from a nursing faculty or Dean/Chair from the last attended nursing program. The letter must state that the student is eligible to continue in that nursing program before they be considered for admission to SAU Nursing Program. All lower division courses must be completed before beginning nursing courses (or approval of Chair). The first nursing courses begin in the fall semester of the sophomore year. The nursing curriculum includes both didactic and clinical experiences. Integrated throughout the nursing curriculum are concepts that enables students to provide evidence-based collaborative care to diverse patient populations in varied settings. The Program Objectives and Programmatic Student Learning Outcomes are a culmination of measurable competencies, consistent with the Essentials of Baccalaureate Education for Professional Nursing Practice which enable graduates to practice within a complex healthcare system.

Upon completion of all courses required (120 semester hours) students will graduate with the Bachelor of Science in Nursing (BSN) degree and are eligible to take the NCLEX-RN licensure exam. Graduation from the BSN program is distinctly different from passing the NCLEX-RN exam.

A registered nurse (RN) license will be awarded by the North Carolina Board of Nursing upon successfully passing the NCLEX-RN® and satisfactorily meeting all other Board of Nursing licensure requirements.

Program Mission Statement

The purpose of the SAU Baccalaureate Nursing Program is to prepare baccalaureate degree Registered nurses to address the national nursing shortage, serve the healthcare needs of the Southern North Carolina region, decrease healthcare disparity among vulnerable populations.

The mission of the St Andrews University BSN Program is to educate nursing students to be professional, competent, and caring nurses who can think critically, communicate with compassion, and contribute to positive health outcomes for the people they serve. This will be accomplished by providing a learning community of holism which promotes a partnership among administration, faculty, students, nurses, and community associates.

The Bachelor of Science in Nursing degree program offers two options for study: 1) Pre-Licensure BSN option which is open to all high school graduates and college students who wish to pursue a nursing major, and 2) RN-BSN Completion option for registered nurses who have earned an Associate's Degree in Nursing or a Hospital Diploma in nursing from an accredited program. A bachelor's degree with a major in nursing at St Andrews University requires a total of 120 semester credit hours of study.

The Program Objectives:

Graduates of the St. Andrews University BSN degree completion program will achieve the following outcomes:

1. Enact leadership, clinical decision-making, and effective communications skills to provide and evaluate safe high-quality nursing services (Care Coordination).
2. Creatively engage in rational inquiry utilizing evidence-based nursing knowledge in both well-defined, relatively common clinical situations, and in complex clinical situations (Research and Translation).

3. Employ information management and patient care technology knowledge and skills to enhance the delivery of quality patient care (Information Management).

4. Maintain an understanding of system and organizational level policy in order to provide appropriate direct and indirect nursing care for ethnically, culturally, and/or spiritually diverse patients and their families within varied healthcare systems and settings (Advocacy and Policy).

5. Participate in and lead interprofessional healthcare efforts to design and manage the care of individuals and their families (Care Coordination, Research and Translation).

6. Practice nursing within ethical, legal, and humanistic frameworks, promoting nursing's values of altruism, autonomy, human dignity, integrity, and social justice to provide quality, cost-effective care founded on health promotion and disease prevention principles to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments (Care Coordination, Advocacy and Policy).

Program Student Learning Outcomes:

St Andrews University's BSN degree completion program enables students to provide evidence-based collaborative care to diverse patient populations in varied settings. The Programmatic Student Learning Outcomes are a culmination of measurable competencies, consistent with the American Association of Colleges of Nursing (2008) Essentials of Baccalaureate Education for Professional Nursing Practice (2008), which enable graduates to practice within a complex healthcare system.

The Programmatic Student Learning Outcomes and their applicable Essentials are:

1. CARE COORDINATION

Utilizes effective leadership, communication and collaboration for shared decision making with the patient and multidisciplinary healthcare providers in the deliberate organization, design and management of safe, high quality and high value care for culturally and spiritually diverse patients across the continuum of healthcare environments.

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice.
- Essential II: Basic Organizational and System Leadership for Quality Care and Patient Safety.
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.
- Essential IX: Baccalaureate Generalist Nursing Practice.

2. RESEARCH AND TRANSLATION

Engages in scientific inquiry with a spirit of creativity, utilizes evidence-based nursing knowledge, and translates data and information into nursing practice to address common clinical scenarios**.**

- Essential III: Scholarship for Evidence Based Practice.
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**.**

3. INFORMATION MANAGEMENT

Utilizes patient care technology and information systems to communicate, collaborate and support clinical decision-making in the delivery of quality patient care in a variety of healthcare settings.

- Essential IV: Information Management and Application of Patient Care Technology.
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.

4. ADVOCACY AND POLICY

Integrates professional nursing values, ethical, legal, and theoretical practice frameworks fundamental to the discipline of nursing to influence health promotion, disease prevention, healthcare policy, and regulation across the lifespan and practice environments.

- Essential V: Health Care Policy, Finance, and Regulatory Environments.
- Essential VII: Clinical Prevention and Population Health
- Essential VIII: Professionalism and Professional Values

Nursing Program Admissions Criteria and Procedures (See BSN Student Handbook)

***Admission into St Andrews University does not guarantee admission to the Bachelor of Science in Nursing Program**

The minimum admission requirements include:

1. Successful completion of required general education course and prerequisite courses with a grade of "C" or higher (no C-) and a minimum GPA of 2.75.
2. Successful completion of the science courses A&P I, A&P II, Chemistry, and Microbiology with a "B" or higher within the past 5 years.
3. Courses considered for admission to the Nursing Program must appear on the student's St Andrews University transcript.
4. Students may be considered for conditional acceptance to the Nursing Program with General Education core semester hours still outstanding. No more than 3 General Education core classes outstanding is recommended. All remaining General Education core requirements (except SAGE450) must be completed by the end of the summer semester prior to entering the senior year of nursing courses (Per approval of Program Chair).
5. Cumulative GPA of 2.75 or higher on a 4.0 scale.
6. Successful completion of the required nursing entrance exam HESI A2 with a minimum average score of 750(75).
7. Signed validation of the Student Handbook which contains program essential information pertaining to admission, progression and graduation.
8. Submission of a completed nursing program application to the SAU Nursing Program by the advertised deadline with all required supporting documents.
9. Interview with the Nursing Program Admissions Committee.
10. Applicants to the Pre-Licensure BSN Program must be current St Andrews University students. Transfer students may be accepted but should read the section below titled "Transfer Students".

Following acceptance into the Nursing Program, all students must provide documentation of the following requirements:

1. Physical examination.
2. Completion of all immunization and communicable disease screenings, including:
   a. Tuberculosis PPD (yearly)
   b. Tetanus vaccination or booster within the last 5 years

c. MMR vaccine (Measles/Mumps/Rubella) immunization or an MMR titer
d. Varicella titer or record of immunization
e. Hepatitis B vaccination

3. American Heart Association Certification in CPR (current)
4. Certification in AIDS/HIV precautions (4 hours)
5. Background check (fingerprinting) (Clean background check for past 7 years or 10 if clinical agency requires).
6. Negative Drug Screening (10 panel)
7. Nursing Program students are required to complete all NUR courses with a grade of B- (80) to progress in the program.
8. Influenza shot must be taken annually or documentation from physician stating allergy to vaccine.

Nursing students may be required to return to campus prior to the start of fall classes to complete orientations and certifications. Nursing students are responsible for all expenses related to obtaining physical exams and immunizations. They are also responsible may also be responsible for additional expenses including but not limited to clothing, transportation to clinical sites, or memberships. Admission requirements will be updated annually or as needed. Please note that the curriculum is an ever-evolving process and prerequisites and courses may change as a result of the curriculum review process. Any changes to admission policies will be published in the university catalog and available electronically.

Transfer Students:

Transfer students who wish to apply to the Nursing Program are encouraged to apply to the University early so official transcripts may be evaluated for transfer credit. Acceptance or non-acceptance of transfer courses to St Andrews University will be at the discretion of the St Andrews University Registrar and/or the appropriate Department Head(s).

Transferring Nursing Students:

St Andrews University (SAU) general student classification admission policies for transfer students apply to transferring nursing students. Students wishing to transfer nursing credits must meet SAU general admissions requirements. Nursing Program admission requirements must also be met except for the nursing pre-admission test. A letter of recommendation including evidence of clinical and lab competency must be submitted from a faculty member from the previous nursing program. Transfer credits will not be granted for any nursing courses earned in a practical nursing program. However, academic courses, if earned through a college or university, will be evaluated for transfer. Nursing courses from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or National League for Nursing Accrediting Commission (NLNAC) accredited or state approved professional baccalaureate program of nursing will be evaluated for transfer on an individual basis. Admission is dependent upon available resources and clinical placement availability if all requirements are met.
Advisement Policy

The responsibility for completion of requirements for the degree lies with the student. Students and their major advisor are responsible for evaluating progress toward the degree and for interpreting and applying major requirements. All nursing students must be advised prior to registration**.**

Procedure for Advisement:
Each student should plan to meet with their nursing faculty advisor at least once each semester to discuss and update their file or before dropping or adding a course. Faculty member's office hours are posted outside their respective doors and during advisement week additional hours may be offered to accommodate students for advisement. If the hours posted are not convenient, it is the student's responsibility to contact his/her advisor (email, telephone) and arrange an acceptable time.

Students must meet with their assigned nursing student faculty advisor during pre-registration/advisement time. During this meeting the advisor and the student will select the appropriate courses and prepare the student's schedule for the subsequent semester. It is important for students to have a tentative scheduled planned prior to meeting with the advisor. Students will not be able to register until they have met with their assigned advisor. Once the advisement session and appropriate forms are completed, the advisement hold will be removed, and the student can register for the selected courses.

In anticipation of graduation, the student must meet with the advisor the semester prior to graduation. A degree audit will be performed to ensure that all courses requirements have been met are in process of being completed. These courses must appear on the official transcript to receive credit**.**

Program Requirements	
Required Courses:	**50 Credits**
WRT 110 Composition I: Writing through Inquiry	3 credits
WRT 120 Composition I: Writing through Inquiry	3 credits
BIO 221 Anatomy & Physiology I	4 credits
BIO 222 Anatomy & Physiology II	4 credits
BIO 365 Microbiology	4 credits
CHE210 Essentials Concepts of Chemistry	3 credits
CHE210L Essentials Concepts of Chemistry Lab	1 credit
DEP 200 Lifespan Development	3 credits
MAT 225 Introduction to Statistics	3 credits
PSY101 Introduction to Psychology	3 credits
Additional Requirements:	
Arts & Aesthetics Breadth Requirement (elective course)	3 credits
Humanities Breadth Requirement (elective course)	3 credits
SAGE 125 First Year Experience	3 credits
SAGE 230 Human Culture & Thought I	3 credits
SAGE 240 Human Culture & Thought II	3 credits
SAGE 381 Transitions	1 credit
SAGE 450 Global Issues and Ethical Responses	3 credits

Pre-Requisites Classes
(Must be taken prior to applying to BSN program) 2 Credit Hours

PNUR101	Exploring Professional Nursing I	1
PNUR111	Exploring Professional Nursing II	1

Core Classes 68 Credit Hours

NUR203	Care Management I: Fundamentals of Nursing	7
NUR205	Physical Assessment in Healthcare	3
NUR214	Nursing Pharmacotherapeutics	4
NUR312	Pathophysiology for BSN	4
NUR316	Nursing Research for Evidence Based Practice	3
NUR321	Care Management II: Adult Health I	7
NUR304	Health Promotion Disease Prevention: A Community Perspective	5
NUR341	Care Management III: Maternal/Child Nursing	7
NUR355	Mental Health Concepts in Nursing	5
NUR376	Care of the Elderly	3
NUR380	Information Technology for Nursing	3
NUR382	Ethics and Legal Issues in Healthcare	3
NUR476	Care Management IV: Adult Health II	7
NUR482	Nursing Capstone Senior Seminar	4
NUR488	Nursing Leadership in Systems of Healthcare	3

***Cumulative GPA of 2.75, program application, interview, and passing scores on HESI A2 exam are required for formal admittance into the BSN program (Prelicensure).

Academic Progression and Continuation Standards (BSN Pre-Licensure Program) (See BSN Student Handbook)

1. Students must achieve a grade of "B-" (80%) or higher in every nursing course to progress in the Program. Students who fail to achieve a minimum grade of "B-" (80%) in any nursing course (classroom course or clinical/lab course) must show evidence of remediation and submit a plan of study to the Course Coordinator. Upon approval of the plan of study and course remediation the student may repeat the course. Enrollment in a repeated course is based on space availability.
2. Students who subsequently receive a second grade of below "B-" (80%) in any nursing course will be dismissed from the Nursing Program and will not be eligible for readmission.
3. For all credits completed, attain a minimum grade point average of 2.75 for nursing.
4. Successfully complete all requirements for the major and attain a minimum grade point average of 2.75 for nursing.
5. All remaining General Education core requirements must be completed by the end of the Semester I of the senior year prior to entering Semester II of the senior year.

6. Students must complete the Program of required nursing courses within five years of initial entry into the Program; students may only extend their plan of study to five years contingent upon space availability. Students who exceed the five-year time limit will be dismissed from the Program and are not eligible for readmission.

Graduation Requirements

**In addition to the Nursing Program specific Progression and Continuation Standards listed above students must also meet the SAU Undergraduate Degree Requirements.

RN to BSN Completion Program

The program requires a total of **120** credits, comprised of **43** general education requirements and **36** lower division credits transferred from an Associate Degree or Associate in Science Nursing program. In addition, based on recommendations from The American Council on Education (ACE) credits can be granted to students based on professional certifications. Students will receive **7 credits** for having an active unencumbered Registered Nursing license. Students can finish the program in 9 to 18 months but must finish within 5 years of admission.

Upon completion of all courses required (120 semester hours) students will graduate with the Bachelor of Science in Nursing (BSN) degree. **See BSN Student Handbook.**

Description of admissions and graduation requirements for program

The minimum admission requirements include:

1. Graduation from an accredited Associate Degree/Associate of Science in Nursing program.
2. A minimum grade of "C" in all required nursing prerequisites courses.
3. A grade point average of 2.5 on a 4.0 scale or better in all college courses which are eligible for transfer to SAU.
4. A current an active unencumbered license as a Registered Nurse in North Carolina. or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
5. Online or Blended students are required to have a working computer and stable internet access.
6. Courses considered for admission to the Nursing Program must appear on the student's Webber International University transcript.
7. Signed validation of the Student Handbook which contains program essential information pertaining to admission, progression and graduation.

Following acceptance into the Nursing Program, all students must provide documentation of the following requirements:

1. Physical examination.
2. Completion of all immunization and communicable disease screenings, including:
   a. Tuberculosis PPD (yearly)

b. Tetanus vaccination or booster within the last 5 years
c. MMR vaccine (Measles/Mumps/Rubella) immunization or an MMR titer
d. Varicella titer or record of immunization
e. Hepatitis B vaccination

3. American Heart Association Certification in CPR (current)
4. Certification in AIDS/HIV precautions (4 hours)
5. Background check (fingerprinting) : Clean background check for past 7 years or 10 if clinical agency requires.
6. Negative Drug Screening (10 panel)
7. Nursing Program students are required to complete all NUR courses with a grade of C (70%) to progress in the program.
8. Influenza shot must be taken annually or documentation from physician stating allergy to vaccine.

Nursing students are responsible for all expenses related to obtaining physical exams and immunizations. They are also responsible may also be responsible for additional expenses including but not limited to clothing, transportation to clinical sites, ormemberships. Admission requirements will be updated annually or as needed. Please note that the curriculum is an ever-evolving process and prerequisites and courses may change as a result of the curriculum review process. Any changes to admission policies will be published in the university catalog and available electronically.

Transfer Students:
Transfer students who wish to apply to the Nursing Program are encouraged to apply to the University early so official transcripts may be evaluated for transfer credit. Acceptance or non-acceptance of transfer courses to the program will be at the discretion of the University's Registrar and/or the appropriate Department Head(s).

Transferring Nursing Students:
Webber's general student classification admission policies for transfer students apply to transferring nursing students. Students wishing to transfer nursing credits must meet Webber's general admissions requirements. Nursing Program admission requirements must also be met except for the nursing pre-admission test. A letter of recommendation including evidence of clinical and lab competency must be submitted from a faculty member from the previous nursing program. Transfer credits will not be granted for any nursing courses earned in a practical nursing program. However, academic courses, if earned through a regionally accredited college or university, will be evaluated for transfer. Nursing courses from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or National League for Nursing Accrediting Commission (NLNAC) accredited or state approved professional baccalaureate program of nursing will be evaluated for transfer on an individual basis. Admission is dependent upon available resources and clinical placement availability if all requirements are met.

RN to BSN Academic Progression and Continuation Standards

1) Students must achieve at least a grade of "C" (70%) or higher in every nursing course to progress in the program. Students who fail to achieve a minimum grade of "C" (70%) in any nursing course (classroom course or clinical/ course) must show evidence of remediation and submit a plan of study to the Course Coordinator. Upon approval of the plan of study and course remediation the

student may repeat the course. Enrollment in a repeated course is based on space availability.
2) Students who subsequently receive a second grade of below "C" (70%) in any nursing course will be dismissed from the program and will not be eligible for readmission.
3) Successfully complete all requirements for the major and attain a minimum grade point average of 2.5 for nursing.
4) All remaining General Education core requirements must be completed prior to entering the senior year.
5) Students must complete the program of required nursing courses within five years of initial entry into the program; students may only extend their plan of study to five years, contingent upon space availability. Students who exceed the five-year time limit will be dismissed from the program and are not eligible for readmission.

RN TO BSN GRADUATION REQUIREMENTS
In order to graduate from the program, students must:

1) Complete a minimum of 120 semester hours according to University Academic catalog, with the last 34 hours to be earned at St Andrews University. See the Curriculum for the suggested course of study.
2) Complete all courses required by the University and the RN to BSN Nursing program.
3) Achieve a grade of "C" or better in all required courses. Refer to Nursing Program Academic Progression Policy.
4) In clinical courses, achieve at least a "C" in the class and a satisfactory in the clinical component.
5) Maintain at least an overall 2.5 grade point average.

Curriculum

• *Block transfer of 40 credits of General Education courses from an Associate Degree Nursing Program.*	40 credits
• *Diploma Nurses must have transcripts reviews as they will be required to take additional General Education courses*	
• *36 Credits transferred from the Associate Degree or Diploma core classes*	36 credits
• *7 Credits for having an Active Unencumbered RN License*	7 credits

Required General Education Class	
SAGE 450 Global Issues and Ethical Responses	3 credits

Core Classes	**34 credits**
NUR300R Professional Nursing Practice	3

NUR305R	Physical Assessment in Healthcare	3
NUR304R	Health Promotion Disease Prevention: A Community Perspective	5
NUR316R	Nursing Research for Evidence Based Practice	3
NUR317R	Transcultural Nursing	3
NUR376R	Care of the Elderly	3
NUR380R	Information Technology for Nursing	3
NUR382R	Ethical and Legal Issues in Healthcare	3
NUR482R	Nursing Capstone Senior Seminar	5
NUR488R	Nursing Leadership in Systems of Healthcare	3

Occupational Therapy Assistant Bachelor of Science with a Minor in Health Service Administration **

Program Director: Rachelle Lydell, MSOT, OTR/L

Occupational Therapy Assistant Major **130 Total Credits**

Pre-Occupational Therapy Assistant Major (Foundational Phase)

Occupational Therapy Assistant Major (Professional Phase) **

Minor in Health Services Administration

** The St. Andrews University (A branch of Webber International University) Occupational Therapy Assistant Bachelor of Science (BSOTA) Program is seeking accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) and will require a Candidacy Status designation before accepting students into the professional phase of the BSOTA program. The granting of CANDIDACY STATUS is the first step in the three-step accreditation process for new programs that ensures the ability to meet the applicable ACOTE Accreditation Standards for a Bachelor's-Degree-Level Educational Program for the Occupational Therapy Assistant. The Accreditation Council for Occupational Therapy Education (ACOTE) is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Department of Health Sciences

In support of the mission of the University, the mission of the St. Andrews Department of Health Sciences is to provide students with a culturally sensitive, quality driven disciplined focused healthcare education that values interprofessional collaboration and prepares them (students) to serve in diverse communities and environments locally and globally.

Occupational Therapy Assistant Major

Vision

The vision of the Occupational Therapy Assistant Bachelor of Science (BSOTA) Program is to prepare occupational therapy assistants who are holistic in their practice, culturally responsible in their provision of patient centered care, have a deep respect for human values, and have a strong sense of social responsibility and occupational justice.

Mission

Upon completion of the program, graduates will be equipped with the managerial, leadership and clinical skills necessary to meet the demands of today's dynamic healthcare environment. To achieve this mission the program acknowledges the importance of grounding students in the SAU liberal arts tradition by intentionally emphasizing the development of the whole person – intellectually, socially, and spiritually - so students may achieve their fullest potential and become occupational therapy assistants that have a depth and breadth of knowledge and expertise. Founded on ethical evidence- based practice, interdisciplinary study, clinical reasoning and creative expression, graduates will be prepared to meet the demands of today's global market and will be able to provide innovative, effective, influential, and accessible care to all populations as contributing members of society and as leaders in the healthcare field.

Student Learning Outcomes & Objectives

The BSOTA Program has a subject-centered integrated curriculum design, revolving around six specific learning outcomes and learning objectives reflected in each course. These outcomes and objectives were formulated to support the expectations of the institutional and programmatic missions, and drive and articulate the curricular content, learning objectives, learning activities, learning environments, and assessment of students' performance within the didactic curriculum and during fieldwork.

At the time of graduation, Occupational Therapy Assistant majors will have acquired the following skills:

1. **Evaluation & Targeting of Outcomes** - Contribute to the evaluation and re-evaluation processes of client(s)' occupational performance outcomes across the lifespan by collecting, organizing, reporting, and documenting data; and performing evaluation procedures for specific client factors.

   An Occupational Therapy Assistant major is expected to:
   a. Collect, organize, and report/document data to facilitate evaluation of client outcomes.
   b. Contribute to the evaluation process of client(s)' occupational performance.
   c. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.

2. **Intervention** - Coordinate, implement, teach, and safely adapt client-centered, culturally relevant, occupation-based intervention strategies reflective of current evidence-based occupational therapy practices for diverse populations, groups, and individuals across the lifespan seeking OT services.

   An Occupational Therapy Assistant major is expected to:

   a. Demonstrate effective therapeutic use of self when interacting with culturally diverse individuals and groups of all ages during all aspects of the OT process.
   b. Coordinate and implement client-centered, culturally relevant intervention plans and strategies reflective of current occupational therapy practice, based on available evidence.
   c. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.
   d. Grade, adapt, and modify the way persons, groups, and populations perform occupations and activities within various contexts.
   e. Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client, family and members of the interprofessional team

3. **Professionalism & Ethics** - Demonstrate professional, culturally sensitive, attitudes and ethical behaviors as evidenced by a respect of human values, cultural differences and the demonstration of effective verbal, non-verbal, and written communication with clients, family, caregivers, members of the inter-professional team, and the public.

   An Occupational Therapy Assistant major is expected to:

   a. Effectively communicate with patients, families, caregivers' communities, and members of the interprofessional team in a professionally responsive and responsible manner that supports a team approach to the promotion of health and wellness.
   a. Produce documentation that effectively justifies and communicates the need and rationale for occupational therapy services.
   b. Demonstrate knowledge of the American Occupational Therapy Association's (AOTA) Occupational Therapy Code of Ethics, Standards of Practice, and other policies/ guidelines and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.
   c. Demonstrate knowledge of state, federal and other regulatory guidelines to maintain licensure and certification and abides by the Standards for Continuing Competence

4. **Management** - Collaborate with managerial and operational aspects of OT practice including, but not limited to the delivery of care, development of business plans, financial management, program evaluation models, and strategic planning in settings with traditional, nontraditional and/or emerging practices.

   An Occupational Therapy Assistant major is expected to:
   a. Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy personnel and non-occupational therapy personnel
   b. Identify the need for evaluation of quality management processes and quality improvement (e.g., outcome studies analysis and client engagement surveys).
   c. Implement program changes using current assessment and assessment procedures as needed to consistently demonstrate quality of service.
   d. Explain the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.
   e. Demonstrate knowledge of responsibilities related to liability issues under various roles and models of service provision including service on a contractual basis

   Leadership - Assume leadership and professional roles while adhering to ethical practices related to professional and self-development (life-long learning), delivery of OT services, client advocacy, and regulatory bodies.

   An Occupational Therapy Assistant major is expected to:
   a. Responsibly assume leadership roles within the interdisciplinary team in the clinical setting.
   b. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards
   c. Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies
   d. Demonstrate knowledge of how legislative, political, social, cultural, societal and reimbursement issues affect clients

5. **Scholarship** - Engage in scholarly endeavors to describe and interpret the scope of the profession by demonstrating proficiency in current research practices, methodologies, and information literacy.

   An Occupational Therapy Assistant major is expected to:
   a. Demonstrate the skills to understand professional literature and scholarly reports to explain how scholarly activities and literature

contribute to the development of the profession

b. Demonstrate consistent proficiency in research methods applied to baccalaureate project and scholarly papers.
c. Effectively examine the merits of current peer-reviewed, evidence-based interventions and approaches in OT practice. Produce high quality research documents.

Fieldwork Education

Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, physiological, and spiritual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. Occupational therapy educators use active learning that involves the learner in a collaborative process that builds upon prior knowledge, values, beliefs, ethics and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations.

Fieldwork is an integral part of the occupational therapy education experience. The purpose is to assist the student with the transition from student to practitioner through the application of knowledge learned in the classroom to the clinical setting. Fieldwork experiences are designed to expose students to experiential learning so that their sense of responsibility and clinical reasoning can begin to develop and grow, tying theoretical and scientific principles with addressing actual client needs in the context of authentic practice environments. These in-depth experiences allow a focus on the application of purposeful and meaningful occupation, and students are expected to progressively increase these skills at higher levels of performance and responsibility, using culturally appropriate evidence-based interventions with diverse client populations.

Fieldwork assignments are offered during the professional phase of the Baccalaureate program in a variety of practice settings, including, traditional, nontraditional, community based and emerging areas of practice.

Requirements for Transfer Students
Transfer students are required to meet the institution-wide *and* pre-occupational therapy assistant major general education requirements and must take 27 credits of the required Health Service Administration courses at the St. Andrews Campus.

North Carolina Occupational Therapy Assistant Licensure Requirements

A felony conviction may affect a graduate's ability to sit for the national certification exam and attain state licensure. Students with a history of felonies and who are considering entering an occupational therapy educational program can have their background reviewed by the National Board for Certification in Occupational Therapy (NBCOT) prior to actually applying to the

program by requesting an Early Determination Review at https://www.nbcot.org/Students/Services. The fee for this review is $225.

Pre-Occupational Therapy Assistant Major (Foundational Phase) 67 Credits

Students who have a particular interest in one of the major fields (Visual Arts, Religious Studies, Equestrian, Therapeutic Riding, Sports Management, Sports Performance Health and Fitness etc.) may choose their elective courses accordingly to satisfy the Arts & Aesthetics and Humanities Breadth Requirements.

Required Courses:	**28 Credits**
WRT 110 Composition I: Writing through Inquiry	3 credits
WRT 120 Composition 2: Reasoning Through Writing	3 credits
BIO 111 Medical Terminology	2 credits
BIO 221 Human Anatomy & Physiology I	4 credits
DEP 200 Lifespan Development	3 credits
MAT 225 Introduction to Statistics (PSY 266 or Math Equivalent)	3 credits
BIO 222 Human Anatomy & Physiology II	4 credits
HSC 254 Basic Principles of Disease*	3 credits
PSY 101 Introduction to Psychology	3 credits

Additional Requirements:	**15 Credits**
SAGE 125 First Year Experience	3 credits
SAGE 230 Human Culture & Thought I	3 credits
SAGE 240 Human Culture & Thought II	3 credits
Arts & Aesthetics Breadth Requirement (elective course)	3 credits
Humanities Breadth Requirement (elective course)	3 credits

*course approval pending from campus curriculum committee

Occupational Therapy Assistant Major (Professional Phase) 63 Credits

Required Courses:	**59 credits**
OTH 200C Foundations of Occupational Therapy Practice/Lab	4 credits
OTH 250C Musculoskeletal Conditions & Interventions/Lab	4 credits
OTH 305C Pediatric Interventions/Lab	4 credits
OTH 310C OT Skills and Interventions in Mental Health Practice/Lab	4 credits
OTH 315C Functional Anatomy & Kinesiology I/Lab	4 credits
OTH 320C Functional Anatomy & Kinesiology II/Lab	4 credits
OTH 250C Musculoskeletal Conditions & Interventions/Lab	4 credits
OTH 330C Analysis of Occupational Performance Across the Lifespan I/Lab	4 credits
OTH 335 Seminar I	1 credit

OTH 340L Level I Fieldwork A	1 credit
OTH 345L Level I Fieldwork B	1 credit
OTH 400C Neuromuscular Conditions & Interventions/Lab	3 credits
OTH 405 C Advanced Clinical Interventions/Lab	3 credits
OTH 410C Analysis of Occupational Performance Across the Lifespan II/Lab	4 credits
OTH 415 Seminar II	1 credit
OTH 420 Baccalaureate Project	3 credits
OTH 425L Level II Fieldwork A	6 credits
OTH 430L Level II Fieldwork B	6 credits

Minor in Health Services Administration

Required Courses:	**24 Credits**
HSA 100 Principles of Health Service Administration	3 credits
HSA 126 Accounting for Healthcare	3 credits
HSA 301 Healthcare Setting Analysis	3 credits
HSA 210 Cultural Competency in Health Services Administration	3 credits
HSA 337 Healthcare Finance	3 credits
HSA 310 Research Methods in Healthcare	3 credits
HSA 315 Public Policy in Healthcare	3 credits
HSA 225 Ethics in Healthcare	3 credits

Additional Requirements:	**4 Credits**
SAGE 381 Transitions	1 credits
SAGE 450 Global & Ethical Issues	3 credits

*****The Occupational Therapy Assistant Bachelor of Science program at SAU requires a separate application to the professional phase of the BSOTA Program. A student MUST successfully complete all foundational courses, after which, the applicant is eligible for application and admission to the professional phase of the BSOTA Program, which contains the clinical courses offered during the second, third and fourth years of this degree.***

Students must meet minimum application requirements and complete an "Intent to Apply" by declaring Pre-OTA status during the first semester(s) of the foundational phase.

In addition, as part of the application process, applicants must:

1. Complete all general education by the time of application, with minimum of "C."
2. A minimum of "B" is required for BIO 221 Human Anatomy & Physiology I and for BIO 222 Human Anatomy & Physiology II.
3. Have a minimum cumulative GPA of 2.75 (at least 36 credit hours completed) by the time of application.
4. Completion of the following forms submitted (as PDF documents) directly to the Program Director by the designated deadline:

a. ***Observation Hours Verification Form*** **–** Applicants are required to complete up to 24 hours of observation of occupational therapy services or an equivalent immersive experience by the time of application to the Program. Documentation of this experience must be recorded on this form.

b. ***BSOTA Program Application for Acceptance Form*** **–** This application form must be completed in order to be considered for admission into the Program.

c. ***Technical Skills & Essential Requirements Form*** **–** This document describes the specific and essential skills, behaviors, and attitudes that applicants must possess in order to complete this program successfully. Ensure to read its content carefully and initial all the pages.

d. ***Personal Statement Essay*** **–** Write a 500 - 1000 word essay (submitted as a PDF file) describing how the experiences in your life have shaped your choice to pursue a career in the field of occupational therapy

Occupational Therapy Assistant Bachelor of Science Graduation Requirements

To graduate with an Occupational Therapy Assistant Bachelor of Science, students must meet the following requirements:

1. Complete all the requirements of the didactic AND fieldwork component of the foundational and professional phase of the BSOTA curriculum with a minimum cumulative GPA of 3.0.
2. Demonstrate professional behaviors considered acceptable by faculty and fieldwork supervisors and in accordance with regulations of St. Andrews University, the BSOTA Program and the field of occupational therapy.
3. Complete the core component of the curriculum within a period of 3.5 years.
4. Pass all experiential learning components including 16 weeks of Level II fieldwork as well as their baccalaureate project within 12 months following the completion of the didactic portion of the program.

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 14 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

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!

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 (15 week program)	$5,460.00 USD
Room and Board (15 week program)	$5,650.00 USD
Books	$525.00 USD
Fees	$750.00 USD
*Student Health Insurance	$1,060.00 USD

*Estimate (Required to purchase through the university)

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

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.

UNDERGRADUATE COURSE DESCRIPTIONS: ST. ANDREWS BRANCH CAMPUS

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.

397/497 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 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, 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 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.

Offered at the Charlotte campus.

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 placed 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. 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.

BIO 360 Microbiology for Health Sciences **4 credits**
Microbiology for Health Sciences is designed to meet the requirements of students interested in careers in health sciences. The course emphasizes the interaction of microorganisms with humans and the diseases they cause. This course will enable health science students to understand disease-causing representatives of different groups of microorganisms and how these are transmitted and controlled. Students also will learn how to avoid the spread of infectious microorganisms in the hospital or clinical environment. Topics include microscopy, survey of various microbes, the immune system, food microbiology, microbial pathogens and mechanisms of disease transmission. (Three hours of lecture and three hours of laboratory per week) Note: This course will not substitute for BIO 365, Microbiology, in programs which require BIO 365.

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.

BLACK MOUNTAIN SCHOLARS COURSES

BMS 220: The History of Black Mountain **1.5 credits**
This course explores the history of Black Mountain College (1933 – 1957) and its innovations in education and artistic expression.

BMS 221: The Expression of Black Mountain College 1.5 credits
This course explores the artistic and pedagogic innovations of Black Mountain College (1933 – 1957).

BMS 320: Black Mountain Experience: Cross-disciplinary Learning 3 credits
Consistent with and supportive of the mission of the University, the Black Mountain Studies Program seeks to offer special challenges and enhanced cross-disciplinary educational opportunities to students who have shown an aptitude for experimental learning and discovery. The mission of the Black Mountain Studies Program is to further the personal and intellectual growth of students who excel academically and to further promote their development as life-long learners within a context of collaborative and exploratory environment. The Black Mountain Studies Program seeks to maintain the ideals and practice of honorable excellence within the St. Andrews Community.

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 to support economic decision-making. Prerequisite: Sophomore standing. Offered annually in the Fall semester. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

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 325 Forensic Accounting **3 credits**
An introduction to the field of forensic accounting. This course will cover the legal environment that the forensic accountant works in. Also included will be proper procedures these professionals must use in completing their work. The forensic accountant role in divorce cases, bankruptcy proceedings, embezzlements investigations, etc. will also be considered. Prerequisite: A minimum grade of C in ACCT 201. 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 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. Offered at the Charlotte, Charleston, and Columbia campuses

BUS 121 Introduction to Marketing **3 credits**This course is an introduction to the nature and functions of marketing. It includes the study of the integrated activities utilized in the movement of goods and services from producer to consumer while addressing governmental and consumer relationships. Offered at the Charlotte, Charleston, and Columbia campuses

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 at the Lauringburg campus. Offered at the Charlotte , Charleston, and Columbia campuses

BUS 203 Business Communications **3 credits**

This course is a practical course designed to student principles, elements, and practices underlying effective business communication. The course focuses on approaches for planning, creating, and transmitting business information within a variety of business situations. Offered at the Charlotte, Charleston, and Columbia campuses

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 at the Lauringburg campus. Offered at the Charlotte campus

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. Offered at the Charlotte campus.

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 at the Lauringburng campus. Offered at the Charlotte campus.

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 at the Laurinburg campus. Offered at the Charlotte campus

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. Offered at the Charlotte campus.

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 through case studies and decision-making practice. Prerequisite: ECON 201 or permission of instructor. Offered annually in the Fall semester. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

BUS 333 Human Resource 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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

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

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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

BUS 451 Operations Management **3 credit**

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 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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus

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 **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 under taking CHE 210-215. Chemistry can be described as "the central science" and as such; the course will focus on the underlying concepts of 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 it 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.

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 **1 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 credit**
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

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 120: Communication and Culture 3 credits
This course provides an introduction to the study and practice of becoming an effective communicator, both as a practitioner and a scholar. Students will gain an understanding for critical communication theory and will apply this knowledge toward a public project of their own design.

COM 210 Public Speaking 3 credits
The ability to speak effectively and persuasively is an important skill for personal and professional success. In this course, students will study speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience, and subject. Students will develop greater proficiency in one-on-one conversations, facilitative roles, argumentation, "elevator speeches," and other forms of public speaking. Offered at the Laurinburg and Charlotte campuses.

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, 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 232 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 272 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 theory and practice for both public and private sphere interactions. Emphasis on classroom participation in order to strengthen communication skills related to interpersonal communication. This course includes a culminating individual media project in order to apply the discussion and text-based learning.

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**

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 127 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**
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 **1-3 credits**
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

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.

CRIMINAL JUSTICE MANAGEMENT COURSES

CJM 200 Introduction to Criminal Justice **3 Credits**
This course is a general survey of the principles, system, and process of criminal justice as well as an introduction to conceptions and definitions of crime, criminal law, and due process. There will be an examination of the organization and operation of the three basic components of the criminal justice system: the police, the courts, and corrections - individually and in relationship to one another. The purpose of this course is to develop a working understanding of the criminal justice system and the three components which comprise this system. There will be an emphasis on the

practical application of the functioning of the participants who comprise the police, courts, and corrections with information supplied by both the professor and participants alike. 3 lecture hours (Fall)

CJM 201Criminal Law and Procedure **3 Credits**
This course is designed to provide an in-depth examination of the crimes and actions most encountered by the private industry and the public law enforcement officer as well as examine recent court decisions. Students will become acquainted with concepts of search and seizure, individual restraint, and limitations of personal freedom and expression.

CJM 202 Introduction to Criminology **3 Credits**
This course explores basic questions concerning human nature, human behavior, deviance, criminality, the controversies concerning determinism and free will, personal and social responsibility, and crime as deviant or normal behavior. This is a course on the nature of criminal behavior and the major theoretical perspectives that have been developed in an effort to explain why individuals break the law. This exploration includes: the study of major theoretical explanations of deviance/criminality and how those explanations shape public policy, examination of the research process and methodology used by criminologists to study crime, and the development of critical thinking skills to assess the effectiveness of society's responses to deviance and criminality through an understanding of the various factors that may lead some individuals or groups toward criminality.

CJM 300 Introduction to Corrections **3 Credits**
This course is designed to provide students with the opportunity to study and examine the history and development of corrections in America, the purpose of corrections, forms of criminal sanctions, the concepts of punishment, rehabilitation, jails, correctional agencies, and prisons. Students will be exposed to the concepts of bail, probation, parole, community control, and reentry into the community. The course will examine various ideas which have influenced the field of corrections and the future of corrections. There will also be an exploration of the relationship of the Department of Corrections to other criminal justice system components such as the police and the courts. Pre-requisite: CJM 200

CJM 301 Juvenile Delinquency **3 Credits**
This upper level course will examine and explain the organization, functions, and jurisdiction of juvenile agencies. The course will examine various topics in the juvenile justice system such as the juvenile court and justice system, historical development of the concept of delinquency, the special status of juveniles under the law, and special attention to juvenile justice procedural law under the Children's Code and Rules of Procedure. This course will examine juvenile delinquency and the juvenile justice system, including its legal and social history, its definitions and procedures, and an assessment of delinquency prevention and control. (Fall) Pre-requisites: CJM 200 or CJM 202

CJM 302 Criminal Investigations **3 Credits**
Expose the student to the basic and fundamental components of criminal investigation to include various aspects of interviewing, statements, interrogations provided by victims, witnesses and suspects in criminal cases. There will be an examination of various investigative practices and procedures used locating and apprehending suspects and preparing criminal cases for presentation

to the prosecution and in criminal court proceedings. There will be an in-depth examination of the science and art of criminal investigations, and gathering and analyzing evidence with a concentration on overall management of major cases. Pre-requisites: CJM 200, CJM 201

CJM 305 Constitutional Law **3 Credits**

An upper level course applicable to criminal justice management, pre-law and political science. The course examines the structure of the legal system including separation of powers and federalism issues. Topics include, but are not limited to, the powers of Congress, the powers of the Federal Judiciary, the powers of the President, and the powers reserved to the states. The course also examines various individual rights including equal protection, freedom of expression, and freedom of religion. The course provides an in-depth study of constitutional law with an emphasis on the Fourth; Fifth, Sixth, Eighth and Fourteenth Amendments to the United States Constitution, as these govern police and court procedures and the rights of citizens. The course will also focus on the role of the Supreme Court and constitutional law as it applies to law enforcement and civil rights.

CJM 403 Criminal Evidence **3 Credits**

This course is designed to examine the rules of evidence applied in criminal investigation and criminal court with a discussion of relevant issues and legal standards. The course further provides an introduction to criminal procedures such as arrest, search and seizure, use of force and handling evidence. Topics include the legal use and degree of force, right of suspects and arrested persons, types of evidence, admissibility, proof and competence of evidence as related to criminal law and recent court decisions. The rules of evidence applied in criminal investigation and criminal court will be examined along with a discussion of relevant issues and legal standards. (Spring) Pre-requisite: CJM 200 and CJM 302

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.

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**

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 effect 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 304 The Secondary School: Exploring the American High School 3 credits
This course provides students preparing to teach at the high school level with knowledge regarding the development of the high school process and reform movements. It also allows student the opportunity to explore the variety of scheduling and curriculum paths offered in American Public Schools. Students will engage in a global comparative analysis projects of high school systems. Pre: EDU 220, EDU 324, EDU 310

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. Prerequisite: 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 *****

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**

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 101and 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 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 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 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.

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 400 edTPA Support **3 credits**

This course is for Residency License students only. It parallels the EDU 425 Student Teaching Senior Seminar in its process of support for participants in the Residency Licensure program. Students are fully employed teachers with a residency license status and have associated with St Andrews to meet the criteria for license and classroom performance. This course provides specific support for the edTPA - a national assessment for teacher performance. Participants in this class complete the edTPA under supervision of the university student teaching supervisor.

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 200 Introduction to Literature **3 credits**
This course will introduce students to the literary genres of fiction, poetry, and drama. Students will review literary terms and the basic elements of various genres while learning to carefully read and analyze literary works using a variety of interpretative strategies. Students will write about works of literature using the techniques of library analysis and MLA documentation. Readings will be taken from a wide range of world, British, and American literature and reflect a broad diversity of authors and literary periods. Offered at the Laurinburg and Charlotte campuses.

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 Ado 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

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, Chesnutt, 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

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, Ywain, The Song of Roland, and Sir Gawain and the Green Knight. 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, Chesnutt, 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**
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 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 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.

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 202 Introduction to Forensic Science II **3 credits**

Using actual cases, this 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 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 spring semester. Three hours of lecture per week. Prerequisite: FOR 201

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

FOR 403 Microanalysis of Trace Evidence II **4 credits**

A continuation of the first course in microanalysis of trace evidence. This course will consist of an in-depth study of analytical techniques including theory and application, accuracy and precision of instrumentation and decision making about which techniques and instruments apply to particular sets of trace evidence. Three hours of lecture and three hours of laboratory per week. Prerequisite: FOR 210 and FOR 401 and upper level standing or consent of instructor. Offered in alternate years, Spring semester.

FRENCH COURSES – No French courses will be offered for AY 2021-2022

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 rarely.

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 rarely.

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

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**
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

HEALTH SERVICES ADMINISTRATION COURSES

Offered at the Laurinburg, Charlotte, and Pinehurst Campuses

HSA100 Principles of Health Services Administration. 3 credits
This course will present an overview of the American health care system including the social, political and economic forces that shape the industry. Moreover, the course will introduce the student to the many subsystems and how these different systems work together to produce today's modern day health care system.

HSA119 Computer Applications in Healthcare. 3 credits
This course covers the basic principles and mechanics of the electronic health record (EHR), data retrieval, software applications for healthcare and healthcare computer systems, healthcare security, and data quality.

HSA126 Accounting for Healthcare 3 credits
This course presents an overview of accounting and financial activities relevant to a healthcare facility. Topics include an introduction to healthcare accounting, basic financial statement preparation and analysis including budgets, and recording transactions in a healthcare environment.

HSA200 Legal Aspects of Healthcare Administration. **3 credits**
This course introduces the legal and regulatory issues in healthcare with emphasis on their application to healthcare administration. Course content includes law, ethics and compliance issues associated with health information management. Students explore the rights and responsibilities of providers, employers, payers and patients in healthcare context. Students are introduced to legal terminology pertaining to civil liability and the judicial and legislative processes. State and Federal confidentiality laws addressing release of information (ROI) and retention of health information/records are examined. Case studies, virtual lab assignments and/or simulations support experiential learning.

HSA210 Cultural Competency in Healthcare Administration. 3 credits
This course explores the interaction between cultures, attitudes, and behaviors and their application to health administration strategies. Cultural competency is critical for effective healthcare practice and studying this topic promotes health equity and reduces health disparities. Topics include implications of the changing demographics and their impact on healthcare; diversity and health administration; health disparities and social determinants of health, and culturally appropriate communication and increasing diversity and the impact on healthcare administration.

HSA255 Ethics in Healthcare. 3 credits
Explores ethical behavior in various health care settings. Students will analyze decision making models, theories, professional obligations and apply them to their roles as health care administrators.

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**
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.

HSA315 Public Policy in Healthcare **3 credits**
Presents health policy in the U.S. Topics include the evolution of the U.S. health care system, policy development, role of government in financing and maintaining quality healthcare, current health policy issues and impact on patients and healthcare delivery.

HSA337 Healthcare Finance. **3 credits**
Analysis of the financial condition of health care organizations using financial ratios based on balance sheets, income statements, and statements of cash flows. Interpretation of financial ratios using industry wide comparisons. Exploration of the dynamics of altering financial condition through strategic service and financial management, budgeting, and cost-control. Case Studies.

HSA366 Healthcare Communication. **3 credits**
Examines communication with patients, families, the healthcare team and other stakeholders to improve experiences with relationship-centered communication. Topics include psychosocial issues involving clients, families and other caregivers affected by pathology, impairment, functional limitation or disability.

HSA370 Healthcare Marketing. **3 credits**
Presents principles and functions of marketing by focusing on unique aspects of marketing fee-for-service and managed care services. Topic include consumers of healthcare services, organizations that purchase healthcare for employees, insurance companies that provide healthcare, and ethical issues of marketing healthcare services.

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.

HSA493 HSA Capstone Project. Requires students to demonstrate knowledge learned throughout the program and apply these theories to real world issues. Students are expected to synthesize and integrate learning experiences acquired throughout their program and to evaluate research and current topics relative to their area of concentration. Prerequisite—all courses in applicable concentration

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 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**

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**
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 CORSES

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 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 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 Interdisciplinary Studies Courses

INTERDISCIPLINARY STUDIES COURSES

IDS 301 Interdependent Life **3 credits**

North Atlantic and European societies place a premium on the notion that humans are largely autonomous actors. From an early age, we are conditioned to see human concerns as of foremost importance, with concerns related to other species as generally secondary. In point of fact, however, we live in a world of complex interdependent life forms. In some cases – like lichens, leaf-cutter ants, or humans and their gut bacteria – the species partners are more directly dependent on each

other. In other cases, the partners are less directly dependent, like human dependence on bean/nitrogen-fixing bacterial symbioses. In this course, we will explore how symbioses and other types of interdependent ecological systems work, with a special focus on the moral and social implications of living our lives with an awareness of these interdependencies. These issues might be put as two questions. What tentative moral theological proposals might we elicit by observing the deep networks of symbiotic interdependencies that make like possible on our planet? How might our social and political lives be differently shaped if we were more conscious of our direct dependence upon other organisms?

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 205 DADA, Surrealism, and the Absurd in French Literature 3 credits
A study of the origin and development of DADA, Surrealism, and the absurd in French literature at the end of the 19th century and into the 20th century. Classes will focus on textual analysis of the work of several major writers, and on the literary, theoretical, and cultural contexts in which they wrote. All classes and materials are in English.

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.

LIT 225 French Poetry of the 19th Century 3 credits
This study of French poetic theory and practice focuses on one of the most exciting, innovative, and diverse periods in the history of French literature. Several different authors, styles, and poetic schools are studied in their literary and cultural context, with special attention to representative works by major poets. All classes and materials are in English.

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 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 Rn, 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 could be 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. The knowledge gained is then applied to actual musical performance which may include playing a melody on a 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 Singing for Beginners 3 credits
This course features 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. Students will learn the basics of reading music. The course meets the Arts and Aesthetics breadth requirement. Offered annually.

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 Music Theory I 3 credits
This course is a study of scales, harmony harmonic progressions,, intervals, notation and melody writing ear training studies are also part of the course work and are tested. This course is a requirement for all music minors. Students with no musical experience are welcome to enroll; however, having some prior background in music reading will be of benefit. Performance of concepts on an instrument will be required. A more challenging course than MUS 110. The course meets the Arts and Aesthetics breadth requirement. Offered every two years.

MUS 213 Music Theory II 3 credits
This course is a continuation of MUS 212, Music Theory I with further emphasis on harmonic function and analysis of larger forms of music. Other theoretical concepts exclusive to this course are studied. Ear training studies are also part of the course work and will be tested. Performance of concepts on an instrument will be required. .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**
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 Music History **3 credits**
Numerous genres and composers/performers of music from the Western classical tradition are studied. Music style periods from Antiquity through the 21st century are examined. .The cultural, historical and aesthetic context for the music produced in each period is reviewed. 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 St. Andrews Singers **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 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 110: Instrumental Ensemble **1 credit**
Open to students with previous exposure to instrumental education through band or another instrumental ensemble or through permission from the director. Students will study and perform music of a variety of styles and levels of difficulty from composers throughout the history of music. They will work to develop their skills both individually and as a member of an ensemble. Ensemble membership may require weekend performances as well as performances during the week, including times outside of class. Prerequisite: Audition and/or permission of directory. May be repeated for credit. The course partially meets the Arts and Aesthetics breadth 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 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 LESSIONS

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

- 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.

NURSING COURSES: BSN PRE-LECENSURE

PNUR101- Exploring Professional Nursing, I (Pre-nursing course) 1 credit
This course introduces the development of a professional nurse. Subject matter will include nursing history, nursing theories, models of practice, various venues of practice, and roles of a professional nurse. Effective communication as a professional nurse will be addressed. Prerequisite: none.

PNUR111- Exploring Professional Nursing, II (Pre-nursing course) 1 credit
Core concepts related to nursing roles, including student nursing, nursing specialties, and advanced practice nursing. Information on collaborative skills, professional practice standards, governing bodies, professional organizations, and essential competencies associated with professional nursing will be presented. PrerequisitePNUR101.

NUR203- Care Management I: Fundamentals of Nursing 7 credits
Nursing care management of adults that promotes, protects, restores, and maintains health and wellness. Proficiency in fundamental care management skills and technologies is acquired in the classroom and while working with interprofessional teams in the clinical setting. Clinical learning experiences can take place in a variety of acute, long term, and community-based settings. Prerequisite: admission to the BSN program Prerequisites: NUR major only. Co- requisites: NUR205 &, NUR214 or permission of Nursing Program Chair.

NUR205 Physical Assessment in Healthcare 3 credits
Knowledge and skills necessary to systematically and accurately assess the health status of clients. Topics include completion of a health database, communication skills, physical assessment, and identification of health conditions. Assessment and care of children, adolescents, and adult men and women are explored, including effects of cultural and sociological influences. Class (3 CH) Lab (1.0 CH) Prerequisite: NUR major only Co-requisite: NUR203 & NUR214 or permission of Nursing Program Chair.

NUR214 Nursing Pharmacotherapeutics 4 credits
Essential concepts and principles of pharmacology as applied to baccalaureate level nursing practice. Imparts knowledge and skills required for safe, effective administration of therapeutic drugs (including herbal and complementary medications). The course covers critical skills related to dosage calculation and medication administration that must be performed without error to achieve a passing grade for the course. Class (3 CH) Lab (1.0 CH) Prerequisite: NUR major only
Co-requisites: NUR203 & NUR205 or permission of Nursing Program Chair.

NUR304 Health Promotion Disease Prevention: A Community Perspective 5 credits
Utilization of evidence-based recommendations from WHO, CDC, NIH, and other resources to examine population-focused nursing, prioritizing primary prevention. Topics will include epidemiology, population genomics, social determinants of health, levels of prevention, vulnerable populations, emergency preparedness and disaster, triage, technology in population focused health care, ecological models, environmental issues, and health beliefs and practices of diverse groups. Roles for nurses in community/public health will be explored, including interventions for public health/community health nursing (surveillance, disease, and health event investigation, screening,

social marketing, and others). Class (3 CH) clinical (2 CH) Prerequisite: NUR major only. Co-requisites: NUR380, NUR341 or permission of Dept Chair.

NUR 312 Pathophysiology for BSN **4 credits**
Pathophysiology related to human illness within a system framework. Emphasis is placed on biological theories and principles that provide a basis for understanding pathophysiology as an alteration in the normal physiology functioning of subsystems from conception to end of life. Use of critical thinking skills to analyze diverse client presentations of pathophysiologic alterations in biological and psychological subsystems and their effects as they relate to diagnostic procedures and nursing care. Class (4 CH) Prerequisites: NUR major only; All Pre-core and lower level classes Co-requisites: NUR321, NUR316 or permission of Nursing Program Chair.

NUR316 Nursing Research for Evidenced Based Practice **3 credits**
Examination of the history of nursing research, research methods and processes, and the relationship between theory development and research. Topics include analysis of research applications and preparation of research reports. Class (3 CH) Prerequisite: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR312, NUR321, or permission of Nursing Program Chair.

NUR321 Care Management II: Adult Health I **7 credits**
Nursing care management of patients with multiple, complex problems associated with selected high risk, high cost, and emergent conditions. Proficiency is acquired in the classroom and while working with interprofessional teams in various settings that may include intensive care, emergency, and/or trauma settings. Class (3 CH) Lab (1 CH) clinical (3 CH) Prerequisites: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR 312, 316, or permission of Nursing Program Chair.

NUR341 Care Management III: Maternal/Child Nursing **7 credits**
Nursing care management of children and families including healthy mothers and newborns, with an emphasis on health promotion, protection, and restoration. Proficiency is acquired in the classroom and while working with interprofessional teams in a variety of settings. Class (3 CH) Lab (1 CH) clinical (3 CH) Prerequisite: NUR major only, All Pre-core and lower level classes. Co-requisites: NUR304, NUR341 or permission of Dept Chair.

NUR355 Mental Health Concepts in Nursing **5 credits**
This course evaluates the biological-behavioral concepts, therapeutic communication, and standards of practice for the care of psychiatric mental health nursing situations. Critical thinking and evidenced-based practice guides nursing responses toward effective stabilization and long-term maintenance. Class (3 CH) clinical (2 CH) Prerequisites: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR382, NUR376 or permission of Dept Chair.

NUR376 Care of the Elderly **3 credits**
Nursing care management of diverse adult and elderly acute care populations experiencing physiologic and psychological illnesses. Proficiency is acquired in the classroom and in clinical experiences across conditions that have a significant effect on quality of life, are highly preventable, and/or economically inefficient. Emphasis is placed on interprofessional collaboration and advocacy to achieve optimal outcomes. Class (3 CH) Prerequisites: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR382, NUR355 or permission of Dept Chair.

NUR380 Information Technology for Nursing **3 credits**
Information management and patient care technology skills, including analysis of various applications of information systems within the context of the healthcare system. Elements covered include theoretical models; data acquisition and data representation; nursing vocabularies and nursing knowledge representation; managing organizational change; ethical and social issues in healthcare and consumer information technology. Class (3 CH) Prerequisites: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR304, NUR341 or permission of Dept Chair Offered

NUR382 Ethical and Legal Issues in Healthcare **3 credits**
The course introduces contemporary bioethical and legal issues confronting healthcare providers in a variety of settings. Topics focus on identification of legal and ethical principles underlying the decision- making process in nursing and healthcare. Class (3 CH) Prerequisites: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR355, NUR376 or permission of Dept Chair.

NUR476 Care Management IV: Adult health II **7 credits**
Nursing care management of patients with chronic and complex physiological and/or psychological health issues, prioritizing access to care and available resources. Proficiency is acquired in the classroom and while working in various settings that may include acute care, long-term care, home health, hospice, and substance abuse/mental health settings, with emphasis on development of the nurse as a leader of the interprofessional care management team. Class (3 CH) Lab (1 CH) clinical (3 CH). Prerequisites: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR482 & NUR488 or permission of Dept Chair.

NUR482 Nursing Capstone Senior Seminar **4 credits**
This nursing capstone consists of seminars to provide an opportunity for transition to the professional nursing role and a 120-hour focused client care experience. Standardized testing is incorporated to provide feedback to facilitate analysis, synthesis, refinement, and integration of nursing knowledge. The focused client care experience is provided through a cooperatively designed learning experience under the supervision of a licensed preceptor. (Class 1 CH, clinical 3 CH) Prerequisites: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR488 & NUR476 or permission of Dept Chair.

NUR488 Nursing Leadership in Systems of Healthcare **3 credits**
Focuses on concepts, principles, and theories of leadership, management, role development and administration in a variety of culturally diverse health care delivery systems at local, regional, national and global levels. Skills required by the professional nurse leader, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, case management, collaboration, budgeting, cost effectiveness and resource allocation, risk management, quality and performance indicators, teaching and professional development are emphasized and applied in relevant settings. Class (3 CH.) Prerequisites: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR482 & NUR476 or permission of Dept Chair.

RN TO BSN COURSES

NUR300R- Professional Nursing **3 credits**
This course assists the RN in transitioning from technical, clinical-based nursing to the broader responsibilities and higher-level cognitive skills required for professional practice. Professional role development, the value of life-long learning, and the trends, issues, values, and standards for professional nursing practice are emphasized. Students utilize critical thinking and communication skills as they explore issues related to the evolution and philosophy of nursing, theoretical foundations of practice, legal and ethical issues, health care delivery systems, finance and health care policy.

NUR305R Physical Assessment in Healthcare **3 credits**
This course expands the professional nurse's knowledge and skills necessary to systematically and accurately assess the health status of clients. Topics include completion of a health database, communication skills, physical assessment, and identification of health conditions. Assessment and care of children, adolescents, and adult men and women are explored, including effects of cultural and sociological influences. Class (3 CH) Lab (1.0 CH) Prerequisite: NUR major only

NUR304R Health Promotion Disease Prevention: A Community Perspective **5 credits**
This course focuses on the role of the professional nurse in the community and in public health. The course utilizes information related to environmental and epidemiological issues and focuses on health promotion and community-oriented nursing. Content is focused on vulnerable populations across the lifespan, health promotion, and communicable diseases. Students will apply principles of professional nursing practice to culturally diverse individuals, families, and groups throughout the health-illness continuum.

NUR316R Nursing Research for Evidenced Based Practice **3 credits**
This course is designed to introduce the Professional Nurse to research methods commonly used in nursing and health care. The course provides information regarding the ways in which research is used to support evidence-based practice and provides opportunities to examine the applications and implications of research evidence for nursing practice. The course builds on critical thinking skills developed in previous courses and facilitates the acquisition of skills needed to review, analyze, evaluate, and apply nursing and health care research. Research topics chosen in this class builds a foundation for your capstone project in NUR4820.

NUR317R Transcultural Nursing **3 credits**
Preparing the professional nurse to excel in providing nursing care within a multicultural society is the focus of this course. Students examine theories related to providing nursing care within diverse cultural, religious, and ethnic populations. Specific cultural practices, beliefs and issues affecting the health of persons and communities are explored. Students evaluate personal biases and views in relation to providing culturally sensitive nursing care. Future directions for transcultural nursing are discussed within a global perspective.

NUR376R Caring for the Elderly **3 credits**
This course introduces the theories, concepts, and knowledge necessary in professional nursing practice. Professional role development, the value of life-long learning, and the trends, issues, values, and standards for professional nursing practice are emphasized. Students utilize critical thinking and communication skills as they explore issues related to the care of the gerontological population. This course focus on a holistic approach-addressing body, mind, and spirit, culture values along continuum of wellness with evidence-based practice.

NUR380R Information Technology for Nursing **3 credits**
This course focuses on the evolving role of the professional nurse in information management. The courses expand upon the nurse's patient care technology skills and includes an analysis of various applications of information systems within the context of the healthcare system. Elements covered include theoretical models; data acquisition and data representation; nursing vocabularies and nursing knowledge representation; managing organizational change; ethical and social issues in healthcare and consumer information technology.

NUR382R Ethical and Legal Issues in Healthcare **3 credits**
This course is foundational to preparing the professional nurses with the ability to critically and systematically examine ethical and legal issues in contemporary healthcare. There is emphasis on the professional nurse role as a leader to apply concepts of ethical and legal principles while guiding others to do the same in complex healthcare delivery systems to enhance patient outcomes.

NUR482R Nursing Capstone Senior Seminar **5 credits**
This course provides students the opportunity to integrate and apply theories learned throughout their nursing program in a comprehensive manner. This course requires the RN student to accomplish individual learning objectives negotiated with their faculty facilitator and chosen preceptor(s) at the onset of the course. The practicum will enable RN students to expand clinical expertise, broaden exposure to specialty areas, explore arenas with which they are unfamiliar, and apply theory learned throughout the BSN curriculum to meet the needs of clients. Pre-requisite: all previous courses in RN BSN program. Co-requisites: NUR488R

NUR488R Nursing Leadership in Systems of Healthcare **3 credits**
Professional nurses prepare for a leadership role in health care. Students explore leadership, management, and organizational theories and implement appropriate strategies to improve patient outcomes. Students examine principles of the change process and strategies for building productive relationships to improve organizational effectiveness. Pre-requisite: all previous courses in RN BSN program except NUR482R. Co-requisites: NUR482R

OCCUPATIONAL THERAPY ASSISTANT COURSES

OTH 200C FOUNDATIONS OF OCCUPATIONAL THERAPY PRACTICE/LAB **4 Credits**
(3 hours Lecture, 3 hours Lab) - This course introduces students to the historical, philosophical, clinical, and ethical aspects of Occupational Therapy. Students are introduced to professional roles of the OTR & COTA, the OT Practice Framework, occupation-based practice, formats of documentation, communication skills, and basic patient care skills such as infection control,

transfers, positioning, wheelchair mobility, etc. The lab component provides hands-on opportunities to practice basic patient skills and prepare students for the Level I Fieldwork rotation. PRE-REQUISITE: Completion of pre-requisite courses for admission to the program.

OTH 305C PEDIATRIC INTERVENTIONS with LAB; 4 Credits
(3 hours Lecture, 3 hours Lab) - This course discusses developmental stages, development of sensorial/motor skills, basic neurology, and pathologies of the pediatric population. OT theories/models in the pediatric setting, and the role of the occupational therapy assistant working with pediatric population are examined. Treatment modalities such as assistive/augmentative technology, occupation-based pediatric evaluation tools, treatment approaches, effective communication/interaction skills, documentation methods/techniques, and therapeutic use of self are emphasized. PRE-REQUISITE: DEP200 Lifespan Development.

OTH310C MENTAL HEALTH & WELLNESS INTERVENTIONS with LAB 4 Credits
(3 hours Lecture, 3 hours Lab) – This course apprises students on the role of the occupational therapy practitioner in mental health settings and the scope of occupational therapy practice in the evaluation and treatment of psychosocial conditions across the lifespan. Pathologies of specific psychiatric diagnoses and behavioral disorders are examined, as well as theoretical frameworks well-suited for this setting of practice. The lab component offers students opportunities to practice occupation-based interventions such as screening/evaluations, documentation, treatment interventions, effective communication/interaction skills, and group dynamics. PRE-REQUISITE: PSY 101 INTRODUCTION TO PSYCHOLOGY

OTH315C FUNCTIONAL ANATOMY & KINESIOLOGY I/LAB 4 Credits
(3 hours Lecture, 3 hours Lab) - This lecture and laboratory course introduces the basic principles of biomechanics and kinesiology as they pertain to human movement. Students study the osteology of the human body and identify anatomical landmarks through palpation skills. Students study myology and neurology of the abdomen, back, pelvic girdle, and lower extremities; the upper extremity, head, and neck are also introduced. This course includes instruction in manual muscle testing, basic therapeutic exercise, and gait evaluation. PRE-REQUISITE: BIO221 Human Anatomy & Physiology I; BIO222 Human Anatomy & Physiology II

OTH320C FUNCTIONAL ANATOMY & KINESIOLOGY II/LAB 4 Credits
(3 hours Lecture, 3 hours Lab) - This is a lecture and laboratory 4-credit hour course designed to give the student detailed instruction in the myology and neurology of the face, neck, shoulder girdle and upper extremities. The lab portion of the course will teach manual muscle testing and basic therapeutic exercise and will enable the student to identify anatomical landmarks through palpation skills. The course also covers basic neuroanatomy as it relates to occupational therapy. PRE-REQUISITE: OTH315C Functional Anatomy & Kinesiology I/Lab.

OTH325C MUSCULOSKELETAL CONDITIONS & INTERVENTIONS/LAB 4 Credits
(3 hours Lecture, 3 hours Lab) - This course apprises students on the role of the occupational therapy practitioner in the physical dysfunction settings and the scope of occupational therapy practice in the

evaluation and treatment of musculoskeletal conditions across the lifespan. Pathologies of specific diagnoses and disorders are examined, as well as theoretical frameworks best suited for this setting of practice. The lab component offers students opportunities to practice evidence-based and occupation-based interventions such as screening/evaluations, documentation, treatment interventions and techniques, and effective communication/interaction skills. PRE-REQUISITES: BIO222 Human Anatomy & Physiology II; OTH315C Functional Anatomy & Kinesiology I/Lab.

OTH330C ANALYSIS OF OCCUPATIONAL PERFORMANCE ACROSS THE LIFESPAN I / LAB **4 Credits**

(3 hours Lecture, 3 hours Lab) – Students are introduced to the process and methods of analyzing the impact of physical, psychological, social, and behavioral health deficits on occupational performance. A systematic approach to task breakdown is practiced and applied to the process of grading and adapting occupations, performance patterns, performance skills, contexts, and environments to meet functional, cognitive, psychosocial, and sensorimotor needs of the pediatric population (infancy, childhood, and adolescence). Students learn how to contextualize activity analysis within the OT process. PRE-REQUISITES: OTH305C Pediatric Interventions/Lab; OTH310C Mental Health & Wellness Interventions/Lab; OTH315C Functional Anatomy & Kinesiology I/Lab.

OTH 335 SEMINAR I **1 Credit**

(1-hour Lecture) This course apprises the students on performance guidelines needed for successful completion of Level I Fieldwork including professional behaviors, ethics applied to the clinical sites, and guidelines for special projects and written reports due by the end of the fieldwork experience. Students are introduced to guidelines for the Baccalaureate Project.

OTH340L LEVEL I FIELDWORK; 1 Credits – (8 hours a week for 10 weeks; 80 Contact hours) Students are placed in a site providing occupational therapy services to clients (ranging from infancy to older adults) in a community-based, out-patient, in-patient, or home-based setting. Under the supervision of qualified OT practitioners, students can learn about evidence-based and occupation-based assessments and treatment interventions currently used by clinicians to address impaired physical, psychological, and contextual factors affecting occupational performance. Students may also be placed in a non-traditional clinical site under the supervision of faculty of qualified professionals from other disciplines (teachers, psychologists, social workers, administrators, etc.) that are compatible with the philosophy of OT practice and relevant to the program learning objectives. PRE-REQUISITES: OTH200C Foundations of OT Practice/Lab; OTH305C Pediatric Interventions/Lab; OTH310C Mental Health & Wellness Interventions/Lab; OTH315C Functional Anatomy & Kinesiology I/Lab.

OTH345L LEVEL I FIELDWORK; 1 Credits – (8 hours a week for 10 weeks; 80 Contact hours) Students are placed in a site providing occupational therapy services to clients (ranging from infancy to older adults) in a community-based, out-patient, in-patient, or home-based setting. Under the supervision of qualified OT practitioners, students can learn about evidence-based and occupation-based assessments and treatment interventions currently used by clinicians to address impaired physical, cognitive, psychological, social and cultural factors affecting occupational

performance. Students may also be placed in a non-traditional clinical site under the supervision of faculty or qualified professionals from other disciplines (teachers, psychologists, social workers, administrators, etc.) that are compatible with the philosophy of OT practice and relevant to the program learning objectives. PRE-REQUISITES: OTH 340L Level I Fieldwork A; OTH305C Pediatric Interventions/Lab; OTH310C Mental Health & Wellness Interventions/Lab; OTH250C Musculoskeletal Conditions & Interventions with Lab

OTH400C NEUROMUSCULAR CONDITIONS & INTERVENTIONS/LAB 4 Credits
(3 hours Lecture, 3 hours Lab) This course apprises students on the role of the occupational therapy practitioner in the physical dysfunction settings and the scope of occupational therapy practice in the evaluation and treatment of neuromuscular conditions across the lifespan. Pathologies of specific diagnoses and disorders are examined, as well as theoretical frameworks best suited for this setting of practice. The lab component offers students opportunities to practice evidence-based and occupation-based interventions such as screening/evaluations, documentation, treatment interventions and techniques, and effective communication/interaction skills. PRE-REQUISITES: OTH305C Pediatric Interventions/Lab; OTH310C Mental Health & Wellness Interventions/Lab; OTH315C Functional Anatomy & Kinesiology II/Lab; CO-REQUISITE: OTH405C Advanced Clinical Interventions/Lab.

OTH405C ADVANCED CLINICAL INTERVENTION with LAB 4 Credits
(3 hours Lecture, 3 hours Lab) - This course provides an overview of the neurophysiological, musculoskeletal, and cardiovascular basis for the application of the therapeutic exercise. The course introduces the student to various types of exercise, exercise equipment, and general exercise protocols. Students are also introduced to physical agent modalities such as moist heat, paraffin, electric stimulation, etc. PRE-REQUISITES: OTH320C Functional Anatomy & Kinesiology II/Lab; OTH325C Musculoskeletal Conditions & Interventions/Lab.

OTH410C ANALYSIS OF OCCUPATIONAL PERFORMANCE ACROSS THE LIFESPAN II with LAB 4 Credits
(3 hours Lecture, 3 hours Lab) - A systematic approach to task breakdown is practiced and applied to the process of grading and adapting occupations, performance patterns, performance skills, contexts, and environments to meet functional, cognitive, psychosocial, and sensorimotor needs of the adult population (younger adult, middle age, older adult). Contextualization of activity analysis within the OT process is further examined and practiced. PRE-REQUISITES: OTH310C Mental Health & Wellness/Lab; OTH325C Musculoskeletal Conditions & Interventions/Lab, OTH320C Functional Anatomy & Kinesiology II/Lab; OTH400C Neuromuscular Conditions & Interventions/Lab.

OTH415 SEMINAR II 1 Credit
1-hour Lecture This course apprises the students on performance guidelines needed for successful completion of Level II Fieldwork, including thorough examination of the AOTA Fieldwork Performance Evaluation. Guidelines for special projects and written reports due by the end of the fieldwork are also discussed. Professional and ethical behaviors in the clinical sites, and certification and licensing rules/regulations are examined. Students received further instructions of guidelines

and expectations for the Baccalaureate Project. PRE-REQUISITES: Successful completion of course from previous semesters.

OTH420 BACCALAUREATE PROJECT **3 Credits**

This course requires students to demonstrate knowledge learned throughout the program and apply these theories to real issues in the clinical setting. Students are expected to synthesize in-depth knowledge in practice area through the development and completion of a baccalaureate project in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education. PRE-REQUISITES: Completion of all academic courses.

OTH425L LEVEL II FIELDWORK A **6 Credits**

Five days per week; 8 weeks (320 contact hours). This course is a full-time supervised fieldwork experience designed to bridge the student from classroom to fieldwork in preparation for entry-level practice as an occupational therapy assistant. Students are exposed to diverse populations and conditions across the life span, with close supervision provided by a qualified OT practitioner. Successful completion of this course provides students with entry-level skills in delivering occupational therapy services to clients, focusing on the application of evidence-based and occupation-based interventions. The fieldwork experience is scheduled to be in one practice area of occupational therapy (physical disabilities, psychosocial dysfunction, or pediatrics). PRE-REQUISITES: Successful completion of all academic courses

OTH430L LEVEL II FIELDWORK B **6 Credits**

Five days per week; 8 weeks (320 contact hours). This course is a full-time supervised fieldwork experience designed to bridge the student from classroom to fieldwork in preparation for entry-level practice as an occupational therapy assistant. Students are exposed to diverse populations and conditions across the life span, with close supervision provided by a qualified OT practitioner. Successful completion of this course provides students with entry-level skills in delivering occupational therapy services to clients, focusing on the application of evidence-based and occupation-based interventions. The fieldwork experience is scheduled to be in one practice area of occupational therapy (physical disabilities, psychosocial dysfunction, or pediatrics). PRE-REQUISITES: Successful completion of all academic courses.

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**
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
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

Beginning with new students entering the University in the fall 2019, no credit will be given for participation in varsity athletics. No more than 3 PE credits may be applied toward the 120 credits required for 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 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 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 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. **Beginning with new students enrolling for fall 2019, no credit will be given for intercollegiate athletics.**

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 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 2021-2022; course offerings will be limited)

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 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

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 yea

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. Offered at the Charlotte campus.

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 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 duirng 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 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 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 115: Sin, Sacrifice, & Redemption **3 credits**

Beginning with ancient religious practice and working forward to religious expression in contemporary societies, this course will survey the various ways humans have conceived of their relationship to divinity and the transcendent. In particular, students will be introduced to primary documents and data that shed light on how human communities have thought about the nature of "sin," "sacrifice" (or oblation and ritual slaughter), "redemption," and the possibility of life after death. In addition to being exposed to a wide-range of primary sources related to diverse religious traditions, students will be introduced to some of the methods that scholars working in the discipline of Religious Studies utilize for the purpose of analyzing data. This course meets the Humanities breadth requirement. Offered annually in the fall semester.

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 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 250 Topics in American Religion **3 credits**

American Society has been deeply shaped by religion. And American religion has been profoundly influenced by American culture. But American society is very complex and so is American religion; they interact in a variety of complex and often unanticipated ways. This topics course will provide opportunities to examine the dynamic relationship between religion and American society. Participants in the course will consider American society though the lens of religion and vice versa.

Approaches to this topic may include, but are not limited to, the following: Race, Politics, Economics, Culture, Religious Diversity, Gender, Family, Sexuality

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 EUCATION 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 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. Offered at the Charlotte campus for students with less than 12 transfer credits.

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, Offered at the Charlotte campus with no prerequisites.

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. Offered at the Charlotte campus with no prerequisites.

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. Offered at the Charlotte campus.

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. Offered at the Charlotte campus with no prerequisite.

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. Offered at the Charlotte campus with no prerequisite.

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. Offered at the Charlotte campus with no prerequisite.

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

(The Foreign Language Program is under review by the campus curriculum committee. The Spanish minor is suspended for AY 2021-22; there may be no course offerings in Spanish during 2021-22)

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 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 reques

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 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 110 Introduction to Esports Management **3 credits**
Introduction to Esports and the management of Esports events. This course will provide an overview of the history and scope of electronic sports competitions, the Esports industry, and its components. The course will review the stakeholders, games, developers, organizations, facilities, leagues, and other contributing factors to this area of sport management. Prerequisite: SS 101

SPM 210 Esports: Stakeholder Perspectives **3 credits**
This course will identify key stakeholders in the Esports industry and examine their perspectives. Students will be able to describe the economics, marketing, sponsors, managers, players, coaches, Announcers, and event managers in the Esports arena and the integral parts of the Esports management. Prerequisite: SPM 110 or permission of the instructor

SPM 235 Sports 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 101 Offered annually in the fall semester

SPM 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 101 Offered annually in the spring semester

SPM 240 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 260 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 310 Trends, Issues, and Research in Esports **3 credits**
This course will analyze the trends and issues currently in Esports and the research being published in all areas of Esports. Students will critically discuss and think about current trends and issues through research studies and current publications. Prerequisites: SPM 110 and SPM 210 or permission of instructor

SPM 320 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 340 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.

SPM 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 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 101; SPM 237; (or permission of the instructor) Offered in alternate years in the spring semester.

SPM 420 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 440 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.

SPM 480 Risk Management and Sport Law **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 101; SPM 237; (or permission of the instructor) Offered in alternate years in the fall semester.

SPORTS PERFORMANCE, HEALTH, AND FITNESS COURSES

SPF 105: Principles of Health & Fitness **3 credits**

Teaches the importance of physical activity and its relationship to health and quality of life. Topics include components of total fitness, development of personalized exercise programs, specific health assessments and individualized exercise prescriptions for clients.

SPF 110 Program Design in Exercise **3 credits**

This course covers all the elements, consideration and challenges in developing a program for each key fitness components. It covers the assessment test for a client and the elements to teach in an exercise program. The course covers how to design a specific program for resistance, power, anaerobic, endurance, agility, speed, and balance and stability training. Strategies and different methods are examined and discussed for a variety of clients

SPF 205 Health Fitness Appraisal & Wellness **3 credits**

This course deals with assessment for a variety of performance levels ranging from general population exercisers, and competitive athletes. Comprehension of proper assessment selection, testing and administration for the mention population will be covered. Topics include balance, flexibility, body composition, muscular fitness, cardiorespiratory fitness, and relationships between appraisal on health, fitness, and performance.

SPF 210 Care & Prevention of Injuries **3 credits**

This course gives a description of common causes, injury identification cues, explanation of symptoms, treatment options, and a plan for returning to action quickly and safely. *The course also* covers how to teach clients how to condition, engage in body maintenance, and nutrition to avoid and assist in recovering injuries. It is designed to work with athlete or fitness client to assist them with knowledge and skills to prevent athletic or exercise injuries.

SPF 298 Field Experience **3 credits**

The purpose of this course is to provide students with the opportunity to observe, learn, and participate in as many sport performance, health and fitness careers experiences. The course will emphasize experiential learning in a variety of sport fitness settings and provide an overview of what students should consider and expect from the varied career options available to them in the sport fitness industry. This course can help the student align career goals, develop professional outlooks, improve communication skills, and increase students' likelihood of finding successful employment in the sport industry.

SPF 300 Sports and Exercise Psychology **3 credits**

Introduces psychological theories of behavioral change and presents the application of practical concepts from these theories. Topics include lifestyle modification, goal setting, symptoms of anxiety and depression and the role of sport psychologists in performance.

SPF 305 Personal Strength Training and Conditioning **3 credits**

Identifies the essentials involved in strength training and conditioning. Students are prepared for national credentialing. Topics include the structure and function of body systems, training adaptations, testing and evaluation, exercise techniques and program design. Students apply exercise prescriptions and practice stretching and spotting/safety techniques.

SPF 310 Nutrition and Weight Management **3 credits**

Discusses proper nutrition and weight management practices. Topics include ideal body weight, lean body weight, body fat percentages, metabolic calculations, foods, menus and healthy eating habits. Public education is also discussed.

SPF 315 Fitness for Special Populations **3 credits**

Prepares students to work with clients who have received medical treatment for illness or injury who are unable to undertake an exercise regime on their own. Topics include developing exercise programs for individuals who have been cleared by their physicians to return to exercise and physical activity, as well as a hands-on opportunity to work with such individuals. Students are prepared for professional credentialing of exercising special populations.

SPF 320 Corrective Exercise Techniques **3 credits**

This course is designed to assist fitness trainers and professionals with a variety of options to address their client's exercise needs. Information will be provided to identify and correct exercise imbalances and techniques for their clients in order to avoid injury and receive the benefits from specific exercise movement

SPF 350 Health Fitness Appraisal & Wellness **3 credits**
This course deals with assessment for a variety of performance levels ranging from general population exercisers, and competitive athletes. Comprehension of proper assessment selection, testing and administration for the mention population will be covered. Topics include balance, flexibility, body composition, muscular fitness, cardiorespiratory fitness, and relationships between appraisal on health, fitness, and performance.

SPF 370 Nutrition in Health and Exercise **3 credits**
Integrates the science of nutrition and exercise physiology principles to illustrate the links between training, the increased demand for nutrients as a result of training, the appropriate intake of foods, beverages and supplements to achieve the ultimate goal of performance enhancement. Students design a complete diet plan tailored to an athlete's training and performance goals. Includes laboratory.

SPF 400 Senior Seminar and Certification Review **1.5 credits**
This course is a review of sport performance, health and fitness classes in preparation for a national certification exam in personal training or strength training. It will incorporate an opportunity for the student to arrange and participate in a national certification exam as part of the course.

SPF 495 Senior Sport Fitness Internship **3 credits**
The purpose of this course is to provide students with the opportunity to observe, learn, and participate in as many sport performance, health and fitness careers experiences. The course will emphasize experiential learning in a variety of sport fitness settings and provide an overview of what students should consider and expect from the varied career options available to them in the sport fitness industry. This course can help the student align career goals, develop professional outlooks, improve communication skills, and increase students' likelihood of finding successful employment in the sport industry.

SPORT STUDIES COURSES

SS 101 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

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 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

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, biomechechanics, 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

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.

THERAPEUTIC HOURSEMANSHIP 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 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 120 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 production. The words "theater" and "theatre" will be defined through exploration of art and collaboration. Social influences and history combined will clarify how live

theatre is developed and presented, using plays from different time periods as examples. Fulfills the Arts and Aesthetics breadth requirement.

THE 181 Production Experience **3 credits**
Practical application and extension of theory and technique covered in performance and production. Experiences may range from acting to stage management to crew or technical work. Details of project to be undertaken will be determined in consultation with course instructor. Fulfills the Arts and Aesthetics breadth requirement.

THE 285 Topics in Theatre **3 credits**
This topics course provides students with an opportunity to explore specialized areas of theatre, including, but not limited to, film, history, and theatrical genres. Some examples could include: 'From Stage to Screen,' "Broadway Musicals: Critics Choice'

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 260 Performance Experience **1.5 credits**
Students will perform in a full length, royalty play to be presented to the public after a 6 – 7 week rehearsal period within a fall or spring semester. They will be responsible for development a specific character, working in a collaborative environment, contributing to rehearsal expectations, and striving to develop a high standard of performance. The course may be repeated three times. Prerequisite: Permission of instructor.

THE 262: Acting 1.5 **1.5 credits**
This course will be a continuation of Acting I. Students will hone their memorization skills along with presentation skills. Incorporating more intense methods previously introduced in Acting I, such as voice projection and movement, this course will also include scene interpretation and character development. This class will prepare those who have an interest in increasing their acting skills to progress to Acting II. Prerequisite: THE 245.

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.

THE 385 Advanced Topics in Theatre Arts **3 credits**

This is an advanced topics series of courses for students minoring in Theatre Arts. Topics offered might include: "Musical Theatre Performance and Production", "Shakespeare from an Acting Point of View," or an interactive workshop in Stage Management. Pre-requisites: THE 181 or THE 260

THE 410 Dramaturgy **3 credits**

The main job of a dramaturg is to keep asking "why". This course will teach how to analyze a play through scene study and recognize and justify its purpose for production. Students who take this course must have declared the Minor in Theatre Arts.

GRADUATE PROGRAMS AND DEGREES

Master of Arts in Education: Instructional Design and Curricular Supervision

The Teacher Education Department's Conceptual Framework drives all of the courses and practices embedded within each degree area whether undergraduate or graduate. It builds on the research regarding learner - centeredness focusing on the individuality of each learner. The framework is focused on student professional dispositions, continuous learning of content and pedagogy and is attentive to the moral imperative, ethics and leadership.

The Master Degree in Education: Instructional Design and Curricular Supervision builds on the skills of professional educators by continuing to focus on the framework components, but a systemic level. Participants of the MAED program will work within the current body of knowledge regarding how professional educators can redesign learning centers and schooling processes to be more interdisciplinary and dynamic in nature.

The program is designed to weave the principles of universal design, usable knowledge and systems thinking throughout the course content. Theory, research, and practical application are entrenched throughout the program so that there is a clear thread of understanding regarding the art and science of communication, instruction and learning environment design. The proposed program will engage learners in the process of leading by design through systems thinking using an interdisciplinary and integrated approach to teaching and learning.

The integrated approach to instructional design is in keeping with the Liberal Arts concept of learning. Students at the graduate level will use a variety of readings, both contemporary and classical. They will examine ideas in philosophy and religion to explore what it means to have learning environments that are not sterile but are motivating and invigorating. As students engage in the exploration of what thinkers of educational processes, both ancient and contemporary, have built; they will work to add their own research to the current field of knowledge. They will learn how to bring the integrated, interdisciplinary approach of instructional design at a systemic level. This is a powerful marketing concept to a generation that seeks to ensure the cost of their college education provides them with a degree that can be used in a variety of career options.

Total number of credits required for graduation.
This master's degree program requires 36 graduate credits for successful completion. The hours include a practicum and action research along with a final thesis and design project.

Program Specific Requirements
Admission to the Program
While this degree is aligned with the role of master teachers, curriculum administrators and instructional coordinators in the profession of K-12 education, it is designed to address the philosophy, processes and technical skills to design and implement program needs of a wide variety of learning institutions. Early childhood education administrators and teachers, institutions of higher education faculty. staff in private learning organizations, instructors of professional development or

community-based workshops, and team managers for business operations would find this degree beneficial.

Admission to the program requires a Bachelor's degree with a GPA of 3.0.
Completed Application
Written Essay (given a specified prompt)
Three Letters of Recommendation
Students with an undergraduate GPA of less than 3.0 will be considered after they have taken undergraduate continuing education credits approved by the Teacher Education Department to acquire a post baccalaureate GPA of 3.0. The GPA requirement is justified because the undergraduate students in all teacher education programs must have a GPA of 3.0 to student teach or graduate.

Program Participants must maintain a GPA of 3.0 with no grade less than a B in any course. If a student receives a course grade of C or less, they may repeat the course once. Failure to have both the GPA and no grade less than a B may result in student dismissal from the program.

Graduation Requirements
Graduation from the University with *the Master of Arts in Education: Instructional Design and Curricular Supervision* requires a minimum of 36 credits (11 courses). Conference of the degree requires that all participants maintain a GPA of at least 3.0 and have no course grade less than a B. Students may repeat a course once. The degree is designed to be completed in one year, however it must be completed with two years from the time the student enrolls in the first MAED class. Successful completions of an *Action Research Project* with a written thesis and defense is the final assessment and will be evaluated by a team of MAED faculty members.
Upon completion of the program, participants will be eligible to sit for the North Carolina Licensure test in Curriculum Supervision.

Other Opportunities
MAED students may be eligible to become a member of the St. Andrews Alpha Theta Sigma Chapter of the Kappa Delta Pi, an International Honor Society in Education. If MAED students have a GPA of 3.5 they will be invited to join this professional honors society group.

Plan of Study

COURSES	**CREDITS**
Session 1	
Educational Leadership, Coaching & the Change Process (Ethics/Philosophy)	3
Research Methodology	3
Session 2	
Mind, Brain & Learning (Advanced Educational Psychology)	3
Interdisciplinary by Design (The Importance of Liberal Arts Experiences)	3

Session 3

Cultural Knowing & Global Learning Applications	3
Symposium on Learning and Instruction	3

Session 4

Making Data Count: Toward Inquiry Driven Learning Organizations	3
Curriculum Development & Program Evaluation	3

Session 5

Instructional Design	3
Concerning Organizations that Learn: Integrating Action Research & Practice in Education	
Systems for Instructional Leaders (Practicum)	3

Session 6

Thesis & Design Project	6

TOTAL CREDITS 36

MBA PROGRAM

MBA MISSION AND LEARNING OUTCOMES

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.

The Learning Outcomes for the MBA are:

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.

INSTRUCTION METHODS & STRATEGIES

The Webber International University Graduate School of Business offers an MBA program which focuses on the interdisciplinary nature of business practices. 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. The new technologies include electronic sharing of pertinent information (interconnectivity), access to a vast amount of information through the information superhighway, and expertise with business application programs.

With classes being taught primarily by full-time Webber International University faculty, classes meet one night a week over the course of an eight-week term. The program is made available through a six-term in three semesters (fall, spring, summer) format offered annually.

The traditional methods of instruction include course structures that develop analytic skills which stress an interdisciplinary emphasis, participation-based learning through group case studies and exposure to conceptual foundations leading to sound strategies. Online teaching method has also been adopted to allow students far away to be enrolled in the program.

Through the Practicum course(s), 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 School 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.

Students may choose the **Standard MBA** or one of the options below:

MBA OPTIONS

Students may choose the **Standard MBA** (offered on-site on the Florida Campus and online on the North Carolina Campus) or one of the options below (offered only on the Florida Campus):

MBA Accounting Option (on-site)

The Graduate School of Business is pleased to offer a concentration in the area of Accounting. The objective of this concentration is to provide accounting students with a broader and more in-depth degree program than the baccalaureate. Combined with the undergraduate degree, students completing this MBA may meet the requirements to sit for the CPA exam.

MBA Criminal Justice Management Option (on-site/online)

The MBA option in Criminal Justice Management produces an exclusive program which provides distinct benefits to graduate students, current law enforcement personnel working in their respective agencies, and law enforcement personnel retiring and about to enter the civilian workforce.

MBA International Business Option (online)

The MBA option in International Business seeks to prepare the graduate with skills important to a career in various international business settings. The student development focus is on theoretical and applied concepts applicable to businesses operating in multinational arenas. *This option includes a one week to ten days International Fieldtrip abroad.* Students should budget accordingly. This option is only available online.

MBA Sport Business Management Option (on-site)

The MBA option in Sport Business Management prepares graduates for leadership positions in the sport industry. The program incorporates classroom theory with practical strategies from today's professionals in all courses. Students from diverse undergraduate degrees are encouraged to pursue the Sport Business Management MBA, since the industry demand for dynamic leaders is high.

MBA PREPARATION

Students with non-business undergraduate majors might need to take a few additional courses at WIU 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 Sciences

The Graduate School 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 REQUIREMENTS

Admission to the MBA program will be based on both quantitative and qualitative criteria. Domestic applicants should be prepared to submit all the following documentation for consideration by the Graduate Council for acceptance to the MBA programs:

- Application for admission
- Bachelor's Degree from a accredited college or university (or equivalent preparation from international institutions)
- Official transcripts from ALL previous undergraduate and graduate work
- Three (3) letters of recommendation from academic or professional sources (at least one must be from an academic source if undergraduate degree received in the last three years)
- A one-page essay (from the list in the application) 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.

International applicants should be prepared to submit all the following documentation for consideration by the Graduate Council for acceptance to the MBA programs:

- Application for admission
- Bachelor's Degree from a accredited college or university (or equivalent preparation from international institutions)
- Official transcripts from ALL previous undergraduate and graduate work
- 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 recommendation from academic or professional sources (at least one must be from an academic source if undergraduate degree received in the last three years)
- A one-page essay (from the list in the application) 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.

Admissions Office (Main Campus – Florida)
1201 N. Scenic Highway
Babson Park, FL 33827
863-638-2910

OR

Admissions Office (Branch - North Carolina)
1700 Dogwood Mile
Laurinburg, NC 28352
910-277-5555

ADMISSION STANDARDS

Each applicant will be evaluated for admission to the MBA program based on a combination of qualitative and quantitative information. Letters of recommendation, written essay, résumé 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:

Honors Acceptance: Need a minimum of 3.5 undergraduate GPA

Regular Acceptance

GMAT + Quality Points * $\geq$ 550
or
(GPA*200) + Quality Points * $\geq$ 650
or
GMAT + (GPA * 200) + Quality Points * $\geq$ 1,100
or
GMAT+ Personal Interview $\geq$ 500

Provisional Acceptance: GMAT + (GPA*200) + Quality Points = 1,000 - 1,099

Quality Points are based on experience, résumé, essay and references.

A student that is "provisionally" accepted into the Graduate School is implicitly already on "probation." Upon entering the program, the student is required to immediately maintain at least a 3.0 cumulative GPA for the first semester (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 9 credit hour initial requirements, the student is no longer considered to be subject to the constraints of the "provisional" status. After that point, the "provisionally accepted" student is granted the same opportunity to cure deficiencies as the graduate student under the terms of academic probation.

Acceptance to Webber International University is based upon approval by the Graduate Admissions Committee.

Transfer Policy
Students who are accepted into the Graduate School 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 "B-" for each of the classes which are requested to be accepted for transfer credit. However, these credits may not take the place of Practicum or capstone (strategy) courses: Additionally, any MBA course taken away from Webber 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.

Transient Students
Students who attempt to take a course for credit to be transferred from a regionally accredited and approved graduate school must complete a Transient Student form. In addition, the course must be approved in advance by the MBA Program Director/Coordinator.

Residency Policy
The last 30 hours of the MBA program must be earned at WIU.

STUDENT ACADEMIC STATUS

Each student is 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). *Students in the practicum I-II sequence who do not achieve a minimum of B in the first practicum receive an IP and must re-register when the course is re-offered. The Graduate Council may grant an extension of two weeks for the submission of the practicum report as needed. After this grace period is over the student will receive an IP and must re-register when the course is re-offered.*
"NC"	A grade given for the non-credit course, 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.
"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 grade is allowed during the MBA program. A WP/WF grade is not computed in the grade point average.

GRADE	RANGE	QUALITY PTS.
A	100 - 90 percent	Grade Points 4
B	89 - 80 percent	Grade Points 3
C	79 - 70 percent	Grade Points 2
F	below 69 percent	Grade Points 0

Full-time Status / Part-time Status

A student in the Graduate School of Business who is taking four (4) courses (12 credit hours) per semester is regarded as a full-time student. A student taking less than 4 courses per semester is regarded as a part-time student.

Grade Forgiveness

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 MBA Coordinator 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 GPA in graduate course work will be classified in "good standing". If a student falls below a 3.0 cumulative GPA, 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 GPA to at least the 3.0 level without an "F" grade, within 9 credits or the end of the degree requirements, whichever comes first. If the student fails to reach a cumulative GPA of 3.0, he/she will be dismissed from the program at the discretion of the Graduate Council. 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 University 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 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, résumé, transcripts from any university the student may have attended that are not already on file with WIU, 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 re-entry.

Completion Requirements

Each student must earn a minimum of 36 graduate semester credits (12 classes) of which the last 30 must be earned at WIU with a minimum of 3.00 cumulative GPA. No more than two courses with a grade of "C" are accepted toward graduation. The degree must be completed within seven years of the date from which the first MBA class is completed at Webber.

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) why he/she thinks the grade to be unjust. If the Chief Academic Officer determines that the student has reasonable grounds for requesting a review, he will appoint a committee of faculty members to conduct a review. The Chief Academic Officer will notify the student, in writing, of the final decision.

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.

GRADUATE ACADEMIC POLICIES

Academic Advising

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.

The Director of the MBA Program or the MBA Program Coordinator 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. 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 and or the Academic Catalog. When a course is dropped 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". Request for such withdrawal must be submitted to the Graduate Director or Graduate Coordinator by the end of the ninth week of the term.

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

Honor Code

Each member of the learning community shall subscribe to the Community Honor Code: "

"I promise to be a contributing member of the learning 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."

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 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 (AHIC) in all cases.

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
- 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 and or Graduate Student’s Handbook

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):

- 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; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Webber 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 copyof the FERPA policy is available on request.

STUDENT FINANCES

The University 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 semester. Payments of tuition and fees may be made by cash, check (personal or business), money order or credit card including Master Card, Visa, American Express and Discover. Payment may be made by mail or in person in the Business Office between the hours of 8:00 a.m. and 4:30 p.m. Monday through Friday. Credit card payments are accepted by phone at 863-638-2944 and online at www.webber.edu for the Florida Campus and 910-277-5225 and online at www.sa.edu for the North Carolina Campus.

Fees charged by the University may be adjusted at any time by the Board of Trustees. When practical, advance notice of any change will be given through the University email.

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:

- 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.
- 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.
- The institution assumes no responsibility for personal property of the student.

STUDENT TUITION AND FEES

Webber International University, Florida Campus

Deposits

Upon acceptance to the Graduate School, an advance deposit of $200, which is applicable to tuition, is required.

Students who have an interest in student housing should consult the general college catalog for information about residential housing. All resident (dormitory) students are required to maintain a $220 security deposit in the Business Office, prior to their first day of classes, to cover costs of property damage to their assigned rooms.

Tuition	$12,900 per semester ($1,075/credit hour or $3,225.00 per 3 hr. course)
Fees	$500 per semester
Room	
Grace & Camilla---Multiple	$2,457.00 per semester
Grace---Single	$3,134.00 per semester
New Dorms---Shared Bath	$3,482.00 per semester
New Dorms---Private Bath	$3,839.00 per semester
MBA Meal Plan:	$1,338.00 per semester
Health Insurance:	
Primary	$950.00 per semester (subject to change)
Athletic	$450.00 per semester (subject to change)

Other Fees:

A graduation fee of $322 will be due at the beginning of the student's final term.

A fee of $25 is required when a student applies for a grade of "Incomplete."

All courses offered via internet are subject to a supplemental $70 per credit hour technology fee.

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.

St. Andrews University &
St. Andrews University—
Charleston/Charlotte/
Columbia/Pinehurst

(A branch of Webber International University)

Tuition & Fee Schedule Graduate—
MBA (all)
MAEd (Laurinburg, Charlotte, & Pinehurst)
for the 2021-2022 Academic Year

Master's in Business Administration
Master's in Education in Instructional
Design and Curricular Supervision

Tuition		
12 credit hours per semester	**$ 12,900.00**	
9 credit hours per semester	**$ 9,675.00**	
6 credit hours per semester	**$ 6,450.00**	
Tuition Deposit Admissions Fee	**$ 150.00**	
Fees for 12 credit hours	**$ 500.00**	
Other Fees for Catalog		
Graduation Fee	**$ 300.00**	
Incomplete Fee	**$ -**	
Technology fee	**$ -**	
International Deposit (Due before I-20 is issued)	**$ 1,000.00**	
All other fees and residential costs are the same as undergraduate		
Students enrolled until Fall 2020 will be charged $665 per credit hour	**$ 665.00**	**per credit**
plus $500 fees per semester for 12 credit hours. Continuing students	**$ 500.00**	
are grandfathered in at $665 per credit as long as they stay enrolled		
Fifth Year Seniors, Continuing Students and SAU Alumni		
12 credit hours per semester	**$ 7,920.00**	**$4,980 scholarship**
9 credit hours per semester	**$ 5,940.00**	**$3,735 scholarship**
6 credit hours per semester	**$ 3,960.00**	**$2,490 scholarship**
Fees 12 credits hours per semester	**$ 500.00**	
Fees 9 credit hours per semester	**$ 375.00**	
Fees 6 credit hours per semester	**$ 250.00**	
Books for 12 credit hours per semester	**$ 525.00**	
Until Fall 2020, tuition is charged per credit hour		
After Fall 2020, tuition will be charged per semester		
The program will have six 8-weeks terms with 2 terms in each semester		
Books are not included		

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. Webber International University 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

Registration is considered a contract binding the student for charges incurred. The size of the faculty and staff and other commitments of the University 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 University may result, which is payable at the time of the student's withdrawal. Students who withdraw must notify the MBA Director/Coordinator and 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.

One hundred percent (100%) of the deposit is refundable if written notification of cancellation is received by Webber International University at least thirty days before first day of classes. The housing deposit is non-refundable after 30 days prior to the first day of classes.

The security/housing deposit refund must be requested in writing by the student within 90 days of the last full term of attendance of the student. After 90 days, if the refund request is not received in writing, the security/housing deposit becomes the property of Webber International University and is non-refundable. There are no exceptions to this policy.

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. Additionally, lab fees are required where applicable and are non-refundable.

Financial Aid

Applicants may apply for financial aid by using the Free Application for Federal Student Aid (FAFSA). Federal Direct unsubsidized student loans are available to eligible students. Contact the Webber International University Financial Aid Office in Florida for additional information. (863-638-2929). The North Carolina Campus may be reached at 910-277-5561.

MBA COURSE REQUIREMENTS

All courses are 3 credits and 36 hours are required for the degree. The MBA is offered on-line at St. Andrews University Laurinburg and Charlotte and on-site at Webber International University. Other MBA options are available on the Florida Campus only.

MBA

MBA610	Information Systems for Management Decisions
MBA618	Financial Reporting
MBA632	Global Economic Environment
MBA636	Quantitative Research Methods for Business
MBA640	Marketing Philosophy and Management
MBA647	Innovation, New Products & Services, & E-Commerce
MBA650	Topics in Legal and Ethical Environment of Business
MBA662	Financial Decision Making
MBA688	Human Behavior in Organizations
MBA690	Strategic Thinking in Organizations
MBA691	Practicum I: Business Consulting Project (Optional)
MBA692	Practicum II: Consulting Project Continued (Optional)
MBA693	Business Simulation I
MBA694	Business Simulation II

***MBA – ACCOUNTING (Fall Entry Only)**

MBA610	Information Systems Management Decisions
MBA621	Advanced Accounting Analyses
MBA626	Entity Taxation & Planning
MBA628	Forensic Accounting and Fraud
MBA629	Operational Auditing
MBA632	Global Economic Environment
MBA640	Marketing Philosophy and Management
MBA647	Innovation, New Products & Services, & E-Commerce
MBA662	Financial Decision Making
MBA688	Human Behavior in Organizations
MBA687	Accounting Practicum
MBA690	Strategic Thinking in Organizations

*****Note: In order to enter this option, students must have a bachelor's Degree with a major in Accounting, or at a minimum a Bachelor's Degree in business and the following courses: Intermediate Accounting I, Intermediate Accounting II, Auditing I, Cost Accounting.

MBA-CRIMINAL JUSTICE MANAGEMENT (On-Site/Online)

MBA610	Information Systems for Management Decisions
MBA618	Financial Reporting
MBA632	Global Economic Environment
MBA636	Quantitative Research Methods for Business
MBA640	Marketing Philosophy and Management
MBA662	Financial Decision Making
MBA652	Criminal Justice Administration
MBA653	Qualitative Methods In Criminal Justice
MBA655	Ethics In Criminal Justice
MBA656	Advanced Victimology
MBA657	Criminal Justice Practicum
MBA659	Strategies In Criminal Justice

***MBA - INTERNATIONAL BUSINESS (Online & Fall Entry Only)**

MBA610	Information Systems for Management Decisions
MBA618	Financial Reporting
MBA632	Global Economic Environment
MBA636	Quantitative Research Methods for Business
MBA640	Marketing Philosophy and Management
MBA647	Innovation, New Products & Services, & E-Commerce
MBA662	Financial Decision Making
MBA681	International Finance & Investments
MBA682	International Business & Management
MBA683	International Logistics and Supply Chain Management
*MBA684	Travel Experience in International Business
MBA689	Global Strategy

*****Note: MBA684 is an International Field trip course. As such, physical presence is necessary. Students who take this course should be ready to travel at a designated site abroad for one week to ten days. Students contemplating this option should budget accordingly.

MBA - SPORT BUSINESS MANAGEMENT

MBA610	Information Systems Management Decisions
MBA618	Financial Reporting
MBA632	Global Economic Environment
MBA636	Quantitative Research Methods for Business
MBA640	Marketing Philosophy and Management
MBA662	Financial Decision Making

MBA670 Integrative Approaches to Sporting Events
MBA671 Analysis of Legal & Political Aspects of Sport Business
MBA675 Management & Leadership Theory
MBA676 Strategic Management in Sport Business
MBA677 Sport Business Management Practicum I
MBA678 Sport Business Management Practicum II

Master of Arts in Education Course Descriptions

MAE 600 Educational Leadership, Coaching & the Change Process (Ethics/Philosophy) 3 credits

This three- hour course examines the connections between a learning organization's success and curriculum and instructional leadership, engaging in the coaching process and the principles of organizational change. The course is designed to help future leaders of learning discover their personal leadership approach, develop skills in coaching for organizational and instructional transformation. At the conclusion of the course participants will be able to define and develop a plan use research driven ideas for bring change in organizations.

MAE 601 Research Methodology 3 credits

This course offers an overview of research methodology including basic concepts employed in quantitative and qualitative research methods. The content includes computer applications for research. Participants will be introduced to research methods as they apply to the education field of study. The course provides a macro-perspective of the methods associated with conducting and analyzing scholarly research. A specific look at the APA format which is the required writing format for all work in MAE program. Completion of this course is a prerequisite for receiving the Master of Education degree. Prerequisites: Admission to the Master of Education program.

MAE 602 Mind, Brain & Learning (Advanced Educational Psychology) 3 credits

The integration of education with the psychological and brain sciences can support learning and schooling. The goal of this three-hour course is to build upon knowledge and skills that are necessary to evaluate and conduct interdisciplinary work across the areas of psychology brain, and education. Throughout the course, there will be a critical examination and the construction of understanding regarding contemporary understanding of the synthesis of neuroscience, thinking and learning research and practice. The course will cover a range of topics, including foundational ideas about learning and schooling; research in educational neuroscience; research-practice translation; misuses of the brain in education and across domains. The course will be interactive, with small and whole group discussion. Course activities and assignments will target skills that include critical evaluation of research articles, analyses of examples of interdisciplinary work, and communication across formats (i.e., writing, presenting, discussing). The course is geared toward students who are interested in interdisciplinary research and practice that spans education, cognitive neuroscience, psychology, and related fields. Prerequisites: Admission to the Master of Education program.

MAE 603 Interdisciplinary by Design (The importance of Liberal Arts experiences in Curriculum Planning) 3 credits

"Preparing individuals to lead informed and fulfilling lives in dynamic knowledge societies requires that we nurture synthesizing minds. We must nurture individuals' capacity to knit together knowledge from vast and disparate sources into coherent wholes in order to address pressing issues of cultural and natural survival (Mansilla, Veronica, 2019). Being able to synthesize new areas of knowing with prior knowledge is a central human ability. That ability to synthesize takes place rather early in our development since we are surrounded by analogies, rich visual representations, and live in a society where simple systems are abundant. Interdisciplinary synthesis increases cognitive demands and requires deliberate instruction. It implies the integration of knowledge and modes of thinking in two or more disciplines in search for better

understanding. In this course, participants will explore which cognitive processes are central to interdisciplinary integration and what kind of "knowing" is embodied in actions and activities that require skill and technical expertise. They will seek to design instructional processes and learning experiences that foster strong forms of interdisciplinary integration. Using the ideas of Wiggins and McTighe's *Understanding by Design* and the model for *Universal Design For Learning,* participants will explore how 'knowing' occurs and what understandable knowledge entails. They will demonstrate their ideas through the development of a plan using the UBD format. Pre-requisites MAE 601, MAE 602

MAE 604 Cultural Knowing & Global Learning Applications 3 credits
Our globalizing world demands a broader paradigm and, hence, cultural competencies from individuals than societies have previously been prepared to address. Cultural diversity represents a potential enhancement, our educational systems are facing huge challenges (e.g., migration flows). What does this all mean for education policy and practices worldwide? This transdisciplinary 3-hour course examines international approaches to education policies in contexts of diversity. It develops hypotheses about the role those individual representations (defined as perceptions, values, beliefs, identity, and alterity images) play in motivating the practice or habits for learning Another key idea to be explore is "What is the purpose of learning and schooling? Is the primary goal of education to produce manpower for the economy? Or to help people to "become who they are" (Goethe) in a humanizing process (Freire)? Or to promote a form of "cognitive justice" as a condition, if not the condition, to make this world of ours a better place to live? Or something else? The exploration of these ideas will provide answers to these questions.

MAE 605 Symposium on Learning and Instruction 3 credits
The premise that societies provide some type of education for its constituents so that values, traditions, and training for life skills are maintained is foundational to the content of this course. Through time, there has remained the opinions of philosophers, politicians and clerics found in tomes of classical literature. It is through the exploration of some of the ideas about education and schooling upon which this course is built. This three-hour course will provide students exposure to classical writings about learning, schooling and education. The list of readings will include selections from the following: *Emile (*Rousseau); *The Republic* (Plato); *Politics* (Aristotle); *The Education of an Orator* (Quintilian); *Early Christianity and Greek Paideia* (W. Jaeger); *The Love of Learning and the Desire for God: A Study of Monastic Culture* (Jean Leclercq);, *How the Irish Saved Civilization* (Thomas Cahill); *A Thomas Jefferson Education: Teaching a Generation of Leaders for the 21st Century* (Oliver DeMille) and *Thomas Jefferson to George Ticknor, 1823. ME 15:455; The Great Tradition: Classic Readings on What it Means to Be an Educated Human Being* (Richard Gamble); and the *The Abolition of Man: How Education Shapes Man's Sense of Morality* (C.S. Lewis). Through these readings, students will develop their philosophy of education. Each module in the course contains a specific reading. These readings are required preparation for the quizzes for that module. The students will complete the readings and take the quiz before proceeding through the rest of the module - i.e the engagement in a class dialogical journaling activity.

MAE 606 Making Data Count: Toward Inquiry Driven Learning Organizations 3 credits
Collected strategically and communicated well, data can be a captivating source of inspiration for action in education. However, its power is often lost because organizational leaders ask the wrong question, use the wrong data to answer the question, or do not present findings clearly. In this

course, students will each of these problems. They will use theories of action to develop strong research questions. They will identify sources of data to answer those questions, including local and publicly available data sets, and will learn how to collect data strategically to answer them where it does not already exist. They will story-telling and the use of compelling data story and data visualizations, empathetic writing, and persuasive presentations. This three-hour hands-on course using real-world examples and information. A final project that will help students apply skills learned in the class. Pre-requisites MAE 601, MAE 602, MAE 603

MAE 607 Curriculum Development & Program Evaluation 3 credits

The purpose of this course is to provide participants with an opportunity to deepen their understanding of the curriculum development. This will be completed by focusing on scholarly work that have shaped the notions of curriculum used by learning organizations and by considering curricular artifacts for a variety of frameworks and institutions. Further, students will have an opportunity to become acquainted with theoretical underpinnings of curriculum and to develop skills and techniques to effectively evaluate curricular practices and programs utilizing curriculums. There will be a strong emphasis on the historical developments on curriculum but there will be opportunities to become acquainted with modern perspectives within the field. The course will approach the idea of curriculum development from an interdisciplinary approach. There will be opportunities for students to consider the relationship between curriculum theory and research, design, evaluation, and policy. Participants will examine ways in which curriculum research, and content area research areas informs design and instructional practice. Pre-requisites MAE 601, MAE 602, MAE 603

MAE 608 Instructional Design 3 credits

This course will use the 9 levels of learning by Gagne, Merrill's principles of instruction, The UBD, Universal Design, The ADDIE model, the SAM model, the socio-cultural learning theory, and the Situated Cognition Theory among other prominent theories for designing effective, rigorous, and engaging instruction. It will provide students the opportunity to critically analyze each model and develop their own model based on cognitive knowledge acquisition research, current understanding of neuroplasticity and neuroscience as well as the theories for behavior and motivation. Students will utilize a 'systems' approach to design and develop instructional tools and materials. Pre-requisites MAE 601, MAE 602, MAE 603, MAE 607,

MAE 609 Concerning Organizations that Learn: Integrating Action Research and Practice in Education Systems for Instructional Leaders (Practicum) 3 credits

The purpose of schools, districts, and state education agencies is to promote student learning—but to what degree are they learning organizations themselves? How can they get better at using existing research and building their own evidence to improve their work? In this course, students will learn to evaluate what makes research convincing and relevant to practice, as well as how organizational structures and routines can promote greater research use. We will critically examine several common models for integrating research and practice, such as knowledge production and transfer, evidence-based policy, and research-practice partnerships. We will use case studies to highlight how education agencies have used research evidence to improve their practice and what challenges they encountered in this work. Pre-requisites MAE 601, MAE 602, MAE 603, MAE 607

MAE 610 Thesis and Design Project **6 credits**

This course invites students to rethink school design based upon research findings in cognitive science and neuroscience. It focuses on the essential question, "What are the implications for student outcomes and learning if schools were designed based on the research on learning, environment, and social needs. It considers how principles from research apply to overall physical school design as learning spaces, instructional design, conceptions of the learner, overarching philosophies of learning, logistical structures for learning. Time will be spent "in the field" looking at schools and talking to educators, architects, and school designers. Universal Design principles will be explored to encourage synthetization and creativity, Readings draw from cognitive science, neuroscience, design thinking, school philosophies (e.g., progressive movement, Reggio Emilia, Expeditionary Learning), instructional design philosophies (e.g., backward design, living curriculum), and the history of innovation in school design. Concepts central to the course include the principles of perception and attention, self-regulated learning, backward design, "living" curriculum, cognitive load, the power of agency, etc. Students will develop a vision for an innovative school and a rationale for its design. The course pedagogy centers on active processing and utilizes the principles of instruction learned in program courses. It is project-based learning (involving developing a project for term) with a strong focus on transfer and application. Activities and questions are framed to encourage active, mindful processing and construction of knowledge as a group as we rethink the possibilities of education with the rich resources afforded by the research. Pre-requisites: completion of all courses MAE 600-MAE 609 in the MAED program.

MBA COURSE DESCRIPTIONS

MBA610 INFORMATION SYSTEMS FOR MANAGEMENT DECISIONS 3 Credits
The student will develop or enhance their skills with various office technology software packages, which are fundamental to a computerized information system. 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.

MBA618 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.

MBA621 ADVANCED ACCOUNTING ANALYSIS 3 Credits
This course integrates accounting analysis, financial analysis, and advanced accounting topics. Topics covered in the course include accounting for inter-corporate investments, mergers and acquisitions, preparation of consolidated financial statements, accounting for multinational transactions, including the effects of exchange rates, the use of derivatives to hedge such transactions, and consolidating foreign subsidiaries and partnership accounting. *Pre-requisites:* Intermediate Accounting II, Auditing I, Cost Accounting.

MBA626 ENTITY TAXATION & PLANNING 3 Credits
This course will examine the tax consequences of various business entities, including corporations, partnerships, and estates. Coverage will be from both a planning and compliance standpoint, incorporating financial reporting for tax purposes, and examining the income taxation of such entities.

MBA628 FORENSIC ACCOUNTING & FRAUD EXAMINATIONS 3 Credits
This course focuses on conducting fraud examinations and includes discussion of procedures used in forensic accounting processes and reasons behind using these procedures. In addition, coursework addresses how allegations of fraud should be investigated to meet requirements of civil and/or criminal court procedures. Detection, investigation, and prevention of frauds are also covered. This course is beneficial in understanding legal and ethical issues as raised in forensic accounting.

MBA 629 OPERATIONAL AUDITING 3 Credits
This course focuses on the increasing complexity within organizations that require management to assess and establish means of monitoring control systems. Coursework examines the audit process using operational, including internal, criteria to evaluate the causes and effects of operational audits. This course is beneficial in understanding auditing standards, objectives, principles, and procedures involved in the reviewing of the reliability and integrity of organizational information, including regulatory compliance, and the increased efficient usage of resources in attempts to meet organizational goals through operational auditing.

MBA632 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.

MBA636 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 introduces 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.

MBA640 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.

MBA647 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, and 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.

MBA650 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 "big picture" understanding of how legal and ethical issues affect managerial decision- making is stressed.

MBA/CJM652 CRIMINAL JUSTICE ADMINISTRATION 3 Credits
Upper level course. Address the structure and function of the judicial system and the major problems and needs of the judicial segment of the criminal justice system. The course will examine the history, traditions and philosophy of the American court system. Emphasis will be placed on the roles of the prosecutor, the judge, the defense attorney, the jurors, the defendants and the public. The course will focus on the general themes of law on the books, law in action and law in controversy. Major emphasis is placed on the basic concepts of criminal law and administration Course content will include an overview of the structure and operation of the court system with special emphasis on the Florida Court System. *Pre-requisite:* Introduction to Criminal Justice

MBA/CJM653QUALITATIVE METHODS IN CRIMINAL JUSTICE 3 Credits

This course provides an introduction to qualitative research methods and how they are often applied in the study of crime and justice. Qualitative methods includes a wide variety of challenging techniques such as participant observation, ethnography, interviewing, field interviews, historical analysis, case studies, and textual analysis. The course will explore these various techniques as well as the uses, strengths and limitations of qualitative research. In addition, the course content will include designing, conducting, and writing up qualitative research. Finally, the process of grounded theory construction is explored.

MBA/CJM655 EHTICS IN CRIMINAL JUSTICE 3 Credits

An intensive examination of different ethical and moral issues/dilemmas that we face within and outside of criminal justice systems when dealing with people who either work for or come contact with the system. Emphasis will be on exploration of ethical/moral issues related to crime, criminal justice practice, education, and research.

MBA/CJM656 ADVANCED VICTIMOLOGY 3 Credits

This course is designed to introduce students to the field of victimology and explores its conceptual boundaries, basic concepts and literature within various subareas. The course will explore policy developments and practical applications which stem from the concern over victims. The progression from a criminal to a victim justice system will be emphasized.

MBA/CJM657 PRACTICUM 3 Credits

Because criminal justice is an applied discipline, an important feature of the program is the three credits ten-week Practicum. This part of the program is designed to give personal and direct experience; it also offers the student opportunity to put his or her theoretical knowledge obtained via the course work from the MBA and CJM courses to work at a criminal justice agency. Students will work on a criminal justice management related problem identified by the administration of a criminal justice agency and provide them with a copy of the final project once completed at the end of the semester. Such placements include, inter alia, federal agencies, police departments, state or county probation/parole offices, state attorney general offices, district courts, juvenile court, district attorneys' offices, public defenders' offices, bail agencies, medical examiners' offices, private security firms, private investigation firms, insurance companies, crime victims' centers, prisons, and detention centers. While the Chair of the CJM program will maintain an Agency Database to assist students in locating an appropriate position, it is the student's responsibility to apply for and obtain employment with an approved criminal justice agency.

The CJM program has a detailed Practicum Policy which the student is expected to read and understand, and with which the student must comply. Because the Practicum is a requirement for all criminal justice management majors, students should familiarize themselves with the Practicum requirements before becoming criminal justice management majors.

MBA/CJM659 STRATEGIES IN CRIMINAL JUSTICE 3 Credits

Students will explore the development and design of strategic planning to provide the competence to develop a strategic plan for a criminal justice agency. Strategic planning will be contrasted to tactical planning and intuitive planning. The strategies for future thinking, visioning, organizational values, environmental concerns, stakeholders and forecasting will be studied.

Study and research will focus on the philosophy, theory and application of strategic planning in criminal justice agencies.

MBA662 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.

MBA670 INTEGRATIVE APPROACHES TO SPORTING EVENTS 3 Credits

This course is designed to provide students with an understanding of the essential promotion and marketing strategies vital in the competitive business of conducting and managing sporting events. Students will develop comprehensive marketing plans, fund-raising campaigns and generate corporate sponsorship proposals utilizing the latest trends and methods used in the business world today. Topics to be covered include: marketing theory and relationship to the sport industry, industry segmentation, marketing mix and strategies, sponsorship, licensing, and marketing research as it applies to marketing to the sport consumer, a sporting venue or sporting event.

MBA671 ANALYSIS OF LEGAL & POLITICAL ASPECTS 3 Credits

To achieve a broad based understanding of what is essential to function in sport business, it is imperative that today's sport manager is cognizant of the legal and political impact in the decision making process. Emphasis will be placed on legal theories, responsibilities, risk management, as well as, the law as it relates to politics and how working with local, state, and federal leaders can affect the structure, development, organization, and delivery of sport facilities, venues, and events.

MBA675 MANAGEMENT & LEADERSHIP THEORY 3 Credits

Effective leadership and management practices are critical to the success of sport business. In this course, students will develop these important skills by examining how leadership styles impact the formulation of effective strategies and policies for sport managers in organizing and directing sport businesses, events, and programs.

Special emphasis will be placed on such areas as: policy development, negotiations, labor relations, conflict resolution, organizational culture/behavior, leadership theory, decision-making, problem-solving, and overall organization effectiveness.

MBA676 STRATEGIC MANAGEMENT IN SPORT BUSINESS 3 Credits

The course integrates sport and business concepts from the students' graduate background into applied analysis for developing strategies to meet today's sport business challenges. As sport business management becomes more complex, data-centric, and highly scrutinized, managers must be able to formulate strategies, make informed decisions and thoroughly understand the impact of those decisions on the stakeholders within the organizational environment. To better understand the impact management strategy and decision making have on business outcomes, the course incorporates an interactive business stimulation.

MBA677 & 678 SPORT BUSINESS MANAGEMENT PRACTICUM I & II 6 Credits
As the market for sport professionals becomes increasingly competitive, practical experience in the professional arena is vital. The Sport Business Management practicum is a special research project or study intended to expose students to a practical and professional career related experience. The practicum is a two term consulting project (not an internship) which provides the opportunity to examine in-depth an aspect or area of sport business that is of interest to the client. The practicum will be considered based upon both student and business needs, and must be approved a term prior to the project. **To continue in MBA678 a minimum grade of "B" is required in MBA677.*

MBA681 INTERNATIONAL FINANCE & INVESTMENTS 3 Credits
This course examines the management of financial aspects of a firm in a global environment. Topics to be considered include foundations of international financial management, foreign exchange, purchasing power parity, exchange rate risk management using futures and forwards, management of transaction, economic, and translation exposure, world financial markets and institutions, foreign direct investment, and international capital budgeting. In addition, concepts of international investing will be covered, including theories and instruments used in the development of international investment portfolios.

MBA682 INTERNATIONAL BUSINESS & MANAGEMENT 3 Credits
This course provides students with an understanding of the unique and dynamic environment in which international business transactions are negotiated. By stressing the global benefits of international business, students will be able to see how an organization's understanding of the global business environment plays a prominent role in the success of their individual enterprises on an international level. In addition, consideration of the interaction of differing economic systems, government systems and policies, political risks, exchange rate risks, etc. will be considered.

MBA683 INTERNATIONAL LOGISTICS AND SUPPLY CHAIN MANAGEMENT 3 Credits
International trade is driven by international logistics and the provision of the global supply chain. The course attempts to help students understand how global supply chain management is linked to the market place, distribution networks, procurement activities and overall ability to operate in a global infrastructure.

MBA684 TRAVEL EXPERIENCE IN INTERNATIONAL BUSINESS 3 Credits
Students will gain valuable experience expanding and enriching their skills through a faculty led international travel experience. In addition to the travel component, this course will require students to perform outside research related to business conditions in the country and region which are to be traveled to and provide written reports containing graduate level insights detailing their experiences.

MBA687 ACCOUNTING PRACTICUM 3 Credits
An accounting or tax project that provides the student with a professional career-related experience. It is designed to synthesize knowledge and direct it toward the investigation of a specific accounting problem. The consulting project will be considered and staffed according to student and client needs. This project is chosen from among those provided from accounting and corporate sponsors.

MBA688 HUMAN BEHAVIOR IN ORGANIZATIONS 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 characteristics of individuals and group dynamics are considered as they impact organizational performance. Specific topics relate to micro and macro organizational behavior.

MBA689 GLOBAL STRATEGY 3 Credits

The competition in a global industry for sources and markets strongly influences the corporate performance of multinational firms. This requires development of global strategy to direct them. The course aims to enhance understanding of how concepts from marketing, finance, logistics, global scale economies and management of diversity, among others, are used to create a competitive advantage. (Ideally) The course uses an interactive, international corporate simulation to help the student develop global strategy.

MBA690 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.

MBA691 & 692
PRACTICUM I & II: AN INTEGRATED CONSULTING PROJECT 6 Credits

A two term team based 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. *To continue in MBA686 a minimum grade of "B" is required in MBA685.

MBA693 & 694 BUSINESS SIMULATION I & II 6 Credits

This is a two 8-week term class built around a computer-based simulation that requires students to integrate fundamental business principles and apply them in a competitive real-life simulation. It is designed to challenge students' understanding of basic business principles related to product development, marketing, manufacturing operations, finance, human resources, and quality, and how all are interconnected. In addition to applying traditional management methodologies, students will be introduced to emergent management strategies for the 21st Century. Students will also work through a series of simulated management decision-making exercises designed to help them identify strengths and weaknesses in soft skills as they generate an Individual Development Plan.

University Board of Trustees

2021 -2022

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Ms. Melissa Wade

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Ms. Maria Wells

Mr. Rex Yentes

UNIVERSITY ADMINISTRATION

Office of the President

Cicchetto, Joseph *(2020),* ***Chief Financial Officer***
CPA - State of Massachusetts
BS Accounting - Northeastern University
Minor in Finance & computer Technologies
AS Management - Middlesex Community College

Dancy, Linda *(2012),* ***Executive Assistant to President***
BSBA - Webber International University
AA - Polk State College

Gable, Christine *(2014),* ***Accounts Payable***
AS - Everest University

Jordon, Chris *(2005),* ***Senior Accountant***
CPA - State of Florida
MBA - Webber International University
BS - Webber International University

Kaw, Darlene *(2011),* ***Accounts Payable, Business Office***
AS - Casco Bay College

Marquez, Nelson (*2015),* ***Vice President of Institutional Effectiveness and Research/Interim Dean***
EdD - Nova Southeastern University
MS - Nova Southeastern University

Shieh, Charles *(2009),* ***Chief Academic Officer/Academic Dean***
PhD - Florida Institute of Technology
MS - State University of New York at Stony Brook
BS - National Taiwan Ocean University

Wade, Keith *(2003),* ***President & CEO***
DBA - Argosy University
MA - University of Phoenix
BA - St. Andrews Presbyterian College

Babson Park, Florida Campus

ADMINISTRATION AND STAFF: BABSON PARK CAMPUS

Amico, Amanda *(2018), **Admissions Counselor***
MBA - Webber International University
BBA - University of Dubuque

Amundson, Lee A. *(2019), **Administrative Assistant to Academic Dean***
BSBA - University of Texas at Austin

Andrews, Bobbi *(2018), **Director of Admissions***
BSBA - Argosy University
AS - Purdue University

Avirett, LeeAnn *(2004), **Director of Financial Aid***
MBA - Webber International University
BS - Webber International University

Barreto Acosta, Edward *(2020), **Academic Fieldwork Coordinator***
BA - Warner University
AS - Keiser University

Belt, Daja *(2020**), Admissions Counselor***
MBA - Webber International University
BS - Towson University
AA - Allegany College of Maryland

Brogan, Jason *(2020), **Admissions Counselor***
BA - Baptist Bible College
MA - University of the Cumberlands

Calvin, Karen *(2019), **Financial Aid Counselor***

Coleman, Rebecca *(2016), **Admissions Counselor***
MBA - Webber International University
BA - Warner Southern University

Coomes, Autumn *(2018), **Admissions Counselor***
MBA - Webber International University
BA - Warner Southern University

Culver, Jay *(2005), **Campus VP of Student Life***
MBA - Webber International University
BS- Webber International University

Dunning, Sue (*1999), **Library Director***
MLIS - University of South Florida
BA - Warner Southern University

Edwards, Lacy *(2012), **Director, Academic Planning/MBA Coordinator***
MBA - Webber International University
BS- Webber International University

Fernandez, Ruby *(2015), **Admissions Counselor***
MBA - Webber International University
BS - Webber International University

Hanger, Destiny *(2020), **Financial Aid Counselor***
BSBA - Webber International University

Holmes, Kaitlyn *(2020), **Financial Aid Counselor***

Hrusecky, Scarlett *(2016), **Housing Coordinator, Student Life***
MBA - Webber International University
BS - Webber International University

Kayworth, Billie Lynn *(1992), **Admissions Counselor***
BS - Webber International University
AS - Polk Community College

Lawrie, Jeanne *(2020), **Director of Annual Fund & Alumni Affairs***
BA – Metropolitan State University

Lake, Merrie Beth *(2020), **Learning Commons Director***
MA – University of South Florida
BA – Rollins College

Madrigal, Nellie *(2018), **Admissions Counselor***
MBA - Webber International University
BA - Warner Southern University

Mobley, Bobby L. *(2021), **Admissions Counselor***
MEd - Southeastern University
MAML - Southeastern University
BA - Southeastern University

Montalvo, Devyn *(2014), **Director of Career Services & Community Outreach***
MSW - Florida State University
BSW - Florida Atlantic University

Neil, Ashley *(2020), **Student Accounts Clerk***

O'Neal, Alicia *(2009), **Internal Campus Coordinator (Switchboard)***

Prine, Kim *(2020), **Administrative Assistant to Registrar & Financial Aid***

Reshard, Albert *(2020), **Sr. Regional Admissions Counselor***
M.Ed. - Keiser University
BA - Bethune - Cookman University

Rosius, Davius *(2016), **IT - Director of Information Technology***
AS - Everest University

Saliba, Matt *(2018), **Bookstore Manager***
BA - Webber International University
AA - Daytona State College

Taylor, Kelly Marie *(2020), **Registrar***
MA-University of Phoenix
BA-Rollins College

Taylor, Margaret *(2001), **Controller/HR Manager/PDSO, Business Office***
MBA - Webber International University
BS - Webber International University

Walker, Carri *(2019), **Admissions Counselor***
BA - Warner University

Walsleben, Micah *(2021), **Learning Commons Assistant***
MLS – Texas Woman's University
BA – Abilene Christian University

Whitfield, Kathi *(2017), **Financial Aid Counselor***
MBA - Webber International University *(in progress)*
BS - Webber International University

FACULTY: BABSON PARK CAMPUS

Aaron, Tom (*2002), **Associate Professor and Chair*** — ***Sport Business Management***
PhD - Florida State University
MS - Florida State University
BS - University of Evansville

Barone, Peter *(2013), **Associate Professor and Chair*** — ***Criminal Justice Management***
Ph.D. - Capella University
JD - St. Thomas University School of Law
MS. - St. Thomas University School of Graduate Studies
BS - Thomas Edison University
AS - County College of Morris

Burgos, Betsy B. *(2020), **Program Director & Assistant Professor*** — ***Occupational Therapy Assistant (BSOTA)***
PhD - Nova Southeastern University
EdS- Nova Southeastern University
MA- New York University
BS - University of Puerto Rico

Cranor, Jennifer *(2021)* — ***Nursing***
MSN-ED - Western Governors University
RN -Polk State College
CNE- National League for Nursing

Daniel, Carol *(2020), **Associate Professor and Program Director*** — ***Baccalaureate Nursing***
DNP– South University
MSN-ED – Grand Canyon University
BSN – Kennesaw State University

David, Ian (*2000), **Assistant Professor and Chair*** — ***Hospitality & Tourism Management***
MSc - University of Surrey, England
BSc - University of West Indies, Bahamas
CAMLA - Certified Instructor American Hotel & Lodging Assoc.

Davis, Linda (*1998), **Assistant Professor*** — ***Computer Information Systems***
DBA - Argosy University
MBA - Florida Southern College
BS - Webber International University

Farchmin, Eileen (*2003), **Associate Professor*** — ***Sport Business Management***
PhD - Florida State University
MS - Eastern Kentucky University
BA - Transylvania University

Fening, Fred *(2007),* ***Professor and Chair*** ***Management***
DBA - Argosy University ***Les Reagin Professor of Strategic Mgmt.***
MBA - University of Hull, UK
MS - Amberton University

Logsdon, John *(1986),* ***Associate Professor*** ***Accounting***
MS - University of Central Florida
BS - University of Florida
AA - Polk Community College
CPA - State of Florida
CMA/CFM - Institute of Certified Management Accountants

Lovett, Lon *(2019),* ***Assistant Professor*** ***Criminal Justice Management***
MBA - Webber International University
BS - Florida State University

Mark, Marisa (*2000),* ***Assistant Professor*** ***English***
MA - Texas Tech University
BA - Texas Tech University

Muniz, Joanne *(2018),* ***Associate Professor and Chair*** ***Accounting***
DBA - North Central University
MAcc - Keller Graduate School of Management
BS - Elizabethtown College
CFE - Certified Fraud Examiner

Murray, Nichole *(2019),* ***Assistant Professor and Chair*** ***Health Services Administration***
DrPH - University of South Florida ***Program Director***
MPH - Florida State University
MSW – Florida State University

Murray, Philip (*1992),* ***Professor and Chair*** ***Economics***
PhD - Iowa State University ***General Business Studies***
MS - Iowa State University
BA - The University of Pittsburgh

O'Leary, Georgie *(2005),* ***Assistant Professor*** ***Mathematics***
MS - University of Central Florida
MS - Florida State University
BS - Florida Southern College

Rosenvald-Moore, Anne *(2012),* ***Assistant Professor*** ***Art Appreciation***
MFA - Goddard College ***Humanities***
BA - Architect, Estonian State University of Arts

Ryals, Shannon ***(2021), Assistant Professor*** ***Health Professions***
MS - University of South Florida
BS - Florida Gulf Coast University
AS - Polk State College

Sheneman, Paul *(2014),* ***Assistant Professor*** ***English***
PhD - Miami University
MEd - Montana State University
BA - Butler University

Shieh, Charles *(2009),* ***Associate Professor*** ***Earth Science***
PhD - Florida Institute of Technology
MS - State University of New York at Stony Brook
BS - National Taiwan Ocean University

Weber, Ron *(2010),* ***Assistant Professor and Chair*** ***Marketing***
MA - Keller University
MA - Webster University
BA - Missouri Southwest State University

White, Tonya *(2017),* ***Assistant Professor*** ***Marketing***
DBA - Argosy University
MBA - Webber International University

Wiseman, Timothy *(2021),* **Associate Pr*ofessor*** ***Finance/Accounting***
DBA in Accounting--University of Sarasota/Argosy University
MBA in Personal Financial Planning--City University (Seattle)
Graduate Certificate in Computer Information Technology--Regis University
JD--University of Illinois
BA--Illinois College

Wunker, Charles *(1984),* ***Professor and Chair*** ***Computer Information Systems &***
DSC - Nova Southeastern University ***Director of General Education Division***
MA - Ball State University
BS - Ball State University

ADJUNCT FACULTY: BABSON PARK CAMPUS

Acevedo, Carolina ***(2021)*** ***Chemistry***
MA - University of South Florida
BS - University of Central Florida

Bergan, Nicolas *(2016)* ***Economics***
MS – Florida State University
BA – St. Louis University

Casarotti, Cecilia *(2007)* ***Sociology***
MA - Washington State University
MBA - Universidad Catholica del Uruguay "Damaso A Larranaga"
BS - Universidad de la Republica, Montevideo, Uruguay

Choquette, Gloria, *(2021)* ***Management***
DBA- Liberty University (in progress)
MBA- Webber International University
BS- Webber International University

Culver, Jay *(2005)* ***Community Service***
MBA - Webber International University
BS- Webber International University

Downes, Lilli M. *(2021)* ***Psychology***
PhD - University of Delaware
MS - University of South Florida
BS - University of South Florida

Durham, Mike *(2010)* ***Business Law***
JD - St. Thomas University School of Law
MBA - University of South Florida
BA - Webber International University

Edwards, Lacy *(2012),* ***Director, Academic Planning/MBA Coordinator***
MBA - Webber International University
BS- Webber International University

Goreck, Greg *(2019)* ***Criminal Justice***
MBA/CJM – Webber International University
MSM – Warner University
BA – Warner Southern College
AA – Polk Community College
AS – Polk Community College

Harris, Gregory *(2020)* ***Psychology***
MS – Troy State University
BA – University of Central Florida
AA – Polk Community College

Howe, Paul *(2017)* ***Management***
PhD - Capella University
MS – Rochester Institute of Technology
BS – Rochester Institute of Technology

Johnson, Bryan *(1992*) ***Music Appreciation***
MMEd - University of Southern Mississippi
BMEd - University of Southern Mississippi

Lake, Merrie Beth *(2020)* ***General Education***
MA – University of South Florida
BA – Rollins College

Maier, Joseph *(2020),* ***Science***
MS - Oklahoma State University
BS - Andrews University

Miller, Laura *(2021)* ***Sports Performance, Health & Fitness***
MEd - University of Texas Tyler
BA - Ripon College

Martino, Nicole *(2021)* ***Sports Performance, Health & Fitness***
MS – California University of Pennsylvania
BS – Johnson & Wales University

McLean, Tresa, *(2021)* ***Computer Information Systems***
MBA – Webber International University
MA – Florida Institute of Technology

Miller, Laura (2021) ***Sport Performance, Health & Fitness***
MEd – University of Texas
BA – Ripon College

Montalvo, Devyn *(2014),* ***Director of Career Services & Community Outreach***
MSW - Florida State University
BSW - Florida Atlantic University

O'Leary, Kevin *(2008-2013, 2020)* ***Accounting***
MACC – Florida State University
BS Accounting – Florida Southern College

Oguntola, Andy *(2019)* ***Education***

EdD - Nova Southeastern University
MBA - Webber International University

Rocha, Marta *(2015)* ***Psychology***

MA - Webster University

Rutledge, Gabriel (*2020),* ***General Education***

MBA – Webber International University
BS – Webber International University

Robinson, Yurrie *(2021)* ***Management***

MS- Warner University
BS- Texas A&M University
AA- South Florida State College

Smeltz, Emily *(2021)* ***English***

MA English Technical Communication – UCF (in progress)
BS Business Administration and Management - Polk State College

Speakman, Steve *(2021)* ***General Education***

MBA - Webber International University
BA - Marshall University

Stewart, Johnny *(2021)* ***General Education***

DIT (ABD) - Capella University
MS – Capella University
BS – Webber International University

Webb, Rosemary ***(2020)*** ***Psychology***

EdD – University of Sarasota
MA – Southeast Missouri State University
BS – Southeast Missouri State University

Welch, Tim *(2016)* ***Business Administration***

JD - Barry University School of Law
MA - Webster University
BSBA - Webber International University

Wiseman, Patricia *(2014)* ***Economics***

DBA - Argosy University
MA - University of Phoenix
BA - Warner Southern College

ATHLETICS: BABSON PARK CAMPUS

Burdick, Christopher (2019), ***Director of Lacrosse Operations/ Head Men's Lacrosse***
MA- University of Delaware
BA- University of Delaware

Burton, Kristy *(2018), **Head Women's Softball Coach***
BS - University of South Alabama

Caba, Joyce (2020), ***Assistant Athletic Director of Internal Operations***
MBA – Webber International University
BS – Webber International University

Corbett, Lindsay *(2020), **Head Cheerleading Coach***
BS – University of Central Florida

Cockburn, Neil *(2008), **Head Men's Soccer Coach***
MA - Siena Heights University
BA - Cardinal Stritch University

Desmarteau, Tim *(2002), **Head Athletic Trainer***
MEd - John Carroll University
BS - Ohio University

Casterline, Erik *(2021), **Head Women's Soccer Coach***
BA – Frostburg State University

Geer, Matthew (2021), ***Head Women's Indoor Volleyball***
BA – Tennessee Tech University

Gehrke, Jessica *(2019), **Head Women's Beach Volleyball Coach***
BS - Florida International University

Jensen, Kyle *(2020), **Head Women's & Men's ESPORTS Coach***
BS – Purdue West Lafayette University

Jimenez, Carlos (2020), ***Head Men's Indoor and Beach Volleyball***
BA – Western Washington University

Johnson, Destinee (2019), ***Head Women's Lacrosse Coach***
BA – Emmanuel College

Mangan, Michael *(2021), **Head Women's & Men's Cross Country Coach***
BA - George Mason University

Martin, Collin *(2019),* ***Head Baseball Coach***
MBA - Webber International University
BS - Webber International University

Melesky, Jeffrey *(2020),* ***Head Women's Flag Football Coach***
BSBA - Virginia Tech

Morrell, Grady *(2011),* ***Head Women's Basketball Coach***
BS - Franklin University

Niethammer, Brad *(1993),* ***Director of Athletics***
MBA - Webber International University
BS - Appalachian State University

Rutledge, Gabriel (*2020),* ***Head Men's Basketball Coach***
MBA – Webber International University
BS – Webber International University

Potochney, Eric *(2021),* ***Head Football Coach***
MBA – Webber International University
BA – Webber International University

Simpson, James *(2014),* ***Assistant Athletic Director of Event Management***
BS - Webber International University

Stuart, Winsby *(2020),* ***Head Women's & Men's Golf Coach***
MBA – Webber International University
BA – Webber International University

Stoughton, Randy *(2011),* ***Head Women's Bowling Coach***

Tomaz, Austin *(2020),* ***Head Strength and Conditioning Coach***
MBA- Webber International University
BS – University of Wisconsin- Oshkosh

Warren, Del *(2009),* ***Director of Bowling / Head Men's Bowling Coach***

Wisecarver, Caleb *(2020),* ***Head Men's & Women's Track & Field Coach***
MA – University of North Carolina at Pembroke
BS– University of Louisiana at Lafayette

Laurinburg, North Carolina Campus

ADMINISTRATION: LAURINBURG CAMPUS

Office of the Campus President
Dr. Ellen Bernhardt, B.A., M.B.A, D.B.A., Interim Campus President
Glenn T. Batten, B.A., M.Div., Vice President for Administration
Michelle K, Habick, B.A. Director of Public Relations and Media

Academic Affairs
Edna Ann Loftus, B.A., M.A., Ph.D., Vice President for Academic Affairs and Academic Dean
Loren Cornish, CPA, A.A.S., B.S., M.B.A., Associate Dean for Academic Affairs
Stephanie McDavid, B.A., M.F.A., Associate Dean for Academic Advising and Retention
Rooney L. Coffman, B.A., Director of Logistics and University Photographer
Julie Willis, B.A., Administrative Assistant to the Vice President for Academic Affairs
Miranda Carcutt, Administrative Assistant for Nursing Program

Pinehurst
Robert Bell, B.S., MBA; Director of St. Andrews University- Pinehurst
(A Branch of Webber International University)

Registrar
Katherine Evans, BA, MA, MBA, Registrar
Diane Hanke, Assistant Registrar

Center For Academic Success
Robin Lea, B.A., M.A., Ed.S., Director of the Center for Academic Success
Lacy Simpson, B.A., M.Div, D.Min. Assistant Director of the Center for Academic Success
Susan Johnson, BS, MA. Disability Services Program Director
Amy Walters, Office Manager/Academic Success Coach, Center for Academic Success

DeTamble Library
Mary McDonald, B.A., M.L.S., Director, DeTamble Library
Tom Waage, Library Resources Coordinator

Equestrian
Margaret (Peggy) McElveen, B.A., Director of Equestrian Program
Laura Kellam, B.A., D.V.M., Veterinarian-in-Residence
Carla Wennberg, B.S., Western Instructor and Western Coach
Nancy Demus, B.S., Operations Manager
Ashley Duda, B.S., M.A – Hunter Seat Coach Assistant Professor of Equine Studies

Emily Scott, BA . Hunter Seat Team Coach and Instructor
Lindsey Trockenbrot, B.A., M.B.A. – Equine Studies Faculty; Dressage Instructor and Coach
Emilee Standridge,B.A.,MBA Equestrian/Academic Event Coordinator; Summer Camp Coordinator
Cailey Culp, B.A. – Equestrian Facility Director and Assistant Western Coach
Frances (Frannie) Wilson, B.S. – Barn Manager
Sarah Fink, BS; MA, Assistant Barn Manager

Athletics
Elizabeth Burris, B.A., M.Ed., Director of Athletics, Senior Women's Administrator, Compliance Coordinator, Head Coach of Softball
Jim Walters, B.S., M.S., Assistant Director of Athletics/Facilities Manager
Robert Main, Head Coach of Men's and Women's Wrestling
Dominique Maneice, B.A., MA Sports Information Director
Adam Bokmeyer, B. S. MBA Head Coach of Men's Lacrosse
Susana Martinez, Head Coach Men's and Women's Swimming
Andy Fox., Head Coach of Baseball
Steven Harris, 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
--- B.A., M.Ed., Head Coach of Women's Lacrosse
Holly Mandeville, B.A., Head Coach of Women's Volleyball
Tessa Smith, B.A, Head Coach of Beach Volleyball
Benn Twigger, B. A., Head Coach of Men's Volleyball
John Cochran, Head Coach of Men's and Women's Cross Country and Track and Field
Phil Fecteau, B.A. M.A., Head Coach of Men's and Women's Golf
Shareka Maner, B.A., M.Ed., Head Coach of Women's Basketball
Stephanie Kot, B. A., M.S., Head Coach of Women's Soccer
Denzel Vaughan, B.A., MBA, Head Coach of E-sports
Meagan Carpenter-Dial B.S. M.A. Ph.D, Head Coach Competitive Cheer and Dance

Student Affairs
Elizabeth Hernandez, B.A., M.A., Ed.D. Dean of Students
Mary Cross, B.A., Director of Residence Life
Cynthia Purvis, B.A., M.Div. Campus Chaplain

Campus Safety and Security
Crystal Caulder, Director of Campus Safety and Security

Physical Plant and Purchasing

Enrollment Management / Admissions
Brian Stanley, B.S., Vice President of Enrollment Management

Christy M. Johnson, B.S., M.A., Associate Director of Admissions
Debbie Bell, B.A., Regional Admissions Director
Pam Notemyer, B.S., Admissions Counselor
Lee Anne Hanke, Coordinator for Special Events & Social Media
Lauren Odoms, B.A. Admissions Counselor
Shannon Valrie, B.A., Admissions Counselor
Kimberly McLaurin, B. S., Admissions Counselor
Kristi Rogers, Assistant Director of Admissions
Brittany Rich, B.A., Admissions Counselor
Denise Bradbery, BS, Admissions Counselor
Keith Doucette, BS, Admissions Counselor
Lindsey DeCourcey, A.S., B.S., Admissions Counselor
Kristin Ward, B. S., Admissions Coordinator

Financial Aid
Dawn Van Arsdale Young, B.A., Director of Financial Aid
Shawn Caulder, Assistant Director of Financial Aid
Ashley Dittmar, B.A., Financial Aid Officer
Adam Peele, B. A. Financial Aid Officer

Business Affairs & Administrative Services
LaTanya Malone, B.S., M.B.A., Controller
Jasmine Aponte, Payroll and Benefits Coordinator and Student Accounts

Communications and Administrative Support Center
Ashley Wise, Assistant Office Manager

Computer Services
Christopher Bernhardt, B.S. Director of Information Technology
Jenny Minnick, Computer Services; Moodle Administrator

Institutional Advancement
Stanton Cadow, CFRE, ECRF. Campus Vice President of Institutional Advancement
Wendy Alex Varisco Blank, B. A. MBA, Director of Alumni Relations
Cody McKeithen, Director of Donor Relations

FACULTY: LAURINBURG CAMPUS

FULL-TIME FACULTY
(The date following the name indicates the year of appointment.)

Stephanie Bamberger (2019)
Assistant Professor of Chemistry. B.A., New College of Florida, 2014; Ph. D. Vanderbilt University, 2019.

Virginia Beggs (2014)
Assistant Professor 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

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)
Associate 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.

Jonathan Evans (2019)
Assistant Professor of Sports Management. B. A. Baylor University, 2000; M .S .Ed. Baylor University, 2013; Ph. D. University of Tennessee, 2017.

Tracy Feldman (2014)
Associate 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.

Stephen E. Galloway (2020)
Assistant Professor of Mathematics. B. S. Electrical Engineering Grove City College, 1992; B. S. Mathematics Slippery Rock University, 2013; M. S. University of Tennessee, 2017; Ph. D. University of Tennessee, 2020.

Melissa Gibson (2021)
Academic Fieldwork Coordinator for Occupational Therapy Assistant
BS. California State University, Fresno; MS Grand Canyon University

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.

Priscilla Huggins (2019)
Assistant Professor of Nursing and Clinical Coordinator. B.A. North Carolina Central University, 1989; Associate Degree in Nursing, Durham Technical Community College, 1992; BSN, North Carolina Central University, 1997; M.S. Central Michigan University, 2005; Ph. D. Walden University, 2017.

Brooke Johnson (2021)
Assistant Professor of Sport Management. B. A. Peace College, 2004; M. A. East Carolina University, 2006

Susan Johnson (2021)
Assistant Professor of Education. B. S. University of North Carolina at Pembroke, 2003; M. A. University of North Carolina at Pembroke, 2007

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.

Valerie Kline (2019)
Assistant Professor of Psychology. B. A. Texas A & M University, 2006; M. S. University of Louisiana at Lafayette, 2014; Ph. D. University of Louisiana at Lafayette, 2015.

John Arthur Knesel (2010)
Foster McGaw Associate Professor of Biology. B.S., M.S., Northeast Louisiana University, 1971, 1974. Ph.D., Purdue University, 1983.

Justin Kuhn (2021)
Assistant Professor of English. B. A., M.A. The University of Missouri, 2008, 2012; Ph. D. The Ohio State University, 2019.

Candace Langston (2021)
Assistant Professor of Sports Performance, Health, and Fitness. B.S., University of North Carolina at Pembroke; M.S., University of North Carolina at Charlotte.

Rachelle G. Lydell (2019)
Assistant Professor of Occupational Therapy and Program Director for Occupational Therapy Assistant. B. S. Trent University, 2004; M.S. D"Youville College, 2011

Edna Ann Osmanski Loftus (1977)
Vice President for Academic Affairs and Academic Dean. John D. Currie, Jr. 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. Associate Dean for Academic Advising and Retention. 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.

Dorothy Miller (2019)
Chief Nurse Administrator and Associate Professor of Nursing. A.S. Vincennes University, 1993; Associate Degree in Nursing, Midlands Technical College, 2001; BSN, Landers University, 2005; M.S. Regis University, 2007; Ph. D. Phoenix University, 2014.

Sean A. Moore (2004)
Music Accompanist/Instructor of Music. B.M., Memphis State University, 1990; M.M., University of Memphis, 1997.

Lyndsey N. Moss (2021)
Assistant Professor of Business. A.S. Sandhills Community College, 2011; B. A. St. Andrews University, 2013; MBA St. Andrews University, 2017.

Karen Mountain (2020)
Associate Professor of Marketing. B.A.A. Central Michigan University, 1985; M. S. University of Tennessee, 1990; Ph. D. University of Tennessee, 1997.

Timothy Nocton (2020)
Assistant Professor of Education. B. S. Indiana State University 1985; M. A. University of North Carolina at Pembroke, 2004

Julia O'Grady (2015)
Assistant Professor of Communications. B.A., Carleton College, 1985; M.A., Ph.D. University of North Carolina at Chapel Hill, 2008, 2015

Ann Phillips (2013)
Assistant Professor of Psychology, B.S., Berry College, 2000; M.A., Ph.D., University of North Carolina at Greensboro 2003, 2006.

Linda Tew (2019)
Assistant Professor of Nursing. Nursing Assistant, Richmond Community College, 1992; Practical Nursing, Richmond Community College, 1996; Associate Degree in Nursing, Sandhills Community College, 1999; BSN, University of North Carolina at Pembroke, 2005; MSN, University of North Carolina at Pembroke, 2018.

Lindsey Trockenbrot (2019)
Assistant Professor of Equine Studies. B. A. St. Andrews University, 2013; MBA, St. Andrews University, 2016.

Timothy Verhey (2014)
Warner L. Hall Assistant Professor of Religious Studies. B. A. Hope College, 1990; M. Div. Union Theological Seminary, 1994; Ph. D. Emory University, 2002.

Ashley M. Walker (2019)
Assistant Professor of Sport Performance, Health, and Fitness. B. S. University of North Carolina at Pembroke, 2002; M. A. University of North Carolina at Pembroke, 2004; Doctor of Health Sciences, A. T. Still University, 2018.

Annette Page Webster (2019)
Associate Professor of Health Services Administration. A. S. Fayetteville Technical Institute, 1987; B. S. Methodist University, 2010; MBA, Methodist University, 2012; Doctor of Health Sciences, A. T. Still University, 2016.

FACULTY EMERITI: LAURINBURG CAMPUS

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.

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.

Robert J. Hopkins
Professor of Business and Economics *Emeritus*. B. S. Tennessee Technological University, 1968; M.S., Ph. D. University of Tennessee, 1970, 1972

William J. Loftus
Professor of French *Emeritus*. B.A., University of Scranton, 1967; M.A., Ph.D., Pennsylvania State University, 1969, 1973.

Corinne L. Nicholson
Professor of Business Administration *Emerita*. B.A., Salem College, 1972; M.B.A., University of North Carolina at Charlotte, 1988.

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.

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.

ADJUNCT FACULTY: LAURINBURG CAMPUS

Valerie Austin
Assistant Professor of Liberal and Creative Arts. B.M. West Virginia University 1985, M.M. Ph. D. University of Florida 1993, 2008

Darrien Bailey
Visiting Faculty in Interdisciplinary Studies. B. A. St. Andrews University, 2017; M. A.

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.

Anne Caudill
Visiting Faculty in Education. B. A. University of North Carolina at Chapel Hill, 1988; M. Ed. University of North Carolina at Charlotte, 1991; Licensure/School Administration K-12, Wingate University, 2013

Cynthia P. Daub
Visiting Faculty in Business. B.A., Elon University, 1992; J.D., Campbell University School of Law, 1996.

Paula Dial
Visiting Faculty in Education. B.S. University of North Carolina at Pembrike, 1996; M. A. University of North Carolina at Pembroke, 2009.

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
Assistant Professor of 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

Elizabeth Bowden Hernandez
Visiting Faculty in Writing. 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).

Chris Hitch
Professor of Practice for the MBA Program, part-time. B.A. Austin College, 1981; M.A. Austin College, 1982; Ph. D. University of North Carolina at Chapel Hill, 1990.

Elizabeth Carr Lancaster
Visiting Faculty in Education. B.S. East Carolina University, 1989; M.Ed University of North Carolina at Greensboro, 1998; Masters in School Administration, University of North Carolina at Pembroke, 2007.

Robin Lea
Visiting Faculty in Education. A.A. Peace College 1980; B. A. St. Andrews Presbyterian College 1983; M. A. Fayetteville State University 1988

Margaret L. (Peggy) McElveen (2000)
Director of Equestrian Program. Instructor in Equine Studies. B.A., Sweet Briar College, 1971.

Jennifer Miller
Visiting Faculty in Psychology. B.S. The Pennsylvania State University, 2003; M.A. University of Alabama, 2013.

Lisa Neal
Visiting Faculty in Mathematics. B.S. Appalachian State University, 1997; M.A. University of North Carolina at Pembroke, 2000.

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 Universita di Urbino, 1973; Ph.D., Harvard University, 1983; L.H.D., St. Andrews Presbyterian College, 2002.

Robyn Elizabeth Singletary
Adjunct Faculty in Criminal Justice Management. B. S. Appalachian State University, 1982; J.D. Campbell University, 1989.

Denzel Vaughan
Adjunct Faculty in E-Sports. B. A. St. Andrews University, 2015; MBA St. Andrews University, 2020.

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.

Ted Wojtasik
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

Charlotte, North Carolina Campus

Jefferson, Mara *(2021), **Campus President***
MEd - Strayer University
MBA - Strayer University
BA – Hofstra University

Columbia, South Carolina Campus

Dauway, Stephanie *(2021) **Campus President***
MBA – University of Phoenix
BS – North Carolina A&T State University

Charleston, South Carolina Campus

Jackson, Melissa *(2021) **Campus President***
MBA – University of Phoenix
BA – University of Florida