South
UNIVERSITY℠

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Institutional Mission 1
About South University 1
History 1
About the South University Catalog 3
Accreditation 3
Regional Accreditation 3
Program Accreditation 3
State Certifications, Licenses and Veterans Affairs Statements 7
Admissions 15
Student Right to Know 15
Notice Concerning Transferability of Credits Earned at South University 24
Specialized Program Admission 24
College of Arts and Sciences 25
College of Business 27
College of Health Professions 32
College of Nursing and Public Health 48
College of Theology 58
School of Pharmacy 60
Financial Information 63
Tuition (On-Campus Programs) 63
Tuition (Online Programs) 65
Fees 66
Loan Disbursement Information 93
Approved Tuition Waiver 93
Official Withdrawal Procedure 93
Financial Aid 93
Application Process for Financial Aid 94
Student Aid Programs 94
Academic Affairs 100
Academic Honesty 100
Attendance Policy 126
Course Enrollment Policies 130
Student Course Load Policies 132
Credit For Transcripted And Non-Transcripted Work And Acceptance Of Transcripted (Transfer) Credit 135
Credit Hour Definitions 142
Grading Policies 144
Incomplete Policy 149
University Examinations/Culture of Assessment 149

Honors 149
Graduation 150
Posthumous Degrees 155
Policies for Second Degrees 156
Satisfactory Academic Progress Policy 157
Student Progression Policies by Program 176
Retention of Student Records 197
Military and Veteran Students 198
Voluntary Intent to Continue 199
University Holidays 199
Withdrawal and Drop/Add Policies 199
Institutional Review Board (IRB) 202
Intellectual Property Policy 202
Student Affairs 208
Student Services 208
Policies 213
Governance and Ownership 226
South University Board of Trustees: 2017-2018 226
Dream Center Education Holdings Board of Managers 226
Dream Center Education Holdings 227
The Dream Center Foundation, a California non-profit corporation 227
Ownership 227
South University Campuses 228
South University, Austin 229
South University, Cleveland 229
South University, Columbia 230
South University, High Point 230
South University, Montgomery 231
South University, Novi 231
South University, Richmond 232
South University, Savannah 232
South University, Tampa 237
South University, Virginia Beach 238
South University, West Palm Beach Campus 239
College of Arts and Sciences 239
College of Business 268
College of Health Professions 308
College of Nursing and Public Health 361

College of Theology 410
School of Pharmacy 416
Course Descriptions 424
Faculty and Staff 623
2017-2018 Academic Calendars 644
Gainful Employment Information- South University 651

Institutional Mission

South University is a private academic institution dedicated to providing educational opportunities for the intellectual, social, and professional development of a diverse student population.

To achieve this purpose, the institution offers focused and balanced curricula at the associate's, baccalaureate, master's and doctoral levels. A broad-based core curriculum is offered promoting critical thinking, effective verbal and written communication, and skills for life-long learning. Additionally, the University focuses on developing the requisites to pursue and appreciate knowledge. South University's approach to higher education and the resulting varied academic experiences provide students with the intellectual acumen and pragmatic approach necessary to create the foundation for personal and professional fulfillment. South University attempts to provide a comprehensive education that instills within its students a philosophy that values not only learning and professionalism but also contribution and commitment to the advancement of community.

Believing that qualified individuals should have the privilege of formal academic training, South University welcomes those who seek educational challenges. To this end, the University provides a learning environment, both on-campus and online, that helps students identify goals and the means to achieve them. With this philosophy in mind, students learn by interacting with a community of faculty, staff and administration dedicated to South University's academic purpose.

Notes:

For South University campuses and online: See suprograms.info for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info.

About South University

South University, Austin, South University, Cleveland, South University, Columbia, South University, High Point, South University, Montgomery, South University, Novi, South University, Orlando Learning Site, South University, Richmond, South University, Savannah, South University, Tampa, South University, Virginia Beach, South University, West Palm Beach, and South University, Online Programs are collectively referred to throughout this catalog as "South University" or the "University". Where appropriate when only a specific campus location or locations are intended campuses may be referred to by their geographic identifier.

History

Founding

South University's history began in Savannah, Georgia in 1899 with the establishment of Draughon's Practical Business College. Founded by Dr. John Draughon, the institution focused on teaching the fundamentals needed by successful businesses including accounting, banking, shorthand, bookkeeping and typewriting. Originally located in the Masonic Lodge building on the corner of Savannah's Liberty and Whitaker Streets, the College was moved several times to accommodate growing enrollment before settling into the Atlantic Mutual Building.

South Family Acquisition

The college was acquired by the South family in 1974, and the institution's name was changed to Draughon's Junior College. Shortly after, John T. South, III left his Atlanta banking career to join the college's administration. Under his more than 40 years of leadership, the institution would grow from a one-location junior college in Savannah to a doctoral-level university with more than a dozen campuses around the U.S. and alumni from all fifty states and beyond.

The institution's geographic growth began with the addition of a campus in West Palm Beach, Florida. In an effort to more strategically align its institutional name with its mission, the institution changed its name to South College on October 21, 1986. With an eye towards the future, South College's administration began planning the addition of more advanced and varied degree programs and campus expansions.

In 1996, the institution began offering four-year degrees with the addition of the Bachelor of Business Administration degree. The next year, South College reorganized its administrative structure and formed the School of Business. Understanding that healthcare would be a growing and in-demand career field, South College also founded the School of Health Professions and began offering an associate's degree in Physical Therapist Assistant. During this time the college's geographical footprint expanded to include a campus in Montgomery, Alabama.

Twenty-First Century Transformation

The first fifteen years of the 21st century would prove to be the most transformative time in the institution's history. Online classes, more campuses, the addition of advanced degree programs, and a University designation would continue to propel South University forward.

South College became South University on December 21, 2001 after the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredited the institution to award master's degrees. The Master of Science in Physician Assistant degree was added as South University's first post-baccalaureate degree program that same year.

South University expanded by opening its fourth campus in Columbia, South Carolina in January of 2002. The University also took a major step forward academically when it announced plans to offer a Doctor of Pharmacy degree program. SACSCOC approved the University's plan to award doctoral degrees in December of 2002, making South University the first institution in the Savannah, Georgia area to offer a healthcare doctorate.

A South University education became available to students around the country with the introduction of web-based instruction in 2004. Online bachelor's degree programs in Business Administration and Information Technology were initially offered, while Bachelor of Science degree programs in Healthcare Management, Nursing and Criminal Justice were added the next year.

Academic and Geographical Expansion

Rapid expansion continued with the addition of South University's fifth campus in Tampa, Florida in 2006 and the launch of four online master's degree programs. The growing campus in Columbia also announced its move to the city's eastside to accommodate its increasing enrollment.

A major library expansion was completed on the Savannah campus in 2007, and academic degree programs continued to be added at many of the university's locations. This was also the year South University celebrated the graduation of its first fully-online students.

The University's academic structure took an important step forward in 2008 when the Board of Trustees approved the creation of the College of Arts and Sciences, College of Business, College of Health Professions, and the College of Nursing. In 2009, the University continued to expand its academic offerings by adding a School of Pharmacy program to the Columbia campus.

This was also a time of continued campus growth and expansion. The University opened campus locations in Glen Allen (Richmond) and Virginia Beach, Virginia in 2009. The next year, the University announced the opening of its Novi, Michigan campus followed quickly by the announcement of a campus in Austin, Texas in 2011. In 2012, South University opened campuses in the Cleveland suburb of Warrensville Heights, Ohio and High Point, North Carolina.

The College of Theology was established in 2013, and enrolled its first Doctor of Ministry degree program students the next year. The College of Theology gained national attention in 2014 when NPR's Marketplace program covered its first day of classes and noted the differences between the South University program and those offered by traditional seminaries.

The addition of the Doctor of Ministry program and Doctor of Occupational Therapy program meant South University was now designated as a Level VI institution by SACSCOC, a designation shared by only 113 SACSCOC accredited higher education

institutions. The University's commitment to excellence continued, and in 2014 SACSCOC reaffirmed South University's accreditation for ten years with no recommendations.

In 2015, the Austin campus moved from its temporary facilities into its permanent 42,000 square-foot campus, and a new learning site was opened in Orlando, Florida. That same year, graduates from all 50 U.S. states, Puerto Rico and Guam traveled to Savannah to take part in the June commencement ceremony. In all, more than 4,000 students graduated from South University that year, proving the scope of South University's reach and educational influence across the U.S.

About the South University Catalog

This catalog, in effect at the opening of fall quarter 2017, includes South University's policies; a list of the campuses; descriptions of academic programs, course offerings, and services; and a list of faculty members. Students are subject to the policy and curricula requirements of the current catalog regardless of their original quarter of enrollment.

While the provisions of this catalog will ordinarily be applied as stated, the University reserves the right to change any of the contents of this catalog, including but not limited to academic requirements for graduation. Academic programs, course offerings, and scheduling are subject to change at the discretion of the institution without notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar. Students are responsible for staying apprised of current graduation requirements for their particular programs.

All academic information in this catalog applies to all South University campuses unless stated otherwise.

Additional information for some programs is included in the handbooks for those programs (e.g., Occupational Therapy Assistant, Physical Therapist Assistant, Nursing, and Physician Assistant) which may be obtained from the Program Director or Department Chair for the program.

Alternative formats of this publication are available upon request. For more information contact the University Registrar.

Accreditation

Regional Accreditation

South University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South University.

Program Accreditation

Anesthesiologist Assistant

The Anesthesiologist Assistant program at South University, Savannah is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Committee for the Anesthesiologist Assistants (ARC-AA). Commission on Accreditation of Allied Health Education Programs, (25400 US Highway 19 N., Suite 158, Clearwater, FL 33763; 727-210-2350).

Business

The following business programs at South University, Savannah, the Bachelor of Business Administration, Bachelor of Science in Healthcare Management, Master of Business Administration, Accelerated Master of Business Administration, Master of Business Administration in Healthcare Administration and Accelerated Master of Business Administration in Healthcare Administration programs are accredited by the Accreditation Council for Business Schools and Programs ([ACBSP] 11520 West 119th Street; Overland Park, KS 66213; 913-339-9356; www.acbsp.org). Other programs in the College of Business are excluded from ACBSP's scope of accreditation. These programs include: Associate of Science in Accounting, Associate of Science in Business Administration, Associate of Science in Information Technology, Bachelor of Science in Accounting, Bachelor of Science in Information Technology, , Master of Healthcare Administration, Master of Public Administration, Master of Science in Accounting, , Bachelor of Science to Master of Science in Accounting, Master of Science in Information Systems, Master of Science in Human Resources Management, Master of Science in Leadership and Doctor of Business Administration.

Clinical Mental Health Counseling

The Master of Arts (MA), Clinical Mental Health Counseling programs at South University's campuses in West Palm Beach, FL Savannah, GA, Columbia, SC, Cleveland, OH, Richmond, VA, and Virginia Beach, VA, are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), (Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, phone (703)-535-5990.)

Legal/Paralegal Studies

The Bachelor of Science in Legal Studies and the Associate of Science in Paralegal Studies programs at South University's campuses in Columbia, SC; Montgomery, AL; Savannah, GA (including the partially online program); and West Palm Beach, FL, are approved by the American Bar Association, 321 North Clark Street, Chicago, IL 60654-7598; 312-988-5522; 800-285-2221.

Medical Assisting

The Associate of Science in Medical Assisting programs at South University's campuses in Savannah, GA; Montgomery, AL; and Columbia, SC, are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB) : Highway 19, North, Suite 158, Clearwater, FL 33763, 727-210-2350.

Nursing

The Bachelor of Science in Nursing, RN to Bachelor of Science in Nursing, Master of Science in Nursing specializations, RN to Master of Science in Nursing specialization programs, post-Graduate APRN Certificates and Doctor of Nursing Practice programs at South University are accredited by the Commission on Collegiate Nursing Education; www.aacnnursing.org/CCNE.

South University, Montgomery, is approved by the Alabama Board of Nursing to offer the Bachelor of Science in Nursing (PO Box 303900; Montgomery, AL 36130-3900; 800-656-5318; www.abn.alabama.gov).

South University, Tampa, and South University, West Palm Beach, are approved by the Florida Board of Nursing to offer the Bachelor of Science in Nursing (4052 Bald Cypress Way, Bin C-02; Tallahassee, FL 32399-3252; 850-488-0595; www.floridanursing.gov.)

South University, Novi, is approved by the Michigan Board of Nursing to offer the Bachelor of Science in Nursing (PO Box 30193; Lansing, MI 48909; 517-335-0918; www.michigan.gov/healthlicense).

South University, High Point is approved by the North Carolina Board of Nursing to offer the Bachelor of Science in Nursing (PO Box 2129; Raleigh, NC 27602; 919-782-3211; www.ncbon.com).

South University is recognized by the North Dakota Board of Nursing to offer student clinical placement within selected healthcare institutions/agencies within North Dakota. (919 South Seventh St, Suite 504; Bismarck, ND 58504-5881; 701-328-9782; www.ndbon.org).

South University, Cleveland, is approved by the Ohio Board of Nursing to offer the Bachelor of Science in Nursing (17 South High Street, Suite 400; Columbus, OH 43215-7410; 614-466-3947; www.nursing.ohio.gov).

South University, Columbia, is approved by the South Carolina Department of Labor, Licensing and Regulation, South Carolina Board of Nursing to offer the Bachelor of Science in Nursing (PO Box 12367; Columbia, SC 29211; 803-896-4550; www.llronline.com/POL/Nursing).

South University, Austin is approved by the Texas Board of Nursing to offer the Bachelor of Science in Nursing (333 Guadalupe St, Suite 3-460; Austin, TX 78701; 512-305-7400; www.bon.texas.gov).

South University, Richmond, and South University, Virginia Beach, are approved by the Virginia Board of Nursing to offer the Bachelor of Science in Nursing (Perimeter Center; 9960 Maryland Dr, Suite 300; Henrico, VA 23233-1463; 804-367-4515; www.dhp.virginia.gov/nursing/default.htm).

South University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in the state of Washington for RN to MSN (Adult-Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner) and MSN (Adult-Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner). For more information, please go to the Nursing Commission website at: www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx.

The Arkansas State Board of Nursing has approved South University to offer the RN to BSN and MSN degrees through distance delivery (1123 S University Ave, Suite 800; University Tower Building; Little Rock, AR 72204; 501-686-2700; www.arsbn.arkansas.gov).

Occupational Therapy Assistant

The Occupational Therapy Assistant program at South University, Columbia, Richmond, Virginia Beach, Tampa and West Palm Beach are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA, and its web address is http://www.acoteonline.org.

Graduates of the program will be 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 individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. More information on ACOTE may be obtained at http://www.acoteonline.org.

Effective April 1, 2017, ACOTE changed the accreditation status of the Associate of Science degree offered by the OTA Program on the South University-West Palm Beach campus to Probationary Accreditation for noncompliance with ACOTE Standard A.5.6 (certification exam pass rate). The program remains accredited; ACOTE has requested that the OTA Program submit a Progress Report based on the Plan of Correction to return the program to full compliance with ACOTE Standard A.5.6 within the mandated time period for correction, by April 2018.

Pharmacy

South University's Doctor of Pharmacy programs at the campuses in Savannah, GA, and Columbia, SC, are accredited by the Accreditation Council for Pharmacy Education 135 S LaSalle St #4100, Chicago, IL 60603; (312) 664-3575; www.acpe-accredit.org.

Physical Therapist Assistant

The Physical Therapist Assistant Programs at South University's campuses in Austin, TX; Cleveland, OH; Columbia, SC; High Point, NC; Montgomery, AL; Novi, MI; Richmond, VA; Savannah, GA; Tampa, FL; Virginia Beach, VA; and West Palm Beach, FL are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

Effective November 11, 2015, the Physical Therapist Assistant Program at South University, Columbia has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

South University, Columbia

The Associate of Science in Physical Therapist Assistant program offered by South University, Columbia is in the process of obtaining programmatic accreditation from the Commission on Accreditation in Physical Therapy Education ("CAPTE"). Graduation from a CAPTE accredited program is a requirement to be eligible for licensure in the state of South Carolina. Until the Associate of Science in Physical Therapist Assistant program offered by South University, Columbia achieves accreditation, graduates will not be eligible for licensure in the state of South Carolina.

Physician Assistant

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the South University, Savannah Physician Assistant Program sponsored by South University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2025. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The Accreditation Review Commission on Education for the Physician Assistant (ARC¬ PA) has granted Accreditation Continued to the South University, Tampa Physician Assistant Program sponsored by South University. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the standards. The approximate date for the next comprehensive review of the program by the ARC-PA will be March 2027.

The Accreditation Review Commission on Education for the Physician Assistant (ARC¬ PA) has granted Accreditation Provisional to the South University, Richmond Physician Assistant Program sponsored by South University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class

State Certifications, Licenses and Veterans Affairs Statements

In addition to accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and specific program accreditations, South University holds the following state approvals, authorizations, certifications, and licenses:

Alabama

South University, Montgomery, qualifies for exemption from the requirements of licensure by the Department of Postsecondary Education in the State of Alabama pursuant to the Code of Alabama §§ 16-46-3(a)(7), as amended. An exemption pursuant to this section shall not be construed to constitute approval or endorsement by the state of Alabama for any purpose (135 S Union St; Montgomery, AL 36104-4340 or PO Box 302130; Montgomery, AL 36130-2130; 334-293-4500; www.accs.cc).

South University, Montgomery, is approved for the training of veterans and other eligible individuals by the Alabama State Approving Agency (P.O. Box 302130; 135 South Union Street; Montgomery, AL 36104; 334-293-4664; www.accs.cc)under the Code of Alabama §§ 31-6-1, et seq.

Alaska

South University is exempt from authorization by the Alaska Commission on Postsecondary Education (PO Box 110505; Juneau, AK 99811-0505; 907-465-6741; www.acpe.alaska.gov) under AS 14.48 and 20 AAC 17 because the program is online or distance delivered and does not have a physical presence in the state.

Arizona

South University is authorized by the Arizona State Board for Private Postsecondary Education (1740 West Adams Street, Suite 3008, Phoenix, AZ 85007, 1.602.542.5709, https://ppse.az.gov/).

Arkansas

The Arkansas Department of Education, Higher Education Coordinating Board (423 Main Street, Suite 400, Little Rock, AR 72201; 501-371-2000; www.adhe.edu) has granted South University certification of the following degree programs by distance technology: Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

The Arkansas State Board of Nursing has approved South University to offer the RN to BSN and MSN degrees through distance delivery (1123 S University Ave, Suite 800; University Tower Building; Little Rock, AR 72204; 501-686-2700; www.arsbn.arkansas.gov).

California

Without a physical presence in California, South University is not required to seek approval from the Bureau for Private Postsecondary Education under the California Private Postsecondary Act of 2009 (www.bppe.ca.gov/lawsregs/ppe_act.shtml).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relived of the obligation to do so, you must pay the state-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before the closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Colorado

Without a physical presence in Colorado, South University does not qualify for authorization from the Department of Higher Education (1560 Broadway, Suite 1600; Denver, CO 80202; 303-866-2723; www.highered.colorado.gov).

Connecticut

Without a physical presence in Connecticut, South University is not regulated by the Connecticut Department of Higher Education (61 Woodland St; Hartford, CT 06105-2326; 860-947-1822; www.ctohe.org).

Delaware

South University has been granted full approval to operate with degree-granting authority in the State of Delaware Department of Education (Townsend Building, 401 Federal Street Suite 2, Dover, DE 19901-3639; 302-735-4000; www.doe.k12.de.us)

District of Columbia

South University is not required to seek licensure from the Education Licensure Commission of the District of Columbia (810 First Street NE, 2nd Floor; Washington, DC 20002; 202-724-2095; www.osse.dc.gov).

Florida

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684.

South University, Tampa and South University, West Palm Beach, are approved for training veterans and other eligible individuals by the Florida Department of Veterans' Affairs, Bureau of State Approving Agency for Veterans Education, Training (9500 Bay Pines Boulevard, Room 214; Bay Pines, FL 33744; 727-319-7402; www.floridavets.org).

Orlando

In recognition of our commitment to Florida's "Protecting Our Children from Sexual Predators Act," please be advised that the Florida Department of Law Enforcement (FDLE) maintains a sexual predator and sexual offender registry website, which can be located at https://offender.fdle.state.fl.us/offender/homepage.do. The FDLE compiles and provides the information on that website for public access pursuant to Florida law. In addition, the FDLE Registration & Compliance Unit also maintains a toll-free number, 1-888-357-7332, which provides access to the same public information.

If you have any questions or concerns regarding this law, please contact the Dean of Student Affairs of South University, Tampa.

Tampa

In recognition of our commitment to Florida's "Protecting Our Children from Sexual Predators Act," please be advised that the Florida Department of Law Enforcement (FDLE) maintains a sexual predator and sexual offender registry website, which can be located at: https://offender.fdle.state.fl.us/offender/homepage.do. The FDLE compiles and provides the information on that website for public access pursuant to Florida law. In addition, the FDLE Registration & Compliance Unit also maintains a toll-free number, 1-888-357-7332, which provides access to the same public information.

If you have any questions or concerns regarding this law, please contact the Dean of Student Affairs.

West Palm Beach

In recognition of our commitment to Florida's "Protecting Our Children from Sexual Predators Act," please be advised that the Florida Department of Law Enforcement (FDLE) maintains a sexual predator and sexual offender registry website, which can be located at: https://offender.fdle.state.fl.us/offender/homepage.do. The FDLE compiles and provides the information on that website for public access pursuant to Florida law. In addition, the FDLE Registration & Compliance Unit also maintains a toll-free number, 1-888-357-7332, which provides access to the same public information.

If you have any questions or concerns regarding this law, please contact the Dean of Student Affairs.

Georgia

South University, Savannah, meets the criteria for an exemption from the Georgia Nonpublic Postsecondary Education Commission's (NPEC 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305; 770-414-3300) regulations as outlined in O.C.G.A. § 20-3-250.3(a)(14).

South University, Savannah, is approved for training veterans and other eligible individuals by the State of Georgia Department of Veterans' Services Education and Training Division (Floyd Veterans Memorial Building, Suite E-970; Atlanta, GA 30334-4800; 404-656-2306 or 404-656-2322).

Idaho

Without a physical presence in Idaho, South University has no requirement to register with the Idaho State Board of Education (650 West State St, Suite 307; PO Box 83720; Boise, ID 83720-0037; 208-334-2270; www.boardofed.idaho.gov).

Illinois

South University meets the description of an Institution with Limited Physical Presence in Illinois as defined under 23 Illinois Administrative Code Section 1030.10. As such, South University has been granted continuous approval from the Illinois Board of Higher Education (431 East Adams St, 2nd Floor; Springfield, IL 62701-1404; 217-782-2551; www.ibhe.org).

Indiana

South University is authorized by the Indiana Commission for Higher Education (101 West Ohio Street, Suite 300 Indianapolis, IN 46204-4206; 317-464-4400; www.che.in.gov) as an out-of-state institution with no physical presence in Indiana to enroll and offer online instruction or distance education to Indiana residents delivered from a campus in another state in accordance with Indiana Administrative Code IC 21-18.5-6-12..

Iowa

South University is a registered university with the Iowa College Student Aid Commission to operate within the State of Iowa for the purpose of offering postsecondary educational programs to Iowa residents. (Iowa College Student Aid Commission; 430 East Grand Avenue, 3rd Floor, Des Moines, IA 50309; 887-272-4456; https://www.iowacollegeaid.gov).

Kansas

The Kansas Board of Regents has granted a Certificate of Approval that legally authorizes South University to provide postsecondary education to the State of Kansas (Kansas Board of Regents, Private Postsecondary Education Division; 1000 Southwest Jackson, Suite 520; Topeka, KS 66612-1368; 785-430-4240; www.kansasregents.org).

Kentucky

South University is licensed by the Kentucky Council on Postsecondary Education (1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601, 502-573-1555, http://cpe.ky.gov).

Louisiana

South University is currently licensed by the Board of Regents of the State of Louisiana (PO Box 3677, Baton Rouge, LA 70821-3677; 225-342-4253; www.regents.la.gov). Licenses are renewed by The State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Maine

South University is exempt from the oversight of Maine law due to lack of physical presence in the State (23 State House Station; Augusta, ME 04333-0023; 207-624-6600; www.maine.gov/doe/highered/index.html).

Maryland

South University is registered with the Maryland Higher Education Commission (6 N. Liberty Street, 10th Floor, Baltimore, MD 21201; 410-767-3300; www.mhec.state.md.us) per the requirements of the Education Article, Title 11, Subtitle 2, Annotated Code of Maryland and COMAR 13B.05.01 to enroll Maryland students in fully online distance education programs. The Commission's registration of the University's fully online programs is not an authorization of the institution to operate in Maryland or an approval or endorsement of the University's programs.

Michigan

South University, Novi, is authorized to operate a private college or university in the State of Michigan pursuant to 1931 PA 327, as amended by the Michigan Department of Licensing and Regulatory Affairs (PO Box 30018, Lansing, MI 48909; 517-373-1820).

South University, Novi, is approved for training veterans and other eligible individuals by the Michigan State Approving Agency, (Workforce Development Agency, State of Michigan; Victor Office Center; 201 North Washington Square; 5th Floor; Lansing, MI 48913; 517-335-5858; www.michigan.gov/bwt).

Minnesota

South University is registered with the Minnesota Office of Higher Education (1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227, 651-642-0567, www.ohe.state.mn.us) pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Montana

South University authorized by the Montana University System (2500 Broadway; PO Box 203201; Helena, MT 59620-3201; 406-444-0345; www.montana.edu) to offer post-secondary degree programs in the State of Montana.

Nevada

South University is licensed to operate by the Nevada Commission on Postsecondary Education; 8778 South Maryland Parkway, Suite 115, Las Vegas, Nevada 89123; 702-486-7330.

New Hampshire

South University has received administrative approval from the Higher Education Commission of the State of New Hampshire's Department of Education-Division of Higher Education (101 Pleasant Street, Concord, NH 03301; 800-339-9900) to offer educational programs in accordance with the New Hampshire Code of Administrative Rules (POS 1008).

New Mexico

South University is registered with the New Mexico Higher Education Department.

New York

Without a physical presence in New York, South University is not required to apply for approval from the State Education Department, Office of Higher Education (5 North Mezzanine, Education Building; 89 Washington Ave; Albany, NY 12234; 518-474-2593; www.highered.nysed.gov).

North Carolina

South University, High Point is licensed by the University of North Carolina Board of Governors to offer degree programs under matters regulated by General Statute 116-15 (University of North Carolina General Administration, PO Box 2688; Chapel Hill, NC 27515-2688; 919-962-4558; http://www.northcarolina.edu/).

A Guaranty Bond (for prepaid tuition held by each campus) is located in each of the offices of the president at the High Point, and is available for review by anyone during normal business hours.

South University, High Point, is approved for the training of veterans and other eligible individuals by the North Carolina State Approving Agency (120 Penmarc Drive, Suite 103; Raleigh, NC 27603-2434; 919-733-7535).

North Dakota

South University has met the North Dakota University System's requirements for ND Century Code 15-18.1-02.8 Exemptions. (10th Floor, State Capitol, 600 East Boulevard Ave, Dept. 215; Bismarck, ND 58505-0230; 701-328-2960; www.ndus.edu/system/).

Ohio

South University holds a Certificate of Authorization from the Ohio Board of Regents.

South University, Cleveland is approved for the training of veterans and other eligible individualss by the State Approving Agency of the Ohio Department of Veterans Services (77 South High Street, 7th Floor; Columbus, OH 43215; 614-466-9287; ; www://dvs.ohio.gov/VETERANS_EDUCATION/State_Approving_Agency).

Pennsylvania

Without a physical presence in Pennsylvania, South University is not required to apply for approval from the Department of Education (333 Market St; Harrisburg, PA 17126-0333; 717-787-4448; www.education.state.pa.us).

Puerto Rico

According to Section 9.4 of the Reglamento para el Licenciamiento do Instituciones de Educación Superior en Puerto Rico, No. 8265, 2012 (regulations for licensing higher education institutions in Puerto Rico), the Licensing and Accrediting Area of the Puerto Rico Council on Education (PO Box 19900, San Juan, PR 00910-1900; 787-641-7100; www.ce.pr.gov) has certified that South University is exempt from the Puerto Rico licensing jurisdiction since its operation as an institution of higher education occurs outside of Puerto Rico.

South Carolina

South University, Columbia is licensed by the South Carolina Commission on Higher Education, (1122 Lady Street, Suite 300, Columbia, SC 29201, 803-737-2260, www.che.sc.gov) as a nonpublic postsecondary institution. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

South University, Columbia, is approved for the training of veterans and other eligible individuals by the South Carolina State Approving Agency (1122 Lady Street, Suite 300; Columbia, SC 29201; 803-737-2260; www.che.sc.gov).

Tennessee

Without a physical presence in Tennessee, South University is not required to apply for approval from the Tennessee Higher Education Commission (404 James Robertson Pkwy, Suite 1900; Nashville, TN 37243; 615-741-3605; www.tn.gov/thec).

Texas

South University, Austin is exempted by the Texas Workforce Commission under Texas Education Code, Section 132.002(a)(6). Exemption means that these campuses of South University are not approved or regulated by the Texas Workforce Commission (101 E 15 St; Austin, TX 78778-0001; 512-463-2222; www.texasworkforce.org).

South University, Austin; and South University, Online Programs each hold the Certificates of Authorization acknowledging exemption from the regulation by the Texas Higher Education Coordinating Board as defined in Chapter 7.3 of the Texas Higher Education Coordinating Board's rules (PO Box 12788; Austin, TX 78711 or 1200 E. Anderson Lane; Austin, TX 78752; 512-427- 6200;www.thecb.state.tx.us).

South University, Austin, is approved for training veterans and other eligible individuals by the Texas Veterans Commission (PO Box 12277, Austin, TX 78711-2277; 800-252-8387; www.tvc.state.tx.us).

Utah

South University holds a Certificate of Postsecondary State Authorization from the Utah Division of Consumer Protection (160 East 300 South, Second Floor, Salt Lake City, UT 84111; 801.530.6601). This Certificate of State Authorization verifies that the school has met the requirements of Utah Code Ann. §13-34a-204 to be a registered postsecondary school required under 34 C.F.R. 600.9 to be legally authorized by the State of Utah.

Vermont

Without a physical presence in Vermont, South University is not required to seek approval from the Vermont Department of Education and the Vermont State Board of Education (120 State Street; Montpelier, VT 05620-2501; 802-828-3135; www.education.vermont.gov).

Virginia

South University, Richmond, 2151 Old Brick Road, Glen Allen, VA 23060 and South University, Virginia Beach, 301 Bendix Road, Suite 100, Virginia Beach, VA 23452 are certified to operate in Virginia by the State Council of Higher Education for Virginia (James Monroe Building, 101 North 14th St; Richmond, VA 23219; 804-225-2600; www.schev.edu).South University, Richmond, and South University, Virginia Beach, are approved for training veterans and other eligible individuals by the Virginia Department of Veterans Services, Veterans Education, Training and Employment (101 North 14th Street, 17th Floor; Richmond, Virginia 23219; Phone Number - 804-225-2083; http://www.dvs.virginia.gov/).

Washington

South University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes South University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the council at P.O. Box 43430, Olympia, WA 98504-3430.

West Virginia

South University is authorized by the West Virginia Higher Education Policy Commission (1018 Kanawha Blvd East, Suite 700; Charleston, WV 25301; 304-558-2101; www.hepc.wvnet.edu).

Wisconsin

South University has been approved and is legally authorized to do business in the state of Wisconsin by the Educational Approval Board as a private postsecondary school, subject to the provisions of §38.50 Wisconsin Statutes, and all administrative rules adopted pursuant to the statutes. Approval includes on those programs and those locations specifically approved by the Board (431 Charmany Drive, Suite 102; Madison, WI 53719; 608-266-1996; http://eab.state.wi.us/).

Wyoming

South University is licensed by the Wyoming Department of Education as an accredited postsecondary private degree granting institution under Wyoming Statutes §§21-2-401 through 21-2-407 and in accordance with the Chapter 30 Rules and Regulations of the Wyoming Department of Education (Hathaway Building, 2nd Floor, 2300 Capitol Avenue, Cheyenne, WY 82002-0050; 307-777-7675; https://edu.wyoming.gov).

Admissions

Student Right to Know

According to regulations published by the Department of Education based on the Student Right-to-Know Act, the graduation/completion rates for first-time, full-time students who entered school and graduated/completed within 150% of the normal time to complete the program, as published in the catalog must be made available to current and prospective students. You may obtain this information in the Admissions Office or in the Student Consumer Information section of the school's website.

General Admission

Application Procedure

South University operates on a quarter system with terms beginning in October, January, April, and June. The University also offers compressed class calendars to meet the needs of the students.

The School of Pharmacy's quarters begin in June, September, January and March. New students may matriculate only in June of each year.

The academic calendar for the Anesthesia Science program is 9 quarters in length, beginning in June of each year, with subsequent terms beginning in September, January and March. New students may matriculate only in June of each year.

South University's online classes operate in a compressed format of 28-day, 5 and 10 weeks designed to meet the needs of today's busy adults.

Applications for General Admission

Accelerated Graduate Programs : Office of Admissions, Accelerated Graduate Programs South University 709 Mall Boulevard Savannah, GA 31406-4805	**Orlando Learning Center :** Office of Admissions Millennia Park One 4901 Vineland Road, Suite 140 Orlando, FL 32811
Austin : Office of Admissions South University 1220 W. Louis Henna Blvd. Round Rock, TX 78681	**Richmond:** Office of Admissions South University 2151 Old Brick Road Glen Allen, VA 23060
Cleveland : Office of Admissions South University 4743 Richmond Road Warrensville Heights, OH 44128	**Savannah:** Office of Admissions South University 709 Mall Boulevard

	Savannah, GA 31406-4805
Columbia : Office of Admissions South University 9 Science Court Columbia, SC 29203	**Online Programs :** Complete and transmit online application at: http://online.southuniversity.edu
High Point : Office of Admissions 3975 Premier Drive High Point, NC 27265	**Tampa :** Office of Admissions South University 4401 North Himes Avenue Suite 175 Tampa, FL 33614
Montgomery : Office of Admissions South University 5355 Vaughn Road Montgomery, AL 36116	**Virginia Beach :** Office of Admissions South University 301 Bendix Road, Suite 100 Virginia Beach, VA 23452
Novi : Office of Admissions South University 41555 Twelve Mile Road Novi, MI 48377	**West Palm Beach :** Office of Admissions South University University Center 9801 Belvedere Road Royal Palm Beach, FL 33411

The following steps must be completed before a final decision for admission may be reached and the student is allowed to register:

1. Submit the application form.
2. Submit acceptable verification of high school graduation or the equivalent within ten weeks of the class start date. Acceptable verification of high school graduation or the equivalent would include a copy of a high school diploma, high school transcript (official or unofficial), GED®* certificate, or GED scores and state-authorized examination scores (ex. HiSET, TASC) or a state-issued certificate designated as the equivalent of a high school diploma. In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used. Campuses in South Carolina must be provided with official high school transcripts or GED scores or state-issued certificates designated as the equivalent of a high school diploma. Students applying to Graduate Programs do not need to provide verification of high school graduation.
3. Complete all tests administered by the University or submit SAT, or ACT scores to the registrar's office.

All documents become the property of South University and will not be returned. After receipt of the application form, the University will schedule a date for the administration of tests and notify the applicant. Upon completion of the above steps, each applicant will receive written notification of the action taken by the admissions office.

Additional applications may be required by some programs at South University. Procedures and additional admission requirements related specifically to these programs can be found in this section of the catalog, in the individual handbooks for these programs, and online at www.southuniversity.edu.

Additional admissions requirements for specialized programs can be found in other sections of this catalog and in the handbooks for these programs.

*GED® is a registered mark of American Council on Education.

Criminal History, Charges and Background Checks

Acceptance into a South University program or its completion does not imply or guarantee that a student will be able to obtain licensure, certification, or employment. Students wishing to enter a program in the College of Arts and Sciences, College of Business, College of Health Professions, the College of Nursing and Public Health, College of Theology, or the School of Pharmacy should be aware that a prior felony conviction may restrict an individual's ability to obtain professional licensure, certification, or employment.

In the event a student has an undisclosed criminal history or active charge prior to adjudication on a background check, the ability to matriculate, progress and complete a degree program and/or to become licensed, if applicable, may be impacted. Active or prior criminal charges/convictions may impact the student's ability to participate in required educational experiences and/or future eligibility for professional licensure necessitating voluntary withdrawal or administrative dismissal from the program.

The University is not able to guarantee the eligibility for licensure or employment in his/her field of any student/graduate with (or without) any criminal history of pending charges. Students must disclose any criminal history and active/pending charges at the time of application, and must disclose any new charges to the relevant program director, immediately, for consideration.

Applicants and students should see the Program Director (or designee) for additional information.

General Admission Requirements

To be admitted to any of the programs at South University campuses, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent (e.g., GED or state-issued certificate designated as the equivalent of a High School Diploma) and must submit a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 980, a combined ACT score of 19, or a satisfactory score on the university administered admissions examination (see the Admissions Office) or meet the criteria established for acceptance as a transfer student. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

To be admitted to any South University online program, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent (e.g. GED or state-issued certificate designated as the equivalent of a High School Diploma) with a minimum CGPA of 2.0 on a 4.0 scale. The prospective student must also complete the university administered placement test during the first session of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation.

Students with less than the minimum CGPA of 2.0 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 980, a combined ACT score of 19, or a satisfactory score on the university-administered admissions examination (see the Admissions Office) or meet the criteria established for acceptance as a transfer student.

A student's failure to provide acceptable verification of proof of high school graduation within 10 weeks of his or her start date will result in the following:

- Removal from class
- Cancellation of enrollment
- No final course grades
- No transcript

NOTE: Students who do not provide proof of high school graduation within the 10-week period will not be responsible for any tuition and related fees.

South University may grant exceptions to the 10-week period for unusual situations or circumstances. All exceptions must be submitted to the office of the University Registrar for approval.

Academic Support Admission

Applicants not meeting the testing standards for general admission can be accepted under academic support admission by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 750, a combined ACT score of 14, or a satisfactory score on the University administered admissions examination.

Students submitting a University administered admission test, such as the Accuplacer exam, must have minimum section scores as well. The Office of Admissions can inform students of those requirements.

NOTE: Students accepted under academic support admission are limited to 12 credit hours of study during their first quarter. Students enrolled in programs that include UVC1000-Strategies for Success are required to take the course within their first two quarters of study at the University. Students must be enrolled in the appropriate developmental courses during their first two quarters of attendance. Developmental course requirements must be completed within four quarters of study at the University.

To facilitate the admissions process, unofficial documentation, such as copies of transcripts or grade reports, may be used to determine admission status. Transfer status cannot be designated, however, without some verifying documentation. Admissions test scores on university administered entrance exams will not be accepted from other universities. Prospective students must take a University administered admission exam, like the Accuplacer, at South University.

A transfer student's overall record should not be less than the minimum academic standard required of South University students. Credit earned at an accredited technical college may not transfer unless the credit earned is equivalent to courses offered in degree programs, including the associate degree.

Transfer students will be exempted from developmental courses on the basis of grades earned in credit bearing English or math courses transferred to South University, if applicable, or SAT or ACT, or scores on the University administered entrance exam only if the exam was taken at South University.

An applicant seeking transfer admission who cannot meet the above criteria may submit SAT, ACT, or University administered admissions examination scores to achieve general admission.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

GPA Calculation for Admissions

The grade point average (GPA) is determined by dividing the total number of quality points, calculated by multiplying the numeric equivalents of course grades (e.g., A=4.0, , B=3.0, C=2.0, D=1.0, F=0.0) by the number of credit hours assigned to each course (e.g., 4 credit hours x 4.0), by the total number of credit hours attempted. South University will calculate the GPA based on the transcript key from the granting institution. In the absence of a transcript key South University will use the GPA calculator provided by College Board. (A=4.0, A-= 3.7, B+ = 3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D+=1.3, D=1.0, D-= .7, F=0.0).

For students admitted to South University with earned degrees, the CGPA on the degree earned is used. If an institution provides both an Institutional CGPA and CGPA, the Institutional CGPA will be used.

For calculations on the last 60 semester/90 quarter hours, transcripts will be evaluated in reverse chronological order from newest to oldest credit earned. All grades, except Pass (P) or Satisfactory (S), will be used in the GPA calculation. All failing grades will

be included in the calculation, even if the course was retaken. In the event that the last course to be included in the calculation is not the last course in a term, then all courses in that term will be included in the calculation.

Pluses (+) and minuses (-) will be used in the calculation of the GPA

Each program determines the ability to include courses earned after an awarded degree that may or may not be used in the calculation of the GPA for admission. Please see the program specific admissions requirements for further information.

Academic Placement Tests

Placement tests in Algebra and English are administered to determine if a student needs additional preparation in either of these areas. If need is determined, the student must enroll in the required course(s) in the first quarter in which scheduling the required course(s) is practical. All students who do not meet the criteria below must take placement tests during the admissions process unless they are transfer students. Note that in all cases transfer credit is not awarded for developmental courses.

Students being admitted on the basis of SAT and ACT scores will be exempt from taking the related placement test if they meet the certain criteria.

Exemption from MAT0099 Principles of Algebra, or ENG0099 Principles of Composition, is based on the following:

MAT0099

ACT Math > 14
SAT Math Section Score > 440

ENG0099

ACT Verbal > 14
SAT Evidence-Based Reading Test > 23

Transfer students must take the appropriate placement test(s) if they are not exempt from either MAT0099 and/or ENG0099. Transfer students may be exempted from developmental courses in one of the following ways:

- On the basis of grades earned (at a C or better) in credit-bearing, non-developmental courses taken at an acceptable accredited institution that are equivalent to (or at a higher level than) the non-developmental courses offered at South University and are considered for transfer to South University.
- If applicable, students may also be exempted from developmental courses on the basis of SAT or ACT scores as noted above.
- Students may also take the University administered admissions examination at South University campuses to seek such exemptions.
- Only original documents (such as high school transcripts, SAT or ACT scores, etc.) will be considered in final decisions.

Acceptable Accredited Collegiate Institution

South University requires that prior coursework taken by transfer students or transfer credit requested for review be taken at an acceptable accredited collegiate institution. An acceptable accredited collegiate institution possesses either regional or national accreditation granted by an agency recognized by the U.S. Department of Education. Individual programs within South University may define additional criteria for acceptable accreditation to meet the requirements of specific programmatic accreditation.

Personal Enrichment Enrollment

Enrollment in selected subjects for personal enrichment is available under certain circumstances. Students attempting to enroll under these circumstances are classified as special subject students and are not eligible for Title IV financial aid. This status allows a term-based student to enroll in one class per quarter for no more than three quarters without following the standard admission procedures or meeting standard admission requirements. Individuals participating in a specifically contracted workshop, seminar, or course that is not part of the pursuit of a degree are not required to meet any admissions requirements. Status as a special subject student is not available to students receiving military education benefits. Students enrolled in non-term based programs through South University, Online Programs can take a maximum of 3 courses and at the end of that period must be fully admitted to the University to continue to enroll in South University courses.

Students who wish to enroll for personal enrichment in courses in the Master of Public Health (MPH) program are limited to a total of two courses (8 credits) from the following list: PHE5001, PHE5005, PHE5010 and PHE5015. Priority for enrollment in any of these MPH courses is given to students admitted to the program.

Students may not enroll in any nursing courses (NSG) under this Policy.

Home-Schooled Students

Home-schooled students are individuals who have completed a secondary school education in a home-school setting that is treated as a home school or a private school under state law. The student must have accomplished the following:

- Obtained a secondary school completion credential as provided by state law, or
- Completed a secondary school education in a home school setting under state law.
- Students must provide evidence that home-schooling was conducted in accordance with state laws. A certificate of attendance or completion is not sufficient.

Admission of Transient Students

Transient students are admitted only for a specified period of time - normally one quarter. Applicants for transient status must file a regular application form and submit a statement from their dean or registrar that they are in good standing and have permission to take specific courses at South University for transfer to their own institutions when satisfactorily completed. Since transient students are not admitted as regular students, transcripts of university work completed elsewhere are not usually required of such applicants. Transient students who wish to remain enrolled longer than one quarter must meet all requirements for general admission or transfer students.

Admission of Transfer Students

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 2.00 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

Transfer students accepted into South University who have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 2.00 from an acceptable accredited collegiate institution, and who are not required to

take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website: http://www.northcarolina.edu/sites/default/files/caa-feb_21_2014-board_approved.pdf.

Joint Enrollment for High School Students

Through this program for outstanding high school seniors, students may pursue collegiate coursework while completing their high school requirements. Students accepted into this program will be allowed to enroll part-time or full-time at the University, provided they meet course prerequisites and receive permission from their high school principal or counselor. Students may forfeit the privilege of the program if they receive a grade below a C in their collegiate coursework or if their high school average falls below a B. To be considered for this program, a student must satisfy all of the following criteria:

1. Provide a written recommendation from the principal or counselor.
2. Have the written consent of a parent or guardian.
3. Complete the eleventh grade before application.
4. Attain a satisfactory score on the ACT or SAT, or on the University entrance exam.
5. Achieve a minimum grade point average of 3.0 in high school work completed.

Further information about this program can be obtained through the Admissions Office or Registrar's Office.

Re-entry/Readmission of Former Students

Students seeking readmission after an absence of one year or longer, may be readmitted without retesting for admission, but must apply for readmission. If they were enrolled at other colleges during their absence, transcripts of coursework taken must be sent to South University. A candidate for readmission must either demonstrate that they already meet the entrance test requirement for admission in effect at the time of readmission or retest to achieve that minimum entrance score.

Students seeking re-entry after an absence of less than a year may resume their previous program curriculum, or if a curriculum change has occurred since their original start date, they may opt to move to the new program curriculum. Students seeking readmission after an absence of one year or longer must enroll in the new program curriculum. Requests for exceptions to the program enrollment requirement may be submitted to the Dean of Academic Affairs and Operations for campus programs or Program Director or designee for online programs.

Students in the partially online Bachelor of Science in Legal Studies or Associate of Science in Paralegal Studies Programs may withdraw from South University Online Programs for one period of up to 24 consecutive months in order to complete the traditional classroom format Legal Studies specialty courses required as part of their program. Partially online Bachelor of Science in Legal Studies and Associate of Science in Paralegal Studies students who withdraw from the University due to personal or emergency circumstances may not re-enter the partially online program after an absence of nine months or more.

English Language Proficiency

As the lectures, seminars, materials, and discourse which comprise programs of study at South University are presented in English, South University requires that all students possess and demonstrate a minimum level of English language proficiency required to substantially benefit from the programs offered.

A student is deemed proficient in the English language if he or she presents proof of the following:

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED) or international high school diploma, e.g., U.S. military base, business/diplomat expat community, etc., in which instruction is delivered primarily in English
- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) English 101 and 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth below.

Equivalent/Alternative English Language Programs/Test±

ELP Test	DIPLOMA	AS/BS	GRAD
TOEFL - Paper	480	500	550
TOEFL - i-BT (internet based test)	54-55	61	79-80
American College Testing (ACT) English Paper	17	19	21
EF International Language Schools	C1	C1	C2
ELS Language Schools	Level 108	Level 109	Level 112
iTEP	4.0	4.5	5.0
Michigan English Language Assessment Battery (Also known as the MELAB or Michigan Test)	73	80	85
Pearson	42	44	53
Scholastic Aptitude Test (SAT) Verbal Score**	420	526	572
Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section	453*	526	572
TOEIC (Academic Test)	650	700	750
I.E.L.T.S. (A Cambridge University Exam)	5.5	6.0	6.5

*The scale for The Prueba Aptitud Academica has changed and now closely reflects the SAT.
**As of April 2005, the SAT verbal test is replaced with the SAT critical reading test.
±The University will evaluate other tests and programs on an individual basis to determine eligibility for English Language Proficiency.

Undergraduate (diploma, associate and bachelor level) applicants may also satisfy the minimum standard of English language proficiency by submitting official documentation of one of the following:

- Successful completion of a minimum of two semesters or quarters of post-secondary course work at a regionally accredited college or university or a college or university accredited by an approved national accrediting body in which English is the language of instruction Successful completion is defined as passing all courses for which the student was registered during the two semesters;
- U.S. High School Diploma or GED administered in English;
- Equivalent of a U.S. High School Diploma from a country in which English is the official language (equivalency must be verified by a recognized evaluator of international credits);
- Satisfactory completion of English 101 or 102 at an English speaking college or university within the U.S., achieving a grade of "C" or higher.

Please contact an International Student Admissions Representative for questions about acceptable alternative measures of English Language Proficiency.

International Student Admissions Policy

All international students must meet the same admissions standards as all other students when seeking to enroll in South University (Please refer to the General Admissions Requirements.) Those international students applying to SEVP-certified schools and requiring the school's sponsorship for international student visa status (Form I-20) must meet the additional requirements listed below.

South University requires nonimmigrant students present in Visa Waiver, B-1, and B-2 status to change visa to F-1 or other qualifying status prior to enrolling in programs of study (other than avocational or recreational courses). Students in F-2 or M-2 status may enroll on a part-time basis where available. Please note that some programs may not be eligible for international students requiring Form I-20 sponsorship. Please ask to speak with South University's International Admissions Representative for more detail.

Admissions Requirements for Students Requiring Form I-20 Sponsorship

International students requiring South University's Form I-20 must submit the following items in addition to the standard documents required for admission:

- Original or official copies of all educational transcripts and diplomas (secondary and post-secondary if applicable)
- English language translation(s) of education transcripts and diplomas, if applicable
- Official credential evaluation of non-U.S. transcripts and diplomas required for admission. NOTE: evaluations must be prepared by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE)-member organization
- Proof of English Language Proficiency (see English Language Proficiency Policy)
- Proof of financial responsibility to cover costs of tuition and fees and living expenses (and dependent costs if applicable) for at least one academic year (official bank statements, Sponsor's Statement of Support, if required)
- Photocopy of student's "bio-info" page of passport to provide proof of birth date and citizenship
- For all non-immigrant applicants residing in the United States, provide a copy of passport visa page and Entry Record or Form I-94 card
- For all non-immigrant applicants currently in F, M, or J status, provide a copy of all Forms I-20 or Forms DS-2019
- Transfer Clearance Form for students currently in F, M, or J status at another institution

All international applicants to South University, High Point must meet the same admissions standards as all other students. South University, High Point is not currently authorized to sponsor international student (F-1) visas. Other qualifying nonimmigrant (temporary) visa status may enroll.

Important International Student Disclosure - International students attending South University locations under F-1 visas (Form I-20) are required to maintain a "full course of study" during each academic term of their programs of study. For undergraduate

(non-degree, Diploma, Associates, and Bachelors-level programs) students, this is defined as a minimum of 12 credits per academic term. Graduate programs will vary by program of study. Not more than 1 online course or 3 online credits per academic term may be counted toward meeting the "full course of study" requirement. Speak with an admissions representative for more information. Program and course offerings are subject to change and international students may be required to take additional courses to meet the full course of study requirement. International students should work closely with the International Student Advisor to verify all requirements of their visas statuses are met. THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.

Notice Concerning Transferability of Credits Earned at South University

I**n the U.S. higher education system, transferability of credit is determined by the receiving institution taking into account such factors as course content, grades, accreditation and licensing.** For this reason South University does not imply, promise, or guarantee that credits earned at South University will be accepted by another college or university. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. Students considering transferring to another college or university are responsible for determining whether that school will accept South University credits. South University encourages students to initiate discussions with the potential transfer school as early as possible.

The Associate of Applied Science programs are considered by some educational institutions and state agencies to be "terminal" and/or "occupational" programs. Credits earned in terminal and/or occupational programs are generally not applicable to other degrees; however, the acceptance of transfer credit remains at the discretion of the receiving institution.

Specialized Program Admission

Enrollment in the some programs is limited; therefore, to be considered for selection, applicants must meet the minimum criteria as detailed in the individual application packets for these programs.

Criminal History, Charges and Background Checks

Acceptance into a South University program or its completion does not imply or guarantee that a student will be able to obtain licensure, certification, or employment. Students wishing to enter a program in the College of Arts and Sciences, College of Business, College of Health Professions, the College of Nursing and Public Health, College of Theology, or the School of Pharmacy should be aware that a prior felony conviction may restrict an individual's ability to obtain professional licensure, certification, or employment.

In the event a student has an undisclosed criminal history or active charge prior to adjudication on a background check, the ability to matriculate, progress and complete a degree program and/or to become licensed, if applicable, may be impacted. Active or prior criminal charges/convictions may impact the student's ability to participate in required educational experiences and/or future eligibility for professional licensure necessitating voluntary withdrawal or administrative dismissal from the program.

The University is not able to guarantee the eligibility for licensure or employment in his/her field of any student/graduate with (or without) any criminal history of pending charges. Students must disclose any criminal history and active/pending charges at the time of application, and must disclose any new charges to the relevant program director, immediately, for consideration.

Applicants and students should see the Program Director (or designee) for additional information.

College of Arts and Sciences

Procedure for Admission to the Master of Science in Criminal Justice (MSCJ) Program

In addition to the general requirements of the University, specific requirements for admission to classified graduate status are:

- A bachelor's degree from an accredited college or university.
- Completion of application for admission.
- A 2.7 overall grade point average or higher on completed requirements for the baccalaureate degree, or, GRE minimum test scores, 150 verbal, 159 quantitative, or Millers Analogies Test (MAT): achieve a minimum overall scaled score of 402, or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.

The following foundation undergraduate course must have been satisfactorily completed from an accredited institution or be satisfactorily completed (grade of C or better) within the first two quarters after acceptance into the Master of Science in Criminal Justice (MSCJ) program.

- MAT2058 Statistics (or completion of MAT5001) OR an appropriate Statistics course offered in a related field such as Psychology or Business.

Foundation undergraduate course credits do not count towards the total number of credits for graduation nor do they count in the Cumulative Grade Point Average (CGPA); however, they do count in determining the maximum time frame (MTF) and the Incremental Completion Rate (ICR). MSCJ students enrolled in foundation undergraduate course must successfully complete the course within their first three attempts or the student will be academically dismissed from the University.

Procedure for Admission to the Master of Science in Public Relations Program

The criteria used in determining admission to the Master of Science in Public Relations program include:

Completion of a bachelor's degree from an acceptable accredited institution.

- A cumulative grade point average (CGPA) of at least 2.70 (on a scale of 4.0). **OR**
- An earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.

- A minimum score on a South University preapproved English language proficiency test is required for all applicants whose "first" language is not English as specified in the English Language Proficiency Policy.
- Completion of an application for admission.
- Submission (within 10 weeks of class start date) of official transcripts from all postsecondary institutions attended.
- Completion of an undergraduate statistics course from an acceptable accredited institution or complete MAT5001 (4) (with a grade of B or better) within the first quarter (for on-campus students) or first two course sessions (for online students) after acceptance into the program.

Exceptions to the Minimum CGPA for College of Arts and Sciences Graduate Programs

Applicants with CGPAs lower than the stated program minimum may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the career résumé (including a personal statement of academic and professional goals), academic or professional letters of recommendation, and Graduate Record Examination (GRE) scores. Although GRE scores are optional, submission of scores may improve an applicant's application. Exceptions must be recommended by the Program Director, Department Chair, or College Dean. Students admitted on an exception basis will be admitted as regular students on a probationary status for the first quarter (for on-campus students) or two course sessions (for online students) of enrollment. In order to remain enrolled in the program and remove the probationary status, a student must achieve a CGPA of at least 3.0 in this coursework.

Applicants should review the published general graduate requirements listed in the South University Academic Catalog. Students who are citizens of countries other than the United States should also refer to the section in the South University Academic Catalog entitled International Student Admissions Policy.

Transfer of Credit for College of Arts and Sciences

The majority of credits toward any graduate or post-graduate degree program must be earned at South University. Credit for transfer work will be given if the courses were taken at an accredited collegiate institution, the course is equivalent to courses offered at South University, and the course carries a grade of "B" or better. All transfer credit will be reviewed and approved by the Dean of the College of Arts and Sciences, and the Department Chair of the respective academic department. Students may transfer up to three courses.

Admission to the Legal Studies (BS) and Paralegal Studies (AS) Degree Programs

Students seeking admission into these degree programs must meet all requirements for admission into the University. Students seeking admission as transfer students must meet additional standards stated in this section of the catalog as well as those required of all transfer students seeking to enroll in South University.

Students seeking to move between South University campuses are considered transfer students. This includes transfer between a ground campus and the partially online program offered through the Savannah campus. Students wishing to transfer to the partially online program from a South University campus are required to transfer enrollment to the Savannah campus and through that campus to the partially online program.

Those seeking admission as a transfer student into the Legal Studies (BS) or Paralegal Studies (AS) program must provide additional documentation to aid in evaluation for admission and acceptance of transfer credit. Legal specialty courses taken at another college or university and transferred into a South University campus will not count in the student's GPA calculation. This does not include legal specialty courses taken at another South University campus or online. Although those courses will be designated for transfer credit, the grade will count in the student's GPA calculation.

Students may transfer up to 75 percent of the total work required for a degree in these programs but no more than 50 percent of the work to be applied toward the legal specialty course requirements for the degree. All courses to be applied toward the legal specialty course requirements must be evaluated (using the procedure found in the subsequent paragraph) and found to be essentially comparable to the course for which the student would receive credit in the South University program.

**Students at the Richmond and Virginia Beach campuses may only transfer in 70% of the total hours required for an undergraduate degree.*

For legal specialty transfer courses, including courses taken from other South University campuses, the student should present the catalog description of the course from the source campus, college, or university. A syllabus or comparable document describing the course requirements, learning outcomes of the course, textbook and related materials used in the course, samples of work completed in the course, and grading criteria may also be required at the discretion of the Registrar or the Program Director making the evaluation. These materials will be referred to the appropriate Program Director or qualified faculty member for a final decision after the Registrar has reviewed the courses to assure the work meets the general transfer admission standards.

All students enrolling in the partially online program offered through the Savannah campus must document that at least four (4) legal specialty courses comprising at least sixteen (16) credit hours of credit were completed in a traditional classroom format. The program requires that LGS1005 Legal Research and Writing I be completed in a traditional classroom format. The student can complete any other three (3) legal specialty courses in a traditional classroom format with the approval of the Program Director in consultation with the Registrar.

Students already enrolled in the partially online program seeking to meet the requirement that at least sixteen (16) credit hours of coursework must be completed in a traditional classroom format, including LGS1005 Legal Research and Writing I, will work with their online Academic Counselor and the online Program Chair or Program Director to identify an acceptable college or university where such work may be completed. Targeted courses will be identified and pre-approved by the online Program Chair or Program Director working with the Academic Counselor and Registrar using the criteria listed above as applicable.

By completion of the LGS1001 course, partially online students must have pre-approvals for the four traditional-format classes in their file. Students may complete no more than three online legal specialty courses with South University before taking the four required traditional-format courses. Exceptions can be approved at the discretion of the Program Chair.

College of Business

Admission Criteria for the Doctor of Business Administration Program are as follows:

- Completion of an MBA degree from an acceptable accredited institution.
    - OR
- Completion of an undergraduate degree in business and a master's degree in a business field (such as organizational leadership, management, or human resources) from an acceptable accredited institution. The College Dean makes the final decision regarding accepted fields of study for admission to the program.
    - AND
- A cumulative grade point average of at least 3.0 (on a scale of 4.0) on the earned master's degree. Additional coursework may be required to meet the Required Knowledge Base. Refer to section on Required Knowledge Base for further information.
- Completion of an application for admission.
- Submission (within 10 weeks of class start date) of official transcripts from all post-secondary institutions attended.
- Personal interview with a representative from the College of Business as designated by the Dean of the College of Business (may be conducted by teleconference).

Submission of the following:

- A 1,000-word Statement of Purpose Essay that targets the applicant's academic and professional preparation for the South University DBA, along with future academic and professional goals. This statement must detail how the applicant's goals will be enhanced from earning a South University DBA and how the degree will be integrated into future career goals.
- Résumé or curriculum vitae that clearly outlines academic and professional preparation for a doctorate program.
- Three current academic/professional recommendations submitted directly to South University from the evaluator. References submitted to South University by an applicant will not be accepted. These recommendations must present the applicant's ability to successfully matriculate the program and how the applicant will contribute to the overall

quality of the program. Additionally, the recommendations must include an assessment of the applicant's ability to be successful as a professional in teaching, service and research.

Once all required admissions documents and information are submitted, the candidate's application will be reviewed and evaluated by a faculty committee. Applications will be reviewed on a weekly basis and applicants will be notified immediately.

Transfer of Credit Guidelines for the DBA program

The majority of credits toward the DBA degree program must be earned at South University. Credit for transfer work will be given if the courses were taken at an acceptable accredited collegiate institution, the course is equivalent to courses offered at South University, and the course carries a grade of "B" or better.

All transfer credit will be reviewed and approved by the Dean, College of Business, or designee, and the Department Chair of the respective academic department and Program Director. The maximum number of classes to transfer is four courses or 16 quarter hours. NOTE: Dissertation courses may not be transferred from another institution.

Required Knowledge Base for the DBA Program

Applicants to the DBA degree program must demonstrate a master's level ability to integrate knowledge within critical knowledge areas with a grade of "B" or better. These knowledge areas must have been taken at an acceptable accredited institution and be equivalent to a 3 semester-hour, graduate level course:

Knowledge Areas:

- Organizational Behavior and Communication
- Statistics

Students meeting all other admission requirements except not having met the Required Knowledge Base areas will be admitted into the program; however, these graduate level knowledge areas must be successfully completed with a grade of "B" or better within the first two quarters of enrollment.

If a student does not complete the Required Knowledge Base areas within the required timeframe, he/she will be dismissed from the program.

The Required Knowledge Base course credits do not count towards the total number of credits for graduation nor do they count in the Cumulative Grade Point Average (CGPA); however, they do count in determining the maximum time frame (MTF) and the Incremental Completion Rate (ICR).

Virtual Residency Requirement for Online Students

The doctoral residencies are a requirement for online students in the Doctor of Business Administration (DBA) program. These are a time for faculty, staff, and cohorts to meet in a collegial learning opportunity. Residencies are designed as a time for students and faculty to work together collaboratively and to support the creation of a community of scholars. Students will participate in faculty- and student-led presentations and will have the opportunity to network and share their experiences in the program. They will also be able to work collaboratively on their scholarship during the residencies, and opportunities to provide service to the academic community will be discussed.

The South University DBA has two residencies. All DBA students in the online program are required to participate in these two residencies; these residencies are part of the completion requirements for the program.

Students attend the virtual Residencies I and II with their cohort group in either the fall or spring depending upon the enrollment date for the student. Residency I is expected to be completed before or during the MGT7110 course in the online program. Residency II is expected to be completed before or during the MGT7205 course in the online program. Students who

do not attend and complete Residencies I or II with their cohort, must drop back to the next cohort group and attend with the new cohort. The student then completes the program with the new cohort group.

If a student fails to attend Residency I or II, he/she will not be able to progress beyond the course for which the residency is a prerequisite or co-requisite (MGT7110 for Residency I and MGT7205 for Residency II).

Attendance

Students are made aware of the requirement of attending those residencies upon admission into the doctoral program. Attendance is required in order to progress in the program. Should an emergency arise that prevents the student from attending the virtual residency, the student must immediately contact the DBA Program Director to receive instructions on how to proceed.

Special accommodations can be made for students who cannot attend a portion of the residency due to medical reasons, religious reasons, and active military deployment. Students who arrive late or fall ill during a residency should immediately contact the Program Director. Students who cannot attend a portion of the residency due to religious reasons, medical reasons, or active military deployment should contact the Program Director at least ten days in advance of the residency.

Other exceptions - There may be additional exceptions that are presented from time to time. How these exceptions will be handled is at the discretion of the DBA Program Director based upon the guidelines set forth in this document.

Documenting exceptions - The Program Director will notify the Academic Counselor regarding any student being granted an exception. Documentation of the exception will need to be placed in the student's academic file in Image Now. The Program Director will then notify the Academic Counselor of the result of each exception granted. The Academic Counselor will need to adjust the student's schedule for future quarters if the student cannot progress in the program due to the residency requirement. Students who will need to sit out to wait for the next residency will be processed as "Active not attending" for the applicable timeframe.

Admission to the College of Business Masters Programs

Admissions Criteria for the Accelerated Master of Business Administration (MBA, accelerated) and the Accelerated Master of Business Administration in Healthcare Administration (MBA-HCA, accelerated) are as follows:

- Completion of an application for admission

AND

- An earned undergraduate degree from an accredited institution with a CGPA of 2.7 or better on a 4.0 scale

OR

- An earned undergraduate degree from an accredited institution with a CGPA of 2.7 or better on a 4.0 scale during the applicant's last 60 semester or 90 quarter hours earned on the bachelor's degree or subsequent graduate work

OR

- An earned undergraduate degree from an accredited institution with a minimum combined GMAT score of 400 or GRE scores of 150 Verbal and 150 Reasoning

OR

- An earned graduate degree from an accredited institution with a cumulative grade point average of at least 3.0 (on a scale of 4.0)

In addition, applicants must submit:

- Career resume
- A 1,000 word personal statement of academic and career goals highlighting interest in and readiness for this unique and challenging program

Admissions Criteria for the Master of Business Administration (MBA), Master of Business Administration in Healthcare Administration (MBA-HCA), Master of Healthcare Administration (MHA), Master of Public Administration (MPA), Master of Science in Human Resources Management (MSHRM), Master of Science in Information Systems (MS), Master of Science in Leadership (MS), are as follows:

Completion of application for admission, and:

- An earned undergraduate degree from an acceptable accredited institution with a CGPA of 2.7 or better on a 4.0 scale
  OR
- An earned undergraduate degree from an acceptable accredited institution with a CGPA of 2.7 or better on a 4.0 scale during the applicant's last 60 semester or 90 quarter hours earned on the bachelor's degree or subsequent graduate work
  OR
- An earned undergraduate degree from an acceptable accredited institution with a minimum combined GMAT score of 400 or GRE scores of 150 Verbal and 150 Reasoning
  OR
- An earned graduate degree from an acceptable accredited institution with a cumulative grade point average of at least 3.0 (on a scale of 4.0)

Master of Public Administration Program Note:

For admission to the Master of Public Administration degree program, applicants with grade point averages lower than the stated program minimum may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in a personal statement of academic and professional goals, the career resume, academic or professional letters of matriculation recommendation, and/or GMAT scores. Exceptions must be recommended by the department chair or program director and approved by the College Dean.

Students admitted on an exception basis will be admitted as regular students on a provisional basis. To remain enrolled, the student must achieve a CGPA of at least 3.0 after completing 8 credit hours. If these conditions of provisional admission are not met, the student will be dismissed from the university. Dismissal from the University as a result of failure to meet the conditions of provisional admission cannot be appealed.

Master of Science in Information Systems Program Note

As determined by the Program Director or Chair, students with a non-technical degree or lacking IT-related experience are required to successfully complete MIS5010 Information Technology Infrastructure, with a "C" or better. Students must enroll in

the course within the first two quarters of their admission to the University. The course is designed to provide students with a required knowledge base of emerging trends in information systems, how information systems work, and how to manage IT infrastructures.

Required knowledge base course credits do not count towards the total number of credits for graduation nor do they count in the Cumulative Grade Point Average (CGPA); however, they do count in determining the maximum time frame (MTF) and the Incremental Completion Rate (ICR). Student must achieve a "C" or better within three attempts or will be academically dismissed from the University.

Exceptions to the minimum GPA: Applicants to the MSIS program with grade point averages lower than the stated program minimum may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in a personal statement of academic and professional goals, the career resume, or academic or professional letters of recommendation documenting the applicant's potential for success. Exceptions must be recommended by the Program Director and approved by the Department Chair and the Dean of the College of Business. Students admitted on an exception basis will be admitted as regular students on a provisional basis for the first quarter of enrollment. In order to remain enrolled after the first quarter, the student must achieve a CGPA of at least 3.0.

In the event that the student does not meet either the knowledge base or the GPA requirement upon admission, the minimum CGPA requirement must still be met after the first quarter.

Admissions criteria for the Master of Science in Accounting (MS) Program are as follows:

Completion of application for admission, and

- An earned undergraduate accounting degree from an acceptable accredited institution with a CGPA of 2.7 or better on a 4.0 scale
  OR
- An earned undergraduate accounting degree from an acceptable accredited institution with a CGPA of 2.7 or better on a 4.0 scale during the applicant's last 60 semester or 90 quarter hours earned on the bachelor's degree or subsequent accounting graduate work

Admissions criteria for the Bachelor of Science to Master of Science in Accounting (BS to MS) are as follows:

- General admission requirements for the university.
- To progress to the graduate phase of the program, students must meet the College of Business progressions requirements.

Transfer of Credit Guidelines for the College of Business Master's Programs

The majority of credits toward any graduate or post-graduate degree program must be earned at South University. Credit for transfer work will be given if the courses were taken at an acceptable accredited collegiate institution, the course is equivalent to courses offered at South University, and the course carries a grade of "B" or better.

All transfer credit will be reviewed and approved by the Dean, College of Business or designee, and the Department Chair of the respective academic department and Program Director. The maximum number of classes to transfer is four courses or 16 quarter hours. NOTE: Capstone courses may not be transferred from another institution.

College of Health Professions

Procedure for Admission to the Doctor of Occupational Therapy (OTD)

Admissions criteria for the OTD program are:

- Student holds an Occupational Therapy degree from an ACOTE accredited or WFOT approved program (Bachelor's or Master's).
- If licensure is available and an individual is practicing, then he/she must be licensed within the state/territory/country and provide proof of licensure.
    - International students should provide a letter from the licensing agency as proof of licensure.
    - U.S. Residents practicing should be in good standing with the NBCOT and the local licensing entity.
- Baccalaureate degree in Occupational Therapy from an accredited institution with a CGPA of 3.0 or higher on a 4.0 scale on all Occupational Therapy programmatic courses. OR
    - Master's degree in Occupational Therapy from an accredited institution with a CGPA of 3.0 or higher on a 4.0 scale on the degree earned.
        - Note: Applicants with a bachelor's degree in Occupational Therapy and a master's degree in Health Sciences (e.g. Public Health, Nursing, Health Sciences, etc...) may qualify for placement into the advanced track.
- Submission of official transcripts from all collegiate institutions attended within 10 weeks of the class start date.
- Minimum of two years of experience as an Occupational Therapist.
- Completion of application for admission.
- Three recommendations using the OTD Recommendation for Admission Form. Two recommendations must be from an Occupational Therapist.
- Submission of a typed essay, not to exceed 750 words (Refer to the OTD Student Essay form.)
- Interview with the Program Director or designee.

Transfer of Credit Guidelines for the Doctor in Occupational Therapy

Graduate work completed at another institution will be reviewed for possible credit based on the following criteria/procedure:

1. The course was taken at an acceptable accredited collegiate institution.
2. The transferred course must be determined to be equivalent to the course listed in the South University catalog.
   Note: Students may be required to provide additional supporting documentation such as a course description or a syllabus for a class to be considered for Transfer of Credit.

3. Courses that may be transferred are subject to the following conditions:
    - A course may be transferred if the student has earned a grade of "B" or better
    - No more than 12 credit hours may be transferred from another institution to the OTD program and used to fulfill the completion/graduation requirements of the program. The majority of credits earned toward a graduate degree in the Doctor of Occupational Therapy program must be earned at South University.
    - No course may be transferred if it was taken more than seven (7) years prior to the transfer request.

- Transfer credits being applied towards the OTD Program will be reviewed by the OTD Program Director with collaborative assistance from the Campus Registrars' office. Formal authentication of the transfer student's transcripts will be vetted through the Registrar's office.

4. South University reserves the right to reject any and all transfer credits from other institutions when it is determined that the quality of instruction is deficient or unsatisfactory as deemed by South University.

5. The University reserves the right to disallow transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below average.

Procedure for Admission to the Master of Medical Science in Anesthesia Science (Anesthesiologist Assistant) Program

Application Process

South University has partnered with the Central Application Service for Anesthesiologist Assistant (CASAA) to collect and manage applications to the Anesthesiologist Assistant Program. To apply, please follow the instructions outlined below.

- Visit the South University page on the CASAA website for details about our program and application requirements.
- Visit http://casaa.liaisoncas.com to complete an online application for admission through CASAA.
- Please follow the instructions on the CASAA site regarding the submission of documents.

The application process is open from June 1- February 1for admission to the class entering for summer quarter of the following year. Early decision interviews occur in October and November. All parts of the CASAA application must be completed and verified no later than October 1st to be considered for the early decision interview sessions and before February 1 for the regular admission deadline.

After the October 1st deadline, the most qualified applicants will be assigned to an interview group based upon when the application was completed and verified in CASAA.

The applicant is solely responsible for completion of his/her application. The program is not responsible for deficiencies due to US mail or failure of third parties to complete an applicant's request for transcripts, scores, letters of reference, et cetera.

The most qualified candidates for admission will be invited for an on-campus interview. During the interview process, candidates will have the opportunity to meet faculty, visit clinical training sites, attend a brief orientation to South University Anesthesiologist Assistant program, and receive financial aid information. Interviews are by request of the admission committee only.

Eligible applicants will receive a request for an interview from the program via email at least two weeks prior to the interview date. All interviews are scheduled at Savannah campus between October and February. The interview, which is a mandatory part of the application process, are held on Saturdays and typically begin at 8:00 AM and ending by 5:00 PM. The program provides information about transportation, lodging, and on-campus parking at the time the interview is scheduled. It is important that the program office have an applicant's current, daytime phone number so that he/she can be contacted in a timely manner about any last-minute interview changes.

Please note that for all components of the application, failure to provide complete and accurate information or to knowingly provide false information will result in (a) during the application process immediate withdrawal of the application and denial of admission to an applicant and (b) following admission immediate dismissal of the student from the program.

Completion of Application

Prior to matriculation, each person accepted into the Anesthesiologist Assistant program must provide an official transcript indicating degree conferred and show completion of all required course work. Complete transcripts and an official record of undergraduate degree must be on file with the program before registration will be permitted for the first quarter.

Admission Requirements

Familiarity with Practice of Anesthesia

Applicants to the program must be familiar with the practice of anesthesia, including related activities in the operating room. Individuals who are not familiar with the practice of anesthesia and have had no exposure to an operating room environment must spend at least 8 hours with an anesthetist or an anesthesiologist in an operating room observing the conduct of anesthetics. In addition, the applicant is required to summarize an article of their choice from current anesthesia literature.

General Admission Requirements

Students wishing to enter the Anesthesiologist Assistant program in the College of Health Professions should be aware that a prior felony conviction may restrict an individual's ability to obtain professional licensure or certification. Acceptance into a South University program or its completion does not imply or guarantee that a student will be able to obtain such licensure or certification.

- Baccalaureate degree from a regionally accredited university, including above average performance in courses required in a premed curriculum. All prerequisite coursework must be taken within seven years from the date of application.
- Official transcripts of all undergraduate and graduate course work.
- Entrance Exams
    - Graduate Record Examination (GRE) or Medical College Admission Test or taken within 5 years prior to the completion of the application.
    - Graduate Record Examination (GRE). The program must receive official score reports directly from the Educational Testing Service. The Code for South University is 7450.
    - Medical College Admission Test scores may be submitted for consideration if completed within five years of the application. The applicant may submit official MCAT scores through CASAA.
- The South University Anesthesiologist Assistant Program accepts credit for Advanced Placement courses. AP courses taken and successfully completed will be counted as one course credit toward completion of the respective pre-requisite subject. Grades earned in AP courses are not used in the calculation of the applicant's overall or pre-requisite GPA.
- In the applicant's own words, he/she must write a summary of an article of her/his choice that appears in a current anesthesia journal via the South University, CASAA application.
- Familiarity with the practice of anesthesia, including the environment in which day-to- day work occurs. The required form is located on the admissions page of the South University Anesthesiologist Assistant program website, https://www.southuniversity.edu/savannah/areas-of-study/anesthesia-science/anesthesiologist-assistant-master-of-medical-science-mmsc/admissions
- Three letters of recommendation are required to be submitted as part of the CASAA application. No more than one letter may be a personal/character reference.

Required Undergraduate Courses

(**substitutions are not permitted and survey courses or courses for non-science majors are not acceptable**)

	KNOWLEDGE AREA	**DURATION**
Required	English	3 Semester hours or 4-5 Quarter hours
	General Biology (200 or higher level Biology courses will also fulfill this requirement); Labs preferred but not required)	6 Semester hours or 9 Quarter hours
	General Chemistry (Full Academic Year) Labs are required	6 Semester hours or 9 Quarter hours
	Organic Chemistry (Sophomore 200 level) Labs are required	3 Semester hours or 4-5 Quarter hours
	Biochemistry (Junior 300 level); Labs preferred but not required	3 Semester hours or 4-5 Quarter hours
	General Physics (Full academic year); (Sophomore 200 level) Labs are required	6 Semester hours or 9 Quarter hours
	Calculus	3 Semester hours or 4-5 Quarter hours
	Statistics (Math or Statistics department courses)	3 Semester hours or 4-5 Quarter hours
Preferred (not required)	Cell and Molecular Biology, Anatomy, and Physiology	3 Semester hours or 4-5 Quarter hours
	Full year of Organic Chemistry Trigonometry or Calculus based Physics	6 Semester hours or 9 Quarter hours

Technical Standards

To undertake and successfully complete the Anesthesiologist Assistant program, as well as to function as an anesthetist after graduation, requires that an individual meet certain fundamental physical, cognitive, and behavioral standards. The requisite technical skills include, but are not limited to the following:

- Effectively communicating verbally with patients and their family members and with other healthcare professionals.
- Interacting with patients, including obtaining a history and performing a physical examination.
- Effectively communicating in writing, and by record keeping, those data and information essential to the practice of anesthesia and the care of patients.
- Reading and comprehending written parts of the medical record and other patient care documents in order to safely and effectively participate in the practice of anesthesia.

- Having sufficient knowledge, motor skill, and coordination to perform diagnostic and therapeutic tasks, including invasive procedures, on patients in a timely manner so as to insure the safety and well-being of the patients. These tasks include but are not limited to peripheral and central venous catheterization, arterial puncture and cannulation, breathing bag-and-mask ventilation, laryngeal mask airway insertion and management, endotracheal intubation.
- Having sufficient strength, motor skill, and coordination to lift, move, and position patients as required for administration of anesthesia and performance of cardiopulmonary resuscitation.
- Having sufficient speed and coordination to quickly and safely react to emergent conditions throughout the hospital in order to assure patient safety.
- Recognizing and differentiating colors of signals displayed on monitors; being able to work in both light and dark conditions as exist in patient care areas (e.g., operating room, radiology suite, endoscopy suite); being able to recognize details of objects both near and far.
- Hearing, processing, and interpreting multiple conversations, monitor signals, alarms, and patient sounds simultaneously in fast-paced patient care settings (e.g., operating room, intensive care unit, emergency room).
- Having no impairment that would preclude continuous performance of all of the above activities or any and all of the other activities that are an integral part of an anesthesiologist assistant's participation in the anesthesia care team.

Guidelines for Graduates of Colleges and Universities outside the United States

Please note that no exemptions will be made for required course work regardless of degrees or certification received outside the United States, experience, work background, or education.

In addition to the General Admission Requirements (above), the applicant who has graduated from a college or university outside the United States regardless of United States' residency status must do the following (not necessary for United States Territories):

- Official transcripts of all undergraduate and graduate course work taken outside the United States must be submitted to the program, along with the report from a credentialing organization (e.g., Educational Credential Evaluators, Incorporated) demonstrating equivalency to a bachelor's degree received at an American college or university, and evaluating the transcript course-by-course for equivalency to required pre-requisites for admission to the Anesthesiologist Assistant program.
- A statement from a responsible person certifying that the applicant's financial resources are sufficient to meet necessary expenses (International Students only).
- Deficiencies in required course work must be made up by taking appropriate courses in a college or university in the United States.
- A statement from a qualified physician describing any emotional or physical illnesses suffered by the applicant during the preceding five years, or certifying freedom from such illnesses (International Students only). In addition to the General Admission Requirements (above) and the first three requirements of this section, the applicant who has been graduated from a college or university of a country for which English is not the primary language regardless of United States' residency status must do the following:

    Student must obtain minimum listed below for each section. Scores must be from exam taken within 7 years of application to the program. The program must receive an official score report directly from Educational Testing Services, Princeton, NJ.

Minimum Score per section	Paper Based Exam	Computer Based Exam	Internet Based Exam
Listening	60	25	26
Reading	56	22	22
Speaking			26
Structure/Writing	58	24	20

Medical History and Immunizations

A recent medical history, physical examination, and all immunization records required must be maintained in the individual student's MedWise portal from the time of matriculation until graduation. It is the student's responsibility to keep these records complete and up to date. Students who do not maintain these records as required will be referred to the Progress and Promotions committee for a professionalism standard violation.

Students entering senior year may be required to obtain an updated current history and physical examination depending on the rotation site.

Policy on Experiential Learning

No course credit is awarded for experiential learning to applicants of the Master of Medical Science in Anesthesia Science program.

Transfer of Credits Policy

No transfer credit is accepted for the Master of Medical Science in Anesthesia Science program.

All students must complete each course in the curriculum.

Policy on Advanced Placement Courses

The South University Anesthesiologist Assistant program accepts credit for Advanced Placement courses. AP courses taken and successfully completed will be counted as one course credit toward completion of the respective pre-requisite subject. Grades earned in AP courses are not used in the calculation of the applicant's overall or pre-requisite GPA.

Insurance Requirements

Students in the Anesthesiologist Assistant program in the South University, Savannah College of Health Professions are required to have continuous health insurance coverage in force for the duration of their enrollment. Documentation of this insurance coverage must be stored and maintained in the student's MedWise account. If at any time a students does not have insurance in force and current documentation listed in their MedWise account they will cease participation in clinical education and be referred to the Progress and Promotions committee for a violation of the standards of Professionalism for the Anesthesiologist Assistant program.

Students using private health insurance must ensure that their plan covers treatment and monitoring for needle stick injuries and other documented exposure to blood borne pathogens for all clinical rotation locations. For example, a student from Michigan who is part of parental family coverage HMO may not be eligible for coverage in Savannah or at other remote sites while on clinical rotations. For the student's own personal safety it is imperative that they have an adequate health plan or the resources to pay for necessary medical care in the event of a needle stick or exposure to pathogenic organisms.

Payment for all medical and psychiatric services, elective and emergent; are the responsibility of the student regardless of the source of an illness or injury are the responsibility of the student regardless of what the source of an illness or injury may be. The student is responsible for payment of medical services including all laboratory and other diagnostic and therapeutic services rendered as part of a protocol into which a student is entered in the event of exposure to known or suspected pathogenic organisms. Each clinical site has a specific established protocol for exposure that the student must follow.

Background Checks

In addition to the requirement for applicants to submit a certified background as part of the admission process, the program will require the students to submit another background check to the program office during their fifth quarter in the program prior to the start of their senior year clinical rotations.

This confirms that students have no current record of criminal activity and this information may be relayed to clinical sites for verification during their senior year. Any new activity found as a result of such background checks will be submitted to the Progress and Promotions committee and may affect the student's status in the program. Any violations that involve felony convictions or constitute a significant breach of moral or ethical conduct may result in immediate dismissal from the educational program. Students may appeal this decision based on verification of factual information according to the appeals process outlined in this document.

Applicants with Disabilities

In accordance with policies of South University- Savannah, the program does not discriminate against any individual because of disability. Applicants must meet the requirements for technical standards as printed above. Students with disabilities should consult with the Dean of Student Affairs, who coordinates disability services.

Procedure for Admission to the Master of Arts in Clinical Mental Health Counseling Program

Admissions criteria for the Master of Arts in Clinical Mental Health Counseling program are consistent with those required in other master's degree level programs at South University. As the admissions process also takes into consideration the characteristics deemed essential to becoming a clinical mental health counselor, material is also required which will enable a determination to be made of the applicant's personal integrity, maturity, interpersonal skills, and ability to communicate effectively. The criteria used in determining admission to the graduate program include:

1. Completion of a bachelor's degree from an accredited institution.
2. A grade point average of at least 2.7 (on an Admissions scale of 4.0) for the last 60 semester hours/90 quarter hours of coursework (including relevant graduate work), or, a bachelor's degree with an overall CGPA of 2.7, or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.
3. A minimum score on a South University preapproved English language proficiency test is required for all applicants whose "first" language is not English as specified in the English Language Proficiency Policy.
4. Interview with the Clinical Mental Health Counseling department chair/program director or designated faculty member.
5. Approval of the campus program admissions committee.
6. Completion of an application for admission.
7. Submission of a personal/professional statement addressing the applicant's interest in counseling, professional goals, along with a self-appraisal of academic and professional qualifications.
8. Submission (within 10 weeks of class start dates) of official transcripts from all postsecondary institutions attended.
9. Current résumé (or career summary).
10. Background Check

All required admissions documentation and criteria will be reviewed and evaluated. Applicants will be notified regarding acceptance. Applicants should review the published general graduate requirements listed in the South University catalog. Students who are citizens of countries other than the United States should also refer to the section in the South University catalog entitled International Student Admissions Policy.

Procedure for Admission to the Master in Science Physician Assistant Program

Entrance to the Physician Assistant (PA) program is gained through a formal application review and on campus interview. Application to the program is made through the Central Application Service for Physician Assistants (CASPA). Additional information on the application process can be obtained through the PA program web site or by calling the Richmond campus at 804-727-6894, the Savannah campus at 912-201-8025, or the Tampa campus at 813-393-3720. Because entrance into the program is highly competitive, only applications meeting the admission requirements listed below will be considered for admission.

The application process requires submission of scores from the Graduate Record Examination (GRE).

For all campuses, applications must be e-Submitted in the CASPA application portal by August 1st of the calendar year before matriculation.

Admission Criteria

The following criteria are established for students interested in applying to the South University Master of Science in Physician Assistant degree program.

- Applicants must have an earned bachelor's degree from a regionally accredited U.S. institution.
- Applicants must have an overall GPA as calculated by the CASPA service of 3.0 or greater (on a 4.0 scale) (including undergraduate, post-baccalaureate, and graduate coursework)
- Applicants should have a Biology-Chemistry-Physics (BCP) science GPA of 3.0 (on a 4.0 scale) as calculated by the CASPA service.
- Applicants must submit scores from the GRE general exam directly to the CASPA service using the South University PA program code 7147 (Richmond, Virginia campus) 0467 (Savannah, Georgia campus), and 0454 (Tampa, Florida Campus).
- .
- At least one reference on the CASPA application must be from a physician (MD/DO), Physician Assistant, or Nurse Practitioner with whom the applicant has worked or shadowed and to whom the applicant is not related.
- Preference will be given to those with GRE scores at the 50th percentile or above.

Students must complete all prerequisite courses listed below with a grade of C or better at a regionally accredited U.S. college or university before matriculation.

- Human Anatomy 1 course[1]
- Human Physiology 1 course[1, 2]
- General Biology 2 courses[2, 3]
- General Chemistry 2 courses[2, 3]
- Biochemistry -or-Organic Chemistry 1 course[2]
- Microbiology 1 course[2, 4]

Prerequisite coursework which is obtained from a four-year college or university and which is designed for science majors is considered more competitive.

In general, prerequisite coursework inclusive of titles such as Essentials of, Survey of, or Introductory to, unless specifically designed for science majors are considered less competitive.

[1]Human Anatomy and Physiology may be taken as stand alone courses or as part of a sequence. In the event that the courses are taken as part of a sequence, only a completed sequence of A and P I and II will be accepted.

[2]Basic science courses should be those for science majors. Only courses (excluding general biology and biochemistry) with an associated lab will be given credit for fulfilling prerequisite requirements. In the event that a laboratory is not offered with a prerequisite course, applicants may request the lab requirement for that course be waived.

[3] Labs recommended but not required for general biology courses.

[4] Microbiology course must be 200/2000 level courses or higher.

No transfer credit is accepted for the Master of Science in Physician Assistant Studies program. All students must complete each course in the curriculum.

The South University Physician Assistant program accepts credit for Advanced Placement courses. AP courses taken and successfully completed will be counted as one course credit towards completion of the respective prerequisite subject. Grades earned in AP courses are not used in calculation of the applicants overall or prerequisite GPA.

The South University Physician Assistant program does not accept College Level Examination Program (CLEP) credit for any prerequisite requirements.

Master of Science Physician Assistant Technical Standards

In order to ensure that patients receive the best medical care possible, the faculty of the South University Physician Assistant program has identified certain skills and professional behaviors that are essential for successful progression of physician assistant students in the program. A student must possess skills and behaviors at a level of capability to perform a variety of duties required of a physician assistant as a health care professional.

Students with disabilities who can perform these skills and successfully execute professional behavior either unassisted, with dependable use of assistive devices, or by employing other reasonable accommodations are eligible to apply for enrollment in the program. Minimum performance standards include critical thinking, communication skills, observation skills, motor skills, and interpersonal abilities. Interested parties may contact the Physician Assistant program office for additional information about South University performance standards. These skills and behaviors include, but are not limited to:

Critical Thinking: A candidate must possess the intellectual, ethical, physical and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The ability to solve problems, a skill that is critical to the practice of medicine, requires the intellectual abilities of measurement, calculation, reasoning, analysis and synthesis. Candidates for the program must be able to perform demonstrations and experiments in the basic sciences.

Communication Skills: A candidate should also be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and to perceive nonverbal communications. The candidate must be able to communicate effectively and efficiently in oral and written forms.

Observation Skills: A candidate must be able to observe a patient accurately, both at a distance and close at hand. This ability requires the functional use of vision and somatic sensation.

Motor Skills: A candidate should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic techniques. A candidate should be able to execute movements reasonably required to move from area to area, maneuver in small places, calibrate and use large and small equipment, position and move patients, and provide patients with general care and emergency treatment.

Interpersonal Abilities: A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities required for the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients, families and colleagues.

Clinical Experience

Clinical experience that includes direct patient care is strongly recommended for application and selection into the program; however, there is no requirement for a predetermined number of hours (or months) of health care experience to be earned by an applicant. Clinical experience should provide the applicant with a knowledge of and orientation to the presentation, signs, and symptoms of a variety of ill or injured patients. Such experiences are evaluated on an individual basis with regard to time spent with physician assistants or physicians observing or caring for patients.

Procedure for Admission to the Associate of Science in Medical Assisting Program

Technical standards describe the physical abilities and behavioral characteristics required of students for full participation, and successful completion of the Medical Assisting program, as well as to function as a fully qualified medical assistant after graduation. Prospective Medical Assisting students should carefully look over these standards and determine if they have any limitations that may interfere with their ability to satisfy any of these requirements. The requisite standards include, but are not limited to:

Sensory

Medical Assisting students must be able to read charts, graphs, instrument scales and medication orders, prepare and maintain medical records, and use their senses of hearing and touch to recognize emergencies and to assess the patient's physical condition.

Communication

The Medical Assisting student must be able to read and write effectively in order to transmit information to all members of the healthcare team. The student must also be able to assess nonverbal communication and respond appropriately.
Additional requirements include the ability to interview and record patient histories, provide patient care instructions, use correct telephone technique, collect, prioritize and convey information.

Fine Motor Skills

The Medical Assisting student must manifest all the fine motor skills necessary to safely and accurately use medical instruments and perform diagnostic and clinical procedures (e.g. obtaining the patient's blood pressure, heart rate and temperature, drawing blood and administering non-intravenous injections). The student must be able to perform basic secretarial skills, including using a keyboard and the operation of common office equipment.

Gross Motor Skills

The Medical Assisting student must be able to support patients when ambulating, assist patients in and out of a wheelchair, and on and off an examination table. Students must be able to reach equipment and supplies, and respond appropriately to emergency situations in a timely manner.

Psychological Stability

The Medical Assisting student must demonstrate the ability to handle difficult interpersonal situations in a calm and tactful manner. The student must also be able to maintain a composed, competent, and confident demeanor during emergency situations.

Transfer of Credit Guidelines for the Associate of Science in Medical Assisting

For students in the Associate of Science in Medical Assisting degree program transfer of credit will not be accepted for the following courses:

- AHS2005 Clinical Competencies I
- AHS2006 Clinical Competencies II
- AHS2007 Clinical Laboratory Competencies
- AHS2087 Medical Office Procedures
- AHS2090 Medical Insurance and Coding
- AHS2092 Computers in the Medical Office

Transfer of credit will be accepted for AHS1001 Medical Terminology.

Procedure for Admission into the Core Curriculum of the Associate of Science degree or Associate of Applied Science degree in Occupational Therapy Assistant

Students who wish to transfer from one South University campus to another must be in good standing at the original campus. These students must talk with the Program Director at each campus about their plans. Each Program Director and the student requesting a transfer must sign the appropriate transfer request forms from both the program and South University and the Transfer Release Form before the form is sent to the Registrar's office on the receiving campus for processing.

When completing an application for admission into South University to take prerequisite coursework in preparation to apply for admission into the Professional OTA Curriculum at South University, students must meet the requirements for regular admission to the university.

Students must apply for admission into the Professional Curriculum of the Occupational Therapy Assistant (OTA) Program as they complete prerequisite coursework. No transfer credit will be given to any course designated as an occupational therapy assistant major.

The OTA Program accepts two cohorts of students into the Professional Curriculum each year. Depending on the campus, applications are either accepted prior to the beginning of winter and summer quarters or before spring and fall quarters. Application deadlines are announced on each campus.

An OTA Application packet is available from OTA faculty and/or the campus receptionist

The following information is required from students applying for admission into the Professional Curriculum of the OTA Program:

1. Students must have a minimum grade of 'C' or above in all prerequisites, except for the following courses, in which students must achieve a minimum grade of 'B' or above: BIO1011 Anatomy and Physiology I, BIO1012 Anatomy and Physiology I Lab, BIO1013 Anatomy and Physiology II, BIO1014 Anatomy and Physiology II Lab, PSY2022 Human Growth and Development and OTA1001 Introduction to Occupational Therapy.

2. In addition, note that a minimum CGPA of 2.85 is required for prerequisite and general education coursework. All prerequisite coursework must be completed at the time of entry into the Professional Curriculum of the OTA Program.

3. NOTE: Courses in Medical Terminology, Anatomy and Physiology I (lecture and lab) and Anatomy and Physiology II (lecture and lab) must have been taken in the past seven years from the intended start date of the Professional Curriculum of the OTA Program.

4. Students must have official transcripts on file at South University at the time of application to the Professional Curriculum of the OTA Program. Students are responsible for requesting official transcripts from all postsecondary institutions attended and having them sent to South University. All associated fees are the responsibility of the student.

5. Students must complete and submit an OTA Application; this includes a signed Acknowledgement of Risk and Release of Liability form and Student Medical Insurance Verification form (along with copy of the front and back of the medical insurance card). The student must upload proof of medical insurance to an agency identified in the OTA Application.

6. Students must submit ATI TEAS scores, which will not be accepted if greater than 5 years old. A total score below the national mean will result in a lower ranking score for this component. All associated fees are the responsibility of the student.

7. Students must complete 12 hours of observation of occupational therapy practitioners in two different areas of occupational therapy practice (e.g., pediatrics, adults, inpatient, outpatient, acute care, rehab, mental health, skilled nursing), documented on the form provided in the OTA Application, signed and dated by an occupational therapist or occupational therapy assistant. For example, you might observe in hospital and a skilled nursing settings or adult rehab and acute care.

8. Students must provide a copy of the front and back of the card showing current certification in Cardiopulmonary Resuscitation in Basic Life Support for Healthcare Providers. The student must upload this credential to the agency identified in the OTA Application. All associated fees are the responsibility of the student.

9. Students must complete a background check and drug test; the agency overseeing the background check and drug test is identified in the OTA Application. No other background checks and drug tests will be accepted. The background check and drug test must have been completed for South University within the past year from the intended start date of the Professional Curriculum of the OTA Program. All associated fees are the responsibility of the student.

> *NOTE: Applicants will not be permitted to enter the admission ranking process if they have been convicted of a felony. No applicant who has been convicted of a felony will be admitted into the OTA Program.*
>
> *NOTE: If the applicant has been convicted of any of the following disqualifying misdemeanors: rape or sexual abuse, molestation, abuse, endangerment, or neglect of a child, disabled person, or elderly person, that applicant is not eligible to enter the Professional OTA Curriculum.*
>
> *If the background check contains any other type of positive misdemeanor, the applicant must meet with the OTA Program Director to obtain instructions for contacting appropriate entities to seek an early determination decision as to whether or not the applicant will likely be allowed to sit for the national certification exam.*
>
> *The applicant must also understand that any type of misdemeanor conviction may result in the Academic Fieldwork Coordinator being unable to place the applicant on Level I or Level II Fieldwork, which could delay or prevent the applicant from graduating from the OTA Program.*
>
> *Lastly, applicants must understand that any misdemeanor conviction while enrolled in the OTA Program will result in referral of the student to the OTA Committee on Progressions and Appeals and/or the Dean of Student Affairs; the conviction may also be grounds for dismissal from the OTA Program.*

10. Required immunizations are identified in the OTA Application. Students must provide evidence that the Hepatitis B test has been initiated, along with other immunizations, at the time of application. The student must upload all original lab results and evidence of immunization through the agency identified in the OTA Application. All associated fees are the responsibility of the student. All immunizations must be completed no later than 15 business days *before* the start of the Professional OTA Curriculum.

11. Students must show evidence of a physical exam by a physician, nurse practitioner or physician assistant; results must be uploaded through the agency identified in the OTA Application. All associated fees are the responsibility of the student.

12. All requirements for Financial Aid must have been met, as applicable; students must be in good standing with South University.

Ranking of Applicants for Admission into the Professional OTA Curriculum will be based upon the following criteria:

1. Students must achieve a minimum CGPA of 2.85 based on all prerequisite and general education coursework. Students must achieve a minimum grade of 'B' in OTA1001 Introduction to Occupational Therapy, BIO1011 Anatomy and Physiology I, BIO1012 Anatomy and Physiology I Lab, BIO1013 Anatomy and Physiology II, BIO1014 Anatomy and Physiology II Lab and PSY2022 Human Growth and Development.

2. Submitted results for the ATI TEAS .

3. Documented results from the background check and drug test must be available for review. (Note: No applicant will be considered for admission if documented results reveal conviction of a felony.)

4. Students must have submitted documented completion of 12 hours of observation in two different areas of occupational therapy practice (e.g., pediatrics, adults, inpatient, outpatient, acute care, rehab, mental health, skilled nursing), on the form provided in the OTA Application. For example, you might observe in a hospital and skilled nursing setting or adult rehab and acute care.

5. Students must have provided documented evidence of the following *already in progress* and uploaded to the agency identified in the OTA Application:

a) Hepatitis B and other immunizations
b) Current CPR or date scheduled to complete
c) Proof of medical insurance
d) Physical exam by nurse practitioner, physician or physician assistant

NOTE: If a qualified student is not accepted or if a student is unable to matriculate into the Professional OTA Curriculum, s/he may use that same application to apply into the next cohort on that same campus within one year from the date of application submission. After that time, the student must apply as a new student.

Essential Functions for the OTA Program

The following are considered to be essential functions related to the profession of occupational therapy to be successful in the Occupational Therapy Assistant (OTA) Program *and* in future employment as a Certified Occupational Therapy Assistant (COTA).

It is the responsibility of the OTA Program at South University to inform students considering a career as a COTA about the essential functions required both in the academic program and in the workforce. Factors and requirements will vary, depending on the specific area of practice and work setting.

Students must demonstrate safe and continuous application of these essential functions or of any and all others that are integral to the success of the OTA student and future occupational therapy practitioner. Students will display professional behaviors, assess their own performance with respect to the behaviors, and be ready to make behavioral changes as directed by academic and clinical faculty.

In addition, the OTA Committee for Progression and Appeals may become involved in issues related to a student's performance of the essential functions. The OTA Committee for Progression and Appeals may make recommendations to the OTA Program Director that result in, but are not limited to, a lower course grade, the creation of a remediation plan, exclusion from a course, dismissal from a Level I or Level II Fieldwork experience, professional behavior probation or dismissal from the OTA Program and/or South University.

Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against "otherwise qualified" persons with a disability. South University provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations.

All students must demonstrate competency in the following essential functions related to the profession of occupational therapy:

Behavioral/Emotional Functions

Adaptation: The ability to respond with flexibility to change or difference.

Emotional Stability: The ability to control own emotions, differentiate between different emotions and identify each appropriately; use emotions to guide thinking and direct behavior.

Interpersonal Skills: The ability to interact effectively with others.

Safety: Maintain the well-being of others in compliance with policies and procedures.

Ethics: The ability to distinguish between right and wrong, to comply with authority and with policies and procedures.

Professional Behavior and Appearance: The ability to adjust behavior and appearance in response to given circumstances.

Cognitive Functions

Critical Thinking: The ability to define and resolve issues by asking questions, gathering and analyzing information.

Time Management: The ability to identify and prioritize tasks to be accomplished and maintain work pace appropriate to given work load.

Math, Reading Comprehension: The ability to apply basic math functions, calculate time and simple measurements; comprehend written words.

Perception: The ability to be aware of things in relation to others and to discriminate between those relationships.

Communication Functions

Verbal: The ability to speak using the English language, clearly communicating and clarifying information.

Written: The ability to communicate legibly and concisely in English, using proper grammar, punctuation, spelling, style and formatting.

Listening, Comprehending, Responding: The ability to hear, understand and respond appropriately to what was communicated.

Sensory Functions

Hearing: The auditory ability to detect sound within 10 feet away, sufficient to monitor clients and interact with others.

Touch: The ability to come into physical contact with something and perceive that it is there.

Vision: The ability to look at and see something or someone close-up and from a distance greater than 20 feet, noting verbal and nonverbal postures or behaviors.

Physical Functions

Fine motor dexterity: The ability to coordinate small muscle groups during movement, usually involving coordination between the hands, fingers and eyes to manipulate small objects.

Gross motor skills: The ability to coordinate large muscle groups to move and to stabilize the head, trunk, arms and legs to reach, lift, push, pull, stand, balance, walk, run, bend, kneel and crouch; possess minimum grip strength of 30 pounds in one or both hands, and the ability to stand up to 30 minutes at a time, push up to 250 pounds and lift/transfer up to 250 pounds.

Mobility: The ability to independently move easily from point A to point B.

Endurance: The ability to exert self and remain active for a long period of time (e.g., 45 minutes); stamina.

Environmental Functions

Working conditions: The ability to recognize, avoid and prevent safety and health hazards in the work setting.

Procedure for Admission to the Associate of Science or Associate of Applied Science in Physical Therapist Assistant Program

Students intending to enter the Physical Therapist Assistant (PTA) program will be admitted to South University as candidates for the Physical Therapist Assistant program. Only after completing prerequisite coursework and achieving the requirements outlined below will students be admitted into the technical phase of in the PTA program. Students may transfer prerequisite courses into the program before entering the technical phase if approved by the Program Director and the registrar.

Transfer credit will not be accepted for courses in the South University PTA Technical Phase Curriculum.

Note: This does not apply to South University PTA students (in good standing) transferring between campuses.

All applicants to the South University PTA program must submit standardized test scores using Accuplacer, SAT or ACT. For the University administered test, students must meet the general admissions standards for the Reading, Sentence Skills and Mathematics portions of the test. Applicants who require developmental coursework in English (ENG0099) based upon scores of the standardized tests will not be permitted to enroll in the PTA program even if they have taken coursework at another institution. Standardized test scores (Accuplacer) must not be older than five (5) years. Applicants who take, or have taken, standardized entrance tests at a site outside of South University campuses, must provide official test scores to the South University campus to which they are applying.

All applicants must satisfy technical standards for the PTA program in order to be admitted. Students who attempt to transfer into the South University PTA program must submit, in addition to the standard application for admission, official scores from acceptable standardized tests (SAT or ACT) or take the university's Accuplacer entrance test. The coursework that is transferred to South University must permit the student to obtain a 2.85 CGPA by the time the student applies for admission into the PTA technical phase. Students who transfer coursework into South University, but cannot mathematically attain a CGPA of 2.85 by the time they would enter the technical phase, will not be admitted to the PTA program.

Students from South University who are in another major will be permitted to transfer into the general education phase of the PTA program if they achieve satisfactory scores on the Accuplacer, SAT or ACT for general admission at the time of original enrollment. Students requiring developmental course work in algebra (MAT0099) will be eligible for transfer to the program. Applicants must satisfy technical standards for the PTA program in order to be admitted.

Admission Requirements for the Technical Phase of the Physical Therapist Assistant Program

Students must apply for admission into the technical phase of the PTA program.

1. Application must be submitted seven (7) weeks before the start of the technical phase of the program.
2. Applicants must meet the Essential Functions and Technical Standards (listed in the application for admission and the program student handbook) of the program in order to enter the ranking process.
3. Background check - Applicants will not be permitted to enter the ranking process if they have been convicted of a felony, or any of the following disqualifying misdemeanors: 1) rape or sexual abuse or 2) molestation, abuse, endangerment, or neglect of a child, disabled person, or elderly person. The student is responsible for completing the background check at his/her own cost using the agency identified by the PTA Program Director. The student is responsible for providing the results of the background check to the PTA program at the time of application.
4. Drug test - The student is responsible for completing a drug test at his/her own cost using the agency identified by the PTA Program Director. The student is responsible for providing the results of the drug test to the PTA program at the time of application.
5. Students must complete an American Heart Association BLS CPR certification course (or equivalent) and provide a copy of a valid card at the time of application. The card must remain valid throughout all clinical rotations.
6. Students must complete a health screening (physical exam and proof of required immunity) before participating in the ranking process.
7. Applicants must complete 25 hours of observation in a physical therapy setting documented by a licensed PT or PTA on the appropriate form provided in the admissions packet. The completed form must be submitted at the time of application.
8. Ranking will be based upon:
    a. Cumulative GPA (based on required prerequisite courses) at the time of entry into the ranking process.
    b. Science GPA (required to score a B or higher in these courses; science coursework will not be accepted if greater than 7 years old).
        i. AHS1001 Medical Terminology
        ii. BIO1011 Anatomy and Physiology I
        iii. BIO1012 Anatomy and Physiology I Lab
        iv. BIO1013 Anatomy and Physiology II
        v. BIO1014 Anatomy and Physiology II Lab
    c. ATI TEAS (score will not be accepted if greater than 5 years old).
        i. A score of 59 or higher is preferred.
        ii. A total score below 59 will result in a lower score for this component.
9. Students must achieve a 2.85 CGPA in prerequisite course work or greater at the time they enter the ranking process.
10. Repeating a course to achieve a higher grade is associated with penalty point deductions from the ranking score.
11. Students must successfully complete the general education phase of the program before entering the technical phase.
12. The number of students entering the technical phase will be determined by the Campus President in conjunction with the PTA Program Director and the ACCE/DCE.

Technical Standards for Physical Therapist Assistant Students

The following standards reflect expectations of a student in the Physical Therapist Assistant (PTA) Program for the performance of common physical therapy functions. In adopting these standards the PTA Program is mindful of the patient's right to safe function in a broad variety of clinical situations while receiving physical therapy interventions. The PTA student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations while administering physical therapy interventions. These standards do not encompass all that may be required for employment of the PTA Program graduate. In order to verify the students' ability to perform these essential functions, students are required to demonstrate the following technical standards throughout the curriculum.

The faculty is the sole judge of a student's ability to meet these standards through successful completion of the requirements of the program and individual courses.

1. Critical Thinking/Problem Solving Skills. Ability to collect, interpret and integrate information and use that information to make appropriate decisions.
2. Interpersonal Skills. Ability to collaboratively work with all PTA students and with program faculty and patients in the classroom, lab, and clinical setting.
3. Coping Skills. Ability to respond appropriately to stressful environments or during impending deadlines.
4. Communication Skills. Ability to communicate effectively in English using verbal, nonverbal and written formats with faculty, other students, patients, families, and healthcare workers.
5. Mobility/Motor Skills. Sufficient motor ability to execute the movement and skills required for safe and effective physical therapy treatment in various clinical settings.
6. Sensory Abilities. Sufficient visual, auditory, and tactile ability to monitor and assess health needs.
7. Behavioral Skills. Ability to demonstrate professional behaviors and a strong work ethic.

The Physical Therapist Assistant Program fully supports the provision of reasonable accommodations to students with special needs. Program requirements will not be altered. Instead, it is the policy of South University to provide reasonable accommodations to students with special needs who request them so that they can meet the program requirements. It is the students' responsibility to contact the Dean of Student Affairs with documentation to support their need for accommodations. Students are encouraged to contact the Dean of Student Affairs and/or Program Director as early as possible to discuss their particular situation.

Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against "otherwise qualified" persons with a disability. If an applicant can perform the Technical Standards listed above, he or she is "otherwise qualified" under the law and must be treated the same as a person without a disability. A person who cannot perform the Technical Standards is not "otherwise qualified" and may be denied access to the program without discrimination.

College of Nursing and Public Health

Procedure for Admission to the Doctor of Nursing Practice** Program

*** South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Admissions criteria for the Doctor of Nursing Practice (DNP) program are consistent with those required in South University College of Nursing and Public Health's advanced practice programs. The criteria used in determining admission to the Doctor of Nursing degree program include:

- Completion of an application for admission.
- Completion of a master's degree in nursing (or be a pending graduate) from an acceptable accredited collegiate institution and a CGPA of 3.00 or higher on a 4.0 scale.
- Official documentation of the actual number of verified clinical hours completed during the master's program of study within 10 weeks after the initial start date. This requirement may come in the form of the credentialing documents used to verify the hours for certification examination or a statement from the graduate degree-granting institution verifying the actual number of hours completed during the master's program.
- Completion of a three semester credit hour undergraduate or graduate course (or equivalent) in statistics with a grade of C (undergraduate)/B (graduate) or better .
- Completion of a three semester credit hour graduate nursing research course (or equivalent) with a grade of B or better.

- Submission of official transcripts from all post-secondary institutions attended within 10 weeks after the initial start date.
- A valid unencumbered license as a registered nurse in all U.S. state or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program.
- Applicants for whom English is a Second Language (ESL) must submit a minimum paper-based TOEFL (Test of English as a Foreign Language) score of 600 or the electronic-based score of 250 to be considered for the program.
- Meet Core Performance Standards for nursing professionals as described in the academic catalog.
- Interview with Chair/Program Director or designated faculty for campus based students.
- Submission of the following:
    - Three references using the appropriate appraisal form. At least two of the individuals submitting references should hold a doctoral degree in any field.
    - An essay (i.e. goal statement) explaining career goals, reasons for your choice of program electives, and reasons to pursue a doctor of nursing practice degree.
    - A resume or curriculum vitae describing relevant work, professional, and volunteer experiences.

Once all required admissions documents and information are submitted, the application will be reviewed and evaluated for an admission decision.

Doctor of Nursing Practice Transfer of Credit

1. Students may transfer up to four (4) courses.
2. Doctoral/Graduate credit earned at another institution is evaluated at the written request of the student by the program for an assessment of currency, equivalence and acceptability for transfer.
3. Review requests will include a course description and syllabus and must be received before the student matriculates into the program.
4. The courses must have been completed at an accredited college or university with an acceptable grade of B- or better.
5. The courses must be comparable in content to the South University course in all its requirements.
6. Due to the unique nature of the courses within the South University DNP program, transfer of credit is not accepted for the clinical courses (including field experiences and Capstone courses). Students with documented clinical hours from previous graduate education programs may subtract those documented hours from the 1,000 hours of practice for a maximum of 640 hours. A minimum of 360 hours must be completed within the DNP program of study.
7. Eligibility for course transfer credit is made by the Program Director/Chair. In cases of disputes regarding transferability of courses, the final determination on the transferability of any particular course is made by the Dean of the College of Nursing and Public Health.

Procedure for Admission to the Post Graduate Certificate Programs**

*** South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Consistent with the requirement for admission to the MSN program, the requirements for admission to the Post Graduate Certificate programs are as follows:

- Completion of the application for admission.
- An official transcript documenting the award of a master's degree in nursing from an accredited nursing program with a GPA of 3.0 or better on a 4.0 scale.
- Official transcripts from every college or university attended within 10 weeks of starting the program.

- A valid and unencumbered license as a registered nurse in all states in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program.
- Submission of the following:
    - Three references using the Nursing Graduate School Appraisal Form. At least one of your references should hold a master's degree in Nursing.
    - A resume describing relevant work, professional, and volunteer experiences.

Once all required admissions documents and information are submitted, the application will be reviewed and evaluated for an admission decision.

Procedure for Admission to Master of Science in Nursing Programs**

*** South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

The criteria used in determining admission to the Master of Science in Nursing degree program include:

- Completion of the application for admission
- A baccalaureate degree in nursing (or be a pending graduate) from an accredited U.S. collegiate institution
- A CGPA of 3.0 or better on a 4.0 or at least 3.0 on a 4.0 scale for the last 60 semester hours (or 90 quarter credits) undertaken of undergraduate nursing courses completed.
- Completion of a three semester credit hour undergraduate course (or equivalent) in statistics with a grade of C or better.
- Completion of an undergraduate nursing research course or equivalent with a grade of C or better.
- Submission of official transcripts from every college or university attended within 10 weeks after the initial start date).
- A valid unencumbered license as a registered nurse in all US states or territory in in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program.
- Meet the Core Performance Standards and essential function related to the profession of nursing as described in this catalog.
- An interview with the Chair/Program Director or designated faculty for campus based students.
- Submission of the following:
- Three references using the Nursing Graduate School Appraisal Form. At least one of your references should hold a master's or higher degree in nursing.
    - An essay (goal statement) of 1-2 pages (typed, double-spaced) explaining your career goals, reasons for your choice of specialization, and why you want to pursue an advanced degree in nursing.
    - A resume describing relevant work, professional, and volunteer experiences

Once all required admissions documents and information are submitted, the application will be reviewed and evaluated for an admission decision.

Provisional admission to the Master of Science in Nursing programs can be granted for any of the following:

- Completion of the statistics and nursing research requirement
- Final admission requires completion of the undergraduate statistics and undergraduate nursing research course with a grade of C or better.

- These courses can only be taken once. There will be no appeal granted to provisional admission.
- Failure to meet requirements of provisional admission results in dismissal from the graduate program

International Applicants

Students enrolled in the RN to BSN degree program, the RN to MSN degree program,the MSN degree program, the PGC program or the DNP program must have a valid unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments for the program.

Core Performance Standards

- Students must demonstrate essential functions related to the profession of nursing, including the ability to perform specific cognitive functions and psychomotor skills in order to work in the profession of nursing. Nursing students must possess the ability to perform all functions that are necessary components of the nursing program.
- Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of their nursing activities within each course in the program.
- Students must be able to communicate effectively orally and in writing, with faculty, other students, staff, and others relevant to their course of study.
- Expression of ideas and feelings must be clear and appropriate.
- Students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals.
- Students must possess good emotional health consistent with the use of intellectual abilities and be able to employ sound judgment.
- Students must demonstrate a willingness and ability to give and receive criticism and positive feedback.
- Students must possess the ability to reason morally and practice nursing in an ethical manner.
- Students must not have any impairment that would preclude continuous performance of all of the above activities, or any and all other activities that are integral to the success of a nursing student.

Applicants with Disabilities

South University does not discriminate against any individual because of disability. Applicants must meet the requirements for core performance standards as printed below. Students with disabilities should consult with the Dean of Student Affairs, who coordinates disability services. To assist students in the determination of need for accommodations in admission and progression, the following Core Performance Standards are provided. (Reprinted from the Southern Regional Educational Board Council on Collegiate Education for Nursing (SREB) website: http://www.sreb.org/publication/americans-disabilities-act:

CORE PERFORMANCE STANDARDS FOR NURSING		
Requirements	**Standards**	**Examples**
Critical thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	• Identification of cause/effect relationships in clinical situations • Use of the scientific method in the development of patient care plans • Evaluation of the effectiveness of nursing interventions

CORE PERFORMANCE STANDARDS FOR NURSING		
Requirements	**Standards**	**Examples**
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups	• Establishment of rapport with patients/clients and colleagues • Capacity to engage in successful conflict resolution • Peer accountability
Communication	Communication adeptness sufficient for verbal and written professional interactions	• Explanation of treatment procedures, initiation of health teaching. • Documentation and interpretation of nursing actions and patient/client responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	• Movement about patient's room, work spaces and treatment areas • Administration of rescue procedures-cardiopulmonary resuscitation
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	• Calibration and use of equipment • Therapeutic positioning of patients
Hearing	Auditory ability sufficient for monitoring and assessing health needs	• Ability to hear monitoring device alarm and other emergency signals • Ability to discern auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary in patient care	• Ability to observe patient's condition and responses to treatments
Tactile Sense	Tactile ability sufficient for physical assessment	• Ability to palpate in physical examinations and various therapeutic interventions

Procedure for Admission to the RN to Master of Science in Nursing** Degree Program

*** South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

The criteria used in determining admission to the Master of Science in Nursing degree program include:

- Completion of the application for admission.
- An associate's degree in nursing from an accredited collegiate institution, or a diploma in nursing from an accredited institution, with a minimum cumulative CGPA of 3.0 or better on a 4.0 scale.
- Submission of official transcripts from every college or university attended within 10 weeks after the initial start date).

- A valid unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program.
- Meet the Core Performance Standards and essential function related to the profession of nursing as described in this catalog
- An interview with Chair/Program Director or designated faculty for campus based students.
- Submission of the following:
    - Three references using the Nursing Graduate School Appraisal Form. At least one of your references should hold a master's in Nursing or higher degree in nursing.
    - An essay (goal statement) of 1-2 pages (typed, double-spaced) explaining your career goals, reasons for your choice of specialization, and why you want to pursue an advanced degree in nursing.
    - A resume describing relevant work, professional, and volunteer experiences.

Once all required admissions documents and information are submitted, the application will be reviewed and evaluated for admission decision.

Provisional admission status is not available for the RN to Master of Science in Nursing degree program. Students not meeting admission requirements for the RN to Master of Science in Nursing program may be considered for the RN to BSN degree program and apply to the MSN degree program when the admission requirements for the MSN degree program are met.

Procedure for Admission to the Bachelor of Science in Nursing Program

The criteria used in determining admission to the Bachelor of Science in Nursing degree program include:

- Completion of the application for admission.
- Completion of 90 quarter hours (QH) of science and general education courses as required for admission to BSN degree program with a grade of C or better. Science courses are not accepted for transfer if they are older than 7 years at the time of application to South University.
- A cumulative GPA (CGPA) of 2.75 or better on a 4.0 scale in the nursing pre-requisite courses
- A GPA of 2.75 or better in the following science courses: BIO1011 Anatomy and Physiology I and BIO1012 Anatomy and Physiology I Lab; BO1013 Anatomy and Physiology II and BIO1014 Anatomy and Physiology II Lab; BIO2070 Microbiology and BIO2073 Microbiology Laboratory ; CHM1010 General Chemistry; BIO2015 Human Pathophysiology
- A grade of "C" or better in all general education courses
- Entrance test results
- A completed, approved Level I and Level II background check
- Completed application for admission to the BSN degree program form.
- Official transcripts from every college or university attended, including courses taken at South University.
- Meet the Core Performance Standards and essential functions related to the profession of nursing as described in this catalog

Provisional admission may be granted if the student is completing prerequisites in the term before matriculation into the nursing program. On the day of matriculation to the nursing, the student must meet the admission criteria as outlined above. Failure to meet requirements of provisional admission will result in rescinding the provisional admission status.

Spring 2018 admissions only: Provisional admission may be granted to students whose CGPA and/or science courses GPA is between 2.5 to 2.74.

Procedure for Admission to the RN to BSN Program

The criteria used in determining admission to the RN to BSN degree program include:

- Completion of the application for admission.
- An associate's degree in nursing from an accredited collegiate institution, or a diploma in nursing from an accredited institution, with a cumulative GPA of 2.5 or better on a 4.0 scale.
- Submission of official transcripts from every college or university attended within 10 weeks after the initial start date).
- An unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the completes all assignments for the program. (Note that military, federal and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program.
- Meet the CORE Performance Standards and essential function related to the profession of nursing as described in this catalog.
- All general education prerequisites must be completed before the student takes any professional nursing courses beyond the 3000 level.

Provisional admission may be granted for an overall GPA of 2.0 to 2.49 on a 4.0 scale. Final admission requires the completion of the first four courses with a GPA of at least 3.0 on a 4.0 scale in those four courses. Failure to meet requirements of provisional admission will result in rescinding the provisional admission status. There is no appeal for rescinding provisional status.

*** South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Acceptance into the Undergraduate Nursing Program

Upon acceptance into the Nursing Program, the student must submit:

- Acceptance fee (nonrefundable one -time fee) to business office for student enrolling in the BSN degree program. This fee will be applied to the student's first quarter tuition payment. Students enrolling in the RN to BSN degree program are not required to pay the registration/acceptance fee.
- Completed current physical examination record with required immunizations, titers, lab results, and tuberculosis assessment.
- Urine Drug Screen
- Evidence of health insurance

Pre-Licensure (BSN) Laptop Computer Requirement

Laptop computers are required for use in testing. All students are required to have a laptop computer with Internet access which meets University specifications.

Comprehensive Background Check

Nurses are entrusted with the health, safety and welfare of patients. The nursing curriculum contains a didactic and clinical component. Clinical facilities where student nurses practice are required by accreditation agencies to obtain background checks for security purposes on individuals that render patient care.

All students applying for the South University nursing program are required to obtain a criminal background investigation (Level 1 and/or Level 2) prior to starting the first day of class. Any student who fails to provide a background check prior to the first day of the term when their enrollment begins will be unregistered from class and will not be allowed to attend class until the background check is provided. A student's failure to provide a criminal background check prior to their start date will result in the following:

- Removal from class
- Cancellation of enrollment
- No final course grades
- No transcript

Students are responsible for the cost of the criminal background investigation. Certification of a clear criminal/background history is required to place students in clinical environments. A student whose investigation shows a felony conviction or findings/misdemeanors that constitute a significant breach of moral or ethical conduct cannot be cleared for clinical and thus will be withdrawn from consideration or if accepted must withdraw or cancel from the nursing program. During the nursing program, an enrolled student must notify the program director or clinical coordinator of a criminal conviction and/or of behaviors that constitute a significant breach of moral or ethical standards. Annual updates will be required during the program of study. A felony conviction and/or behaviors/misdemeanor conviction that constitute a significant breach of moral or ethical standards will result in immediate dismissal from the nursing program.

Acceptance into a South University educational program, or its completion, does not imply or guarantee that a student will be able to obtain such licensure or certification.

The Nursing Program Director may be required to submit written documentation regarding the student status to boards of nursing and clinical agencies as early as upon receipt of the student's CON application. Students may be required to obtain additional background checks as requested by clinical agencies or boards of nursing.

Nursing Programs Transfer of Credit

BSN, RN to BSN, and RN to Master of Science in Nursing Degree** Program Guidelines

*** This online program may not be available to residents of all states. Please contact an admissions representative for further information.*

1. General education courses may be accepted in the generic BSN, RN to BSN, and RN to Master of Science in Nursing Degree programs if the courses meet the requirements in the South University Transfer Credit policy in the South University Catalog.
    1. All arts and sciences coursework requested for transfer will be evaluated by the local registrar for equivalency with South University requirements.
    2. Course content must be equivalent and sufficient hours for award of transfer credit. The final determination on the transferability of any particular course is made by the Dean of the College of Nursing and Public Health.
    3. Any questions raised on appropriateness of equivalence will be directed to the appropriate college dean, program chair or program director for consultation.
2. For BSN (pre-licensure) students only, science courses are not accepted for transfer credit if they are older than seven years.
3. No nursing courses may be accepted for transfer credit in the generic BSN, RN to BSN, or RN to Master of Science in Nursing degree programs.
4. No graduate courses may be accepted for transfer credit in the RN to Master of Science in Nursing Degree program.
5. Eligibility for course transfer credit is made by the Program Director/Chair. In cases of disputes regarding transferability of courses, the final determination will be made by the Dean of the College of Nursing and Public Health.

6. The majority of the credits toward the degree must be obtained at South University.
7. Students applying to the RN to BSN degree program and the RN to MSN Program, who have earned an associate's degree in nursing from an acceptable accredited institution, may receive up to 90 transfer of credits for the General Education and Foundation course requirements. For students to receive block transfer credit for General Education courses, they must meet the standards outlined in the General Education Transfer Credit policy.

MSN** Program Guidelines

*** This online program may not be available to residents of all states. Please contact an admissions representative for further information.*

1. Graduate credit earned at another institution is evaluated at the written request of the student by the program director for an assessment of currency, equivalence and acceptability for transfer.
2. Such request should include a course description and syllabus and must be received before the student matriculates into the program.
3. The courses must have been completed at an accredited college or university with a grade of B or better.
4. The courses must have been completed within the five year period before the date of application.
5. The courses must be comparable in content to the South University course, including lab or clinical requirements.
6. Up to 4 courses (with a maximum of 16 quarter hours or 12 semester hours,) may be accepted toward the nursing graduate curriculum.
    a. A combination of core and specialization courses may be transferred up to the limits in #6 above, except that only 2 specialization courses may be transferred so that greater than 50 percent of the specialization coursework is completed at South University.
    b. Transfer credits are limited to the following courses in the graduate curriculum
        i. Core: NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice; NSG5002 Advanced Theoretical Perspectives for Nursing; NSG5003 Advanced Pathophysiology; NSG6101 Nursing Research Methods
        ii. Specializations (limited to a maximum of 2 courses): NSG6005 Advanced Pharmacology; NSG6020 Advanced Health and Physical Assessment - must include 60 hours of clinical experience; NSG6003 Teaching and Learning Strategies in Nursing; NSG6102 Evaluation of Educational Outcomes in Nursing; NSG6103 Curriculum Design and Evaluation in Nursing Education
7. NSG6001, NSG6002, NSG6999 and practicum courses are not eligible for transfer credit.

Eligibility for course transfer credit is made by the Program Director/Chair. In cases of disputes regarding transferability of courses, the final determination will be made by the Dean of the College of Nursing and Public Health.

Procedure for Admission to the Master of Public Health Program

The criteria used in determining admissions to the Master of Public Health degree program include:

- Completion of a bachelor's degree from an accredited institution, with a cumulative grade point average (CGPA) of at least 2.7 (on a scale of 4.0), OR
- Completion of a bachelor's degree from an accredited institution, with minimum GRE scores (GRE scores may not be older than 5 years) in the 45th percentile for Verbal, and 32nd percentile for Quantitative, OR
- An earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.
- Completion of a statistics course with a grade of C or better
- Completion of an application for admission.

- Submission of official transcripts from all post-secondary institutions attended within 10 weeks after the initial start date.
- A minimum paper-based TOEFL (Test of English as a Foreign Language) score of 600 or the electronic-based score of 250 for applicants for whom English is a Second Language (ESL) to be considered for the program

Submission of the following:

- An essay (goal statement) of 1-2 pages (typed, double-spaced) explaining your career goals and why you want to pursue an advanced degree in public health.
- A résumé describing relevant work, professional, and volunteer experiences.

Once all required admissions documents and information are submitted, the application will be reviewed and evaluated for an admission decision.

Required Program Foundation Courses

The following undergraduate course must be completed with a grade of C or better at an accredited college or university and prior to enrollment into the Master of Public Health. Students accepted into the program without having completed this course must do so within two sessions of their acceptance date.

- Statistics (1 course)

Foundation undergraduate course credits do not count towards the total number of credits for graduation nor do they count in the Cumulative Grade Point Average (CGPA); however, they do count in determining the maximum time frame (MTF) and the Incremental Completion Rate (ICR). Students enrolled in foundation undergraduate courses must successfully complete the course within their first three attempts or the student will be academically dismissed from the University.

Transfer of Credit

The majority of credits toward any graduate or post-graduate degree program must be earned at South University. Credit for transfer work will be given if the courses were taken at an acceptable accredited collegiate institution, the course is equivalent to courses offered at South University, and the course carries a grade of B or better. All transfer credit will be reviewed and approved by the College Dean or his/her designee. For the Master of Public Health program, a maximum of 12 quarter hours may be transferred for any course in the program, with the exception of the Practicum or Applied Research Proposal course requirements.

Transfer to Another South Campus

The student may only transfer to another campus while they are enrolled in didactic courses. Campus based students may not enroll in a practicum course on another campus or online, and online students may not enroll in a campus based practicum course without transfer to those campuses. Once the practicum course is begun, the student cannot transfer unless there are documented and approved mitigating circumstances. If a transfer is approved at the time of the practicum, it may delay progress while a new practicum site and preceptor is identified and approved.

College of Theology

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Procedures for Admission to the Doctor of Ministry Program

The criteria used in determining admission to the doctoral program include:

- An earned undergraduate degree from an accepted accredited institution with a CGPA of 2.7 or better on a 4.0 scale OR
- An earned undergraduate degree from an accepted accredited institution with a CGPA of 2.7 or better on a 4.0 scale during the applicant's last 60 semester hours or 90 quarter hours earned on the bachelor's degree and/or subsequent graduate work OR
- An earned graduate degree from an accepted accredited institution with a CGPA of 3.0 or better on a 4.0 scale.
- Interview with the Program Director/Chair or Dean of the College.
- Submission of official transcripts from all post-secondary institutions attended, with submission due within 10 weeks of initial start date.
- Applicants for whom English is a Second Language (ESL) must submit a minimum paper-based TOEFL (Test of English as a Foreign Language) score of 550 or the electronic-based score of 79-80 to be considered for the program.
- Completion of an application for admission.
- Applicants who are not citizens of the United States should refer to the section in the South University catalog entitled International Student Admissions Policy.

Exceptions to the Minimum GPA

Applications with CGPA lower than the stated program minimum (2.7 for the bachelor's degree and 3.0 for a graduate degree/coursework) may be considered for admission on the basis of evidence of academic and professional potential demonstrated by career and/or personal accomplishments indicated in a personal statement of academic and professional goals, a career resume or curriculum vita, and two letters of academic and/or professional recommendation. The Program Director/Chair in consultation with the Dean of the College or designee must approve exceptions.

Students admitted on an exception basis will be admitted as regular students on provisional status for the first quarter of enrollment. In order to remain enrolled after completion of the first quarter the student must achieve a CGPA of at least 3.0.

Transfer of Credit and Advanced Standing

Forty (40) credits of the Doctor of Ministry degree program must be earned at South University. Credit for transfer work and advanced standing will be given if the courses were taken at an accepted accredited institution, the course is equivalent to courses offered at South University, and the course carries a grade of "B" or better (a grade of B - is not acceptable). All transfer credit will be reviewed and approved by the Program Director/Chair or the Dean of the College or designee. Students wishing to transfer credit from other graduate or postgraduate programs request a transcript evaluation to determine which courses may be transferred.

Advanced Standing Without Credit

Students who have completed a previous degree in Bible and/or theology at the undergraduate level may be eligible for up to 16 quarter credit hours of advanced standing without credit, meaning some program requirements may be considered fulfilled by previous coursework. Students complete the corresponding number of units with elective courses. Students should request a transcript evaluation to determine which courses qualify the student for advanced standing without credit. Only courses with a grade of B- or better can be accepted. The following courses may be waived:

- MIN7010 Biblical Interpretation
- MIN7011 Old Testament Context and Theology
- MIN7012 New Testament Context and Theology
- MIN7020 Theology Survey
- MIN7040 World Religions

Advanced Standing with Credit

Students who have completed course work at the graduate or postgraduate level may receive advanced standing with credit, meaning the total number of credit hours to complete is reduced. Students who have completed a Masters in Divinity (M.Div.) or its educational equivalent (M.A. in biblical, theological, and/or ministry studies with at least 108 quarter credit hours/72 semester credits) may qualify for the Advanced Track, which is the maximum allowable advanced standing of 56 quarter credit hours. Only work completed at an accepted accredited institution with a CGPA of 3.0 can be considered in determining eligibility for the Advanced Track.

Transfer of Credit

Students who have completed an M.A. with less than 108 quarter credit hours (72 semester credits), or a non-theological masters or postgraduate degree, or who have some graduate level coursework totaling less than 108 quarter credit hours (72 semester credits) may transfer up to 56 quarter credit hours into the program, subject to the University's transfer of credit policies. The following courses may not be awarded transfer of credit:

- MIN7000 Learning Skills for Ministry
- MIN7500 Theology and Research in Ministry
- MIN8000 Dissertation I and MIN8010 Dissertation II OR MIN8001 Ministry Project I and MIN8011 Ministry Project II OR MIN8002 Supervisory Clinical Pastoral Education I and MIN8012 Supervisory Clinical Pastoral Education II

Advanced Track students may substitute an elective course(s) for MIN7060 Diversity in Ministry and/or MIN7063 Conflict Mediation and Reconciliation and/or MIN7560 Person and Practice of Ministry.

Graduate level internship or practicum courses with a grade of P (or an equivalent passing grade) may be accepted for transfer.

Requests for advanced standing without credit and transfer of credit are handled on a case-by-case basis by the Registrar and approved by the Program Director and the Chair or the Dean of the College or designee. Only coursework completed at an accepted accredited institution can be considered for advanced standing and/or transfer of credit.

School of Pharmacy

Procedure for Admission to the Doctor of Pharmacy Program

South University School of Pharmacy will accept only applications that are submitted through PharmCAS at: www.pharmcas.org.

Admission Cycle

Students are accepted into the Doctor of Pharmacy degree program once each June.

General Admission

For optimum consideration during an admissions cycle, prospective students are encouraged to submit a completed application to PharmCAS as early as possible. Direct applications to South University will not be processed. Admission to the program is competitive and will be granted on a rolling basis for applications postmarked no later than March 1 of each year.

Admission Criteria

Consideration for admission will be based on the applicant's potential for academic and professional achievement and an assessment of written and verbal communication skills, critical thinking skills, integrity, dedication, motivation, character and maturity. To be considered for admission to the Doctor of Pharmacy degree program a prospective student must:

1. Complete or be in the process of completing a minimum of two years of pre-pharmacy course requirements (65-67 semester hours) at an acceptable accredited collegiate institution. The student must earn a grade of C (2.0) or better in each prerequisite course. All pre-pharmacy coursework presented in the table below must be completed before matriculation to Doctor of Pharmacy degree program on or before May 25th of the program entrance year.

Pre-pharmacy Requirements*

English Composition[a]
3 sem. hrs.1 (1 sem. or 5-qtr. hrs.)

English Literature[b]
3 sem. hrs.1 (1 sem. or 5-qtr. hrs.)

History or American Government
3 sem. hrs. (1 sem. or 5 qtr. hrs.)

Psychology
3 sem. hrs. (1 sem. or 5 qtr. hrs.)

Economics (Macro, micro or general)
3 sem. hrs. (1 sem. or 5 qtr hrs.)

Public Speaking
3 sem. hrs. (1 sem. or 5 qtr. hrs.)

Electives[c]
9 sem. hrs. (3 sem. or 13.5 qtr. hrs.)

General Biology I[d]
4 sem. hrs. 4 (1 sem. or 6 qtr. hrs.)

General Biology II[d]
4 sem. hrs. 4 (1 sem. or 6 qtr. hrs.

General Chemistry I[d]
4 sem. hrs. 4 (1 sem. or 6 qtr. hrs.)

General Chemistry II[d]
4 sem. hrs. 4 (1 sem. or 6 qtr. hrs.)

Organic Chemistry I[d]
4 sem. hrs. 4 (1 sem. or 6 qtr. hrs.)

Organic Chemistry II[d]
4 sem. hrs. 4 (1 sem. or 6 qtr. hrs.)

Human Anatomy/Physiology I[e]
4 sem hrs. 5 (1 sem or 6 qtr. hrs.)

Human Anatomy/Physiology II[e]
4 sem hrs. 5 (1 sem or 6 qtr. hrs.)

Physics I[e]
3 sem. hrs. 5 (1 sem. or 5 qtr. hrs.)

Calculus I
3 sem. hrs. (1 sem. or 5 qtr. hrs.)

a. One English Composition course is required.
b. English, American or World Literature. A second English Composition course may be accepted at the discretion of the Assistant Dean for Admissions of the School of Pharmacy.
c. A minimum of three semester hours should be in the humanities and the remainder should be in the social sciences, arts, or humanities.
d. These courses will include a live laboratory. Students with science courses taken greater than 7 years prior to the entrance date will be required to retake one modern Biology course and one modern Chemistry course to meet the prerequisite requirements.
e. For these courses a lab component is not required and appropriate three credit hour courses in Human Anatomy and Physiology that do not have a lab component will be accepted.

Notes:

- It is recommended that the student take two science courses and at least five courses (a minimum of 17 semester hours of credit) each semester to ensure appropriate preparation for the academic challenge of the School of Pharmacy.
- Course substitutions may be considered at the discretion of the Assistant Dean for Admissions of the School of Pharmacy.

2. Earn a minimum cumulative grade point average of 2.80 on a 4.0 scale. (A science GPA of 3.0 or better is recommended.)
3. Submit a completed Pharmacy application through www.pharmcas.org.
4. Submit a minimum of two letters of recommendation directly to PharmCas; however, three letters are preferred.
5. Demonstrate the oral and written communication skills required to interact with patients and professional colleagues, and expected of a professional doctoral level student.

6. Complete the South University School of Pharmacy's on campus personal interview with members of the Faculty and the Admissions Committee (by invitation only).
7. Provide directly to PharmCAS all transcripts. Transcripts for all college coursework must be submitted since academic performance for all college coursework undertaken by the student will be evaluated.
8. International students: This program is not currently available for international students requiring Student Visa (F-1) Status. All prerequisite coursework must be completed in the U.S. at an accredited institution.
9. Applications mailed directly to South University will not be accepted. Admissions decisions for students admitted to the Doctor of Pharmacy degree program shall be based on a broad range of considerations, including academic and nonacademic factors. Academic factors will include the performance of applicants in their previous educational experiences. Non-academic factors include information presented through letters of recommendation, and information provided by applicants through personal interviews with the admissions staff and faculty. Such factors as motivation, commitment to service, knowledge of the pharmacy profession, communication skills, and perceived potential are considered in the admissions decision-making process.

Exceptions to the Minimum CGPA

Applicants with CGPAs lower than the stated program minimum may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the career résumé (including a personal statement of academic and professional goals), and academic or professional letters of recommendation. Exceptions must be recommended by the School of Pharmacy Assistant Dean for Admissions, Chair of the Admissions Committee, or School Dean.

Technical Standards for Doctor of Pharmacy Degree Program Admission

The educational mission of the South University School of Pharmacy is to prepare pharmacists for life-long learning in the practice of collaborative patient-centered care, and promote excellence in teaching, scholarship and service. Students admitted to the Doctor of Pharmacy degree program must also meet the technical standards for admissions. These technical standards outline the essential functions that candidates for the Doctor of Pharmacy degree must be able to perform. These essential functions reside in the following categories: Observation, Communication, Sensory/Motor, Intellectual, and Behavior/Social. However, it is recognized that degrees of ability vary among individuals. The South University School of Pharmacy is committed to supporting its students by any reasonable means to complete the course of study leading to the Doctor of Pharmacy degree.

- **Observation:** A candidate must be able to observe demonstrations and experiments in the basic sciences, including, but not limited to, physiological and pharmacological demonstrations in animals, evaluation of microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to observe a patient accurately at a distance and close at hand. In detail, observation necessitates the functional use of the sense of vision and other sensory modalities.
- **Communication:** A candidate must be able to communicate effectively and sensitively with patients. The focus of this communication is to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. Communication includes speech, reading, writing, and computer literacy. A candidate must be able to communicate effectively and efficiently in oral and written forms with all members of the healthcare team in a timely manner.
- **Sensory/Motor:** A candidate must have sufficient motor function to elicit information from patients by physically touching patients, e.g. assessing range of motion of a joint, taking blood pressure readings, taking a pulse reading. A candidate must be able to execute motor movements to provide general care and emergency treatments to patients, e.g. first aid treatments, cardiopulmonary resuscitation (CPR). A candidate must be able to execute motor movements required in the compounding of medications inclusive of using techniques for preparing sterile solutions, e.g., parenteral or ophthalmic solutions. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.
- I**ntellectual (Conceptual, Integrative, and Quantitative Abilities):** A candidate must have the ability to measure, calculate, reason, and analyze. A candidate must be able to synthesize and apply complex information in a timely manner. A candidate must be fully alert and attentive at all times in clinical settings.

- **Behavioral/Social Attributes:** A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the interaction with patients. A candidate must possess the ability to develop mature, sensitive, and effective relationships with patients. A candidate must be able to tolerate physically taxing workloads and to function effectively under stress. A candidate must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. A candidate must possess compassion, integrity, interpersonal skills, and motivation to excel in pharmacy practice.

Requirements for Matriculation Applicants who have been accepted into the Doctor of Pharmacy program must fulfill the following before they can officially enter the program:

- Remit the $1,000 acceptance fee by the date designated in the acceptance agreement. The entire acceptance fee is credited to the first quarter's tuition.
- Submit a college transcript after each term completed following acceptance.
- Submit self-certification of high school graduation or GED completion.
- Submit proof of immunization or for immunity to Measles/Mumps/Rubella (MMR), Varicella (Chickenpox), Tetanus/Diphtheria, and Hepatitis B. In addition, students must complete the annual Tuberculin Test (PPD). An Immunization Clearance Form provided as part of the acceptance package must be completed and returned along with other immunization documentation.
- Present a Basic Adult Life Support certificate.
- Submit proof of medical insurance coverage.
- Satisfactorily complete a Background check.
- Complete additional coursework if required by the Admissions Committee and submit additional documents as requested by the Office of Admissions.

Failure to comply with these requirements may result in forfeiture of your acceptance.

Laptop Computer Requirement

Laptop computers are required for use in the multimedia classroom. All students are required to have a laptop computer with Internet access and CD Rom which meets university specifications. Purchase of a new laptop is not recommended until just before matriculation into the program so that performance vs. cost can be optimized. Students may buy any laptop that meets the minimum computer specifications which are set by the school in the spring of each year.

Financial Information

Tuition (On-Campus Programs)

Changes in tuition and fees become effective fall term and apply to all students unless otherwise specified. In-state and out-of-state tuition are the same. Tuition and fees are subject to change at the end of any term. Unless otherwise stated, the cost of books, lab coats, and other miscellaneous expenses are not included in tuition or fees.

Tuition for the Doctor of Ministry degree program is as follows: $5,480 per quarter for 10-18 credit hours, $4,330 per quarter for 5-9 credit hours, and $2,545 per quarter for 1-4 credit hours.

Tuition for the Doctor of Occupational Therapy degree program is as follows: $6,150 per quarter for 8-12 credit hours, $5,255 per quarter for 5-7 credit hours, and $2,580 per quarter for 1-4 credit hours.

Tuition for the Doctor of Pharmacy degree program, effective June 2017, will be $12,324 per quarter. Tuition does not include text books ($650 average per quarter) or a $1,000 nonrefundable acceptance fee, which is applied to tuition for the first quarter upon enrollment. Pharmacy students taking 16 hours or more are considered full time students and tuition will be based on the "per quarter" rate. Students taking less than 16 hours or who are remediating courses will be charged on a per quarter hour rate. The cost per credit hour is $1,200; the maximum quarterly tuition is $12,324.

Tuition for the Master of Business Administration (after the completion of the Doctorate of Pharmacy degree program) is as follows: $6,960 per quarter for 10-18 credit hours, $5,540 per quarter for 5-9 credit hours, and $3,250 per quarter for 1-4 credit hours.

Tuition for the Doctor of Business Administration degree programs are as follows: $6,960 per quarter for 10-18 credit hours, $5,600 per quarter for 5-9 credit hours, and $3,250 per quarter for 1-4 credit hours.

Tuition for the Doctor of Nursing Practice, and Post Graduate Certificates in Nursing degree programs are as follows: $7,070 per quarter for 8-18 credit hours, $4,150 per quarter for 5-7 credit hours, and $2,580 per quarter for 1-4 credit hours.

Tuition for the Master of Medical Science in Anesthesia Science, effective June 2017, will be $9,985 per quarter. Tuition does not include a $500 nonrefundable acceptance fee, which is applied to tuition for the first quarter upon enrollment. The tuition cost is for a full-time course load and does not include expenses for such required items as lab coats (approximately $30), textbooks (approximately $2,000), stethoscope and chest pieces (approximately $100), and laboratory fees of $100 per quarter of laboratory coursework. Anesthesiologist Assistant students are not eligible for part-time enrollment.

Tuition for the Master of Science in Physician Assistant is $8,900 per quarter, effective January 2017 and $9,400 per quarter, effective January 2018. Upon acceptance, students must submit a $500 nonrefundable acceptance fee, which is applied to tuition for the first quarter upon enrollment.

This is for a full-time course load and does not include expenses for such required items as uniforms (approximately $40), textbooks ($720) and professional instruments (approximately $1000). Students pay a $75 lab fee per quarter in the didactic phase and a $75 membership fee to the American Academy of Physician Assistants. Students are required to purchase a laptop computer with privacy screen (approximately $1500). Students are also required to purchase eMedley (Fees are $75 for year 1 and $75 for year 2 of the program and lasts 15 months) clinical tracking software for this program at the Richmond and Savannah campuses and Typhon (one-time fee of $80) clinical tracking software for this program at the Tampa campus. Students in the Physician Assistant program at all South University campuses where the program is offered are required to have criminal back ground checks prior to matriculation and prior to clinical placement through a third party vendor (approximately $200-$400). Students at the Richmond and Savannah campuses are required to purchase an ExamSoft license (one-time fee of $135). PA students are not eligible for part-time enrollment. All South University students pay a graduation fee of $125.

Tuition for the Accelerated Master of Business Administration and the Accelerated Master of Business/Healthcare Administration degree program: $8,920 per quarter.

Tuition for the Master of Arts in Clinical Mental Health Counseling and Master of Arts in Professional Counseling degree program is as follows: $6,960 per quarter for 10-18 credit hours, $5,540 per quarter for 5-9 credit hours, and $3,250 per quarter for 1-4 credit hours.

Tuition for the Master of Business Administration and Master of Business Administration in Healthcare Administration, Master of Healthcare Administration, Master of Science in Human Resources Management, Master of Science in Criminal Justice, Master of Science in Information Systems, Master of Science in Leadership, Master of Public Administration, Master of Public Health, and the Master of Science in Public Relations degree programs including prerequisite courses is as follows: $6,960 per quarter for 10-18 credit hours, $5,540 per quarter for 5-9 credit hours, and $3,250 per quarter for 1-4 credit hours.

Tuition for the Master of Science in Nursing and the RN to Master of Science in Nursing degree programs non-nurse practitioner specializations is as follows: $6,990 per quarter for 8-18 credit hours, $4,870 per quarter for 5-7 credit hours, and $3,265 per quarter for 1-4 credit hours.

Tuition for the Master of Science in Nursing and the RN to Master of Science in Nursing degree programs nurse practitioner specializations is as follows: $6,755 per quarter for 8-18 credit hours, $4,705 per quarter for 5-7 credit hours, and $3,155 per quarter for 1-4 credit hours.

Tuition for the Bachelor of Science in Nursing degree program (professional level) is as follows: $8,150 per quarter for 10-18 credit hours, $6,540 per quarter for 5-9 credit hours, and $3,380 per quarter for 1-4 credit hours. There is a $500 nonrefundable acceptance fee which is applied to tuition for the first quarter upon enrollment.

Tuition for undergraduate programs in Allied Health Science, Business, Behavioral Sciences, Criminal Justice, Graphic Design, Health Sciences, Healthcare Management, Information Technology, Legal Studies, Medical Assisting, Occupational Therapy Assistant, Paralegal Studies, Physical Therapist Assistant, Psychology, Public Health, Public Relations and RN to BSN programs is as follows: $5,640 per quarter for 10-18 credit hours, $4,475 per quarter for 5-9 credit hours, $2,340 per quarter for 1-4 credit hours, and $400 per quarter credit for more than 18 hours.

Tuition (Online Programs)

Tuition for the Doctor of Business Administration degree program is as follows: $6,960 per quarter for 10-18 credit hours, $5,592 per quarter for 5-9 credit hours, and $2,816 per quarter for 1-4 credit hours.

Tuition for the Doctor of Ministry degree program is as follows: $5,480 per quarter for 10-18 credit hours, $4,160 per quarter for 5-9 credit hours, and $2,080 per quarter for 1-4 credit hours.

Tuition for the Doctor of Nursing Practice degree program is as follows: $4,910 per quarter for 8-18 credit hours, $2,954 per quarter for 5-7 credit hours, and $1,976 per quarter for 1-4 credit hours.

Tuition for the Post Graduate Certificates in Nursing degree programs are as follows: $4,830 per quarter for 8-18 credit hours, $2,906 per quarter for 5-7 credit hours, and $2,480 per quarter for 1-4 credit hours.

Tuition for the Accelerated Master of Business Administration and the Accelerated Master of Business/Healthcare Administration degree program: $5,656 per quarter.

Tuition for the Master of Science in Accounting, Master of Business Administration and Master of Business Administration in Healthcare Administration, Master of Healthcare Administration, Master of Science in Human Resources Management, Master of Science in Information Systems, Master of Science in Leadership, Master of Public Administration, Master of Public Health, and the Master of Science in Public Relations degree programs including prerequisite courses is as follows: $6,724 per quarter for 10-18 credit hours, $4,496 per quarter for 5-9 credit hours, and $2,248 per quarter for 1-4 credit hours.

Tuition for the Master of Science in Criminal Justice degree program is as follows: $6,412 per quarter for 10-18 credit hours, $4,288 per quarter for 5-9 credit hours, and $2,144 per quarter for 1-4 credit hours.

Tuition for the Master of Science in Nursing degree programs is as follows: $4,830 per quarter for 8-18 credit hours, $2,906 per quarter for 5-7 credit hours, and $2,480 per quarter for 1-4 credit hours.

Tuition for the RN to Master of Science in Nursing degree program is as follows: $3,848 per quarter for 8-18 credit hours, $2,906 per quarter for 5-7 credit hours, and $1,944 per quarter for 1-4 credit hours.

Tuition for undergraduate programs in Allied Health Science, Business, Behavioral Sciences, Criminal Justice, Graphic Design, Health Sciences, Healthcare Management, Information Technology, Legal Studies, Paralegal Studies, Psychology, Public Health, and Public Relations programs is as follows: $4,420 per quarter for 10 or more credit hours, $3,410 per quarter for 5-9 credit hours, $2,180 per quarter for 1-4 credit hours.

Tuition for the RN to Bachelor of Science in Nursing degree program is as follows: $4,612 per quarter for 10 or more credit hours, $3,088 per quarter for 5-9 credit hours, and $1,544 per quarter for 1-4 credit hours.

Tuition for the Bachelor of Science to the Master of Science in Accounting degree program is as follows: $5,152 per quarter for 10 or more credit hours, $3,408 per quarter for 5-9 credit hours, and $1,644 per quarter for 1-4 credit hours.

Fees

Application Fee

South University does not charge application fees for any of its programs. However, some programs (Pharmacy (PharmD), Physician Assistant (MS), and Anesthesia Science (MMSc)) utilize external application processing services and students may be charged a fee for using these services. Students should contact the Senior Director of Admissions at their desired location to determine if this applies to their program. Please see the Appendix for specific contact information.

Acceptance Fee

There is a non-refundable $500 acceptance fee for those applicants accepted into Anesthesiologist Assistant and Physician Assistant programs.

There is a non-refundable $500 acceptance fee for those applicants accepted into the BSN degree program. The acceptance fee does not apply to the RN to BSN degree program.

The non-refundable acceptance fee for applicants accepted through the General Admissions Procedure into the Pharmacy program is $1,000.

The acceptance fees for these programs will be applied to the student's first quarter tuition payment. If an applicant accepted into the Pharmacy or Anesthesiologist Assistant programs encounters circumstances that prevent their matriculation, any amount paid by the applicant that is above the nonrefundable application fee and acceptance fee will be refunded.

Anesthesiologist Assistant Lab Fee

There is a $100 lab fee charged for each quarter of laboratory coursework (total of $400).

Auditing Fee

Audited courses are subject to the same tuition and fees as courses taken for credit. Refer to the Tuition section. Requirements for auditing are published in the Academic Affairs section of this catalog.

Diploma Fee

Each student is entitled to have one official diploma sent to them upon graduation. Students may request duplicate diplomas for a fee of $75 each.

Final Project Extension Fee (Doctor of Ministry)

A fee of $200 will be collected for each extension course a student enrolls in to complete the Doctor of Ministry Degree.

Graduation Fee

A graduation fee of $125 will be collected from each candidate for graduation and is due and payable the quarter in which the candidate is to graduate. If the candidate is to receive a second degree at the same graduation ceremony, an additional fee of $50 will be charged. The fee will be $95 for a second degree awarded at a subsequent graduation ceremony.

Membership Fees

Students in the Occupational Therapy Assistant program may become a student member with full benefits of the American Occupational Therapy Association (AOTA) for a yearly fee of $75.00. On campuses with a local Student Occupational Therapy Association students may join for a nominal fee which may vary by campus. Students should check with their program director at the campus for additional information.

Students enrolling in the Physician Assistant Studies program will incur a one-time fee for membership in the American Academy of Physician Assistants (AAPA). The fee of $75 is subject to change.

Students in the Physical Therapist Assistant program may become student members of the American Physical Therapy Association (APTA) for a yearly fee of $80.00 plus any state chapter dues.

Nurse Entrance Examination Fee

Applicants for the pre-licensure nursing programs are required to take an entrance examination (TEAS). The fee for this test varies up to $76 and must be paid upon registration for the test.

Occupational Therapy Assistant Entrance Inventory Fee

Applicants for the Occupational Therapy Assistant program (AS or AAS) are required to take a Self-Assessment Inventory. The fee for this inventory is $22 and must be paid upon registration for the inventory.

Physical Therapist Assistant Entrance Exam Fee

Applicants for the technical phase of the Physical Therapist Assistant program (AS or AAS) are required to take an entrance examination (ATI TEAS). The fee for this test varies up to $55 and must be paid upon registration for the test.

Readmission Fee

Any student who has not been in attendance at South University for one year or longer will be assessed a $50 readmission fee.

Student I.D. Replacement Fee

Photographs for student IDs are taken during orientation and student IDs are issued to new students during their first week of classes. There is no charge for the initial student ID. Students who lose their IDs may obtain a replacement through the office of the Dean of Student Affairs for a charge of $10 per occurrence.

Transcript Fee

Each student is entitled to have one official transcript forwarded to another institution. The charge for additional copies is $10 each. Requests for transcripts should be submitted to the administrative office at the applicable campus. Students who are current on their payment plan will have transcripts released regardless of their balance.

Doctor of Occupational Therapy Degree Program

Students enrolled in the Doctor of Occupational Therapy (OTD) program should be aware that throughout the process of their graduate education they will incur additional expenses beyond the normal tuition and book fees. Such expenses include travel to/from West Palm Beach, Florida for their On Campus Intensives (OCI), as well as, course materials and equipment, such as, the Clicker Technology device used to authenticate course attendance and validate course learning. Please refer to the OTD Student Manual (General Expenses for the On Campus Intensives-OCIs), for a general overview as to the additional expenses while attending the mandatory OCIs.

Additional Costs:

On Campus Intensives (OCI)	$650-to-$1,000 (Four OCIs = $2,600-to-$4,000)
Clicker Technology (querying-students)	$45.00

Doctor of Pharmacy Degree Program

Application

Individuals seeking admissions to the Doctor of Pharmacy degree program must apply through PharmCAS, the organization that processes centralized applications to schools of pharmacy in the U.S. Information on the PharmCAS application fee and process can be found at www.pharmcas.org.

School of Pharmacy Acceptance Fee

There is a nonrefundable $1,000 acceptance fee for applicants accepted into the Doctor of Pharmacy degree program. The acceptance fee will be applied to the student's first quarter tuition payment. If an applicant accepted into the School of Pharmacy encounters circumstances that prevent their matriculation, any amount paid by the applicant that is above the nonrefundable acceptance fee will be refunded.

Payment of Tuition and Fees

All charges are due and payable on or before the start date of each quarter. For students in Online Programs, all charges are due and payable on or before the start date for each course. Circumstances which prevent a student from adhering to these dates should be discussed with the business office. Students attending school under a grant or loan should confer with the director of financial aid concerning the payment of fees; students attending school under the G.I. Bill® can discuss payment of school fees with the director of financial aid. Failure to make proper payments, unless otherwise cleared with the business office, will result in dismissal from the University. Grades will not be issued, degrees granted, or academic transcripts furnished until all financial obligations have been satisfied and all university property returned.

Please visit our Student Consumer Information page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs,

beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

College of Nursing and Public Health Program Fees (online only)

Clinical Fee*

There is a nonrefundable $1,000 clinical fee for applicants accepted into the Doctor of Nursing Practice, Post Graduate Certificate in Nursing -Nurse Practitioner Specializations, and Master of Science in Nursing, Nurse Practitioner Specializations. This fee is charged in two installments. The first charge ($500) is charged at the time of enrollment and the second charge ($500) occurs at the second year of the program or prior to the start of clinical courses. For Post Graduate Certificate in Nursing, Nurse Practitioner Specializations this fee will be prorated if Transfer of Credit is awarded for clinical/practicum courses.

Practicum Evaluation Fee*

There is a nonrefundable $525 practicum evaluation fee charged for each practicum course in all Nursing programs.

*This fee is refundable in accordance with the cancellation refund policies outlined in the Refund of Tuition section of the catalog and for students withdrawing from their course(s) who are residents of Iowa and Wisconsin, per the applicable state refund policy outlined in the Refund of Tuition section of the catalog.

Please visit our Student Consumer Information page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

Other Cost Information

Digital Textbooks

A digital textbook will be provided for applicable courses and will be automatically secured through South University's contracted third-party vendor. The student cost for digital textbooks will be charged to the student account in addition to tuition. For term-based programs, the student cost is per quarter at $20, $40 or $80 based on enrollment level; and for non-term based programs, the student cost is $20 per course; and for the Doctor of Ministry program, the student cost is $400 per quarter for the first six (6) quarters for a customized South University Logos package. The customized South University Logos package is not refundable. For students opting out of the digital textbook, the associated charge will be reversed on the student account after the Drop/Add Period. Not all courses include a Digital Textbook. Courses that include a Digital Textbook will be noted in the registration material. Students who do not opt out will not need to purchase print textbooks for courses using a Digital Textbook. The purchase of the Digital Textbook is not refundable. Students who do opt out will be responsible for purchasing the required textbook. If a course does not use a Digital Textbook, the student is responsible for purchasing the required textbook.

Provision for Books and Supplies

South University automatically provides required digital textbooks to its students through a contracted third-party vendor.

The student cost for these digital textbooks are charged to the student's account. This automatic process is the only way to obtain digital textbooks through South University.

Title IV funding will be used to pay for required digital textbooks for students who are eligible. Any books charged in excess of Title IV and other financial aid funding on the student account are the responsibility of the student.

Students may opt out of this method of receiving and paying for required digital textbooks. Opting out means a student will not be able to purchase any digital textbooks through South University.

Students who opt out are still responsible for purchasing their own textbook copies as a requirement for successful completion of South University courses. The opt out selection does not mean students do not have to purchase textbooks - only that they do not want to use South University's automatic system for digital textbook purchases.

If a student opts out of South University's method, the student's account will not be charged and the student will still be responsible for purchasing the required books for her/his courses. For courses using a digital textbook, the charge will be reversed on the student account after the Drop/Add Period.

If a student opts out of South University's method, s/he will receive any Title IV credit balance, if one is created for the payment period in question, no later than fourteen (14) calendar days after the first day of class or fourteen (14) calendar days of the date the Title IV credit balance appears on the student account. If a Title IV credit balance is not created and, therefore, the student is not due to receive one, s/he is responsible for purchasing the required books and supplies for her or his courses.

Digital Textbook (for courses using Digital Textbooks) charge information is disclosed on South University's Enrollment Agreement and in the Catalog, or a supplemental disclosure.

Students may request to modify your book selection payment option at any time for a future payment period by contacting the Student Financial Services or Student Accounting Department. The choice cannot be made retroactively.

Institutional Refund Policy

Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students Enrolled in Campus-Based Programs

For purposes of this Initial Period of Enrollment Policy, a first-time undergraduate student is defined as a student who is not currently enrolled, is not a prior graduate from an undergraduate program, and does not have a prior enrollment in a withdrawn or dismissal status.

For students in graduate programs and undergraduate students who have previously attended, please see the Refund of Tuition section of the enrollment agreement and catalog.

South University programs provide all new applicants seeking a first-time enrollment in any campus-based undergraduate program of study, including blended (hybrid) programs, an Initial Period of Enrollment. The Initial Period of Enrollment allows first-time undergraduate students the ability to begin classes as a non-regular student, without any financial penalty, to determine if our school and educational program are right for the student. Students who enroll may cancel their enrollment prior to the start of the term or within seven (7) calendar days following the first day of the student's first scheduled class, whichever is later (referred to as the "Initial Period").

The chart below illustrates the days in the Initial Period for a non-regular student:

Class Days	Initial Period Days	Number of Calendar Days in Initial Period
April 28th - 1st scheduled class		1
April 29th	1st Day of Initial Period	2
April 30th	2	3
May 1st	3	4
May 2nd	4	5
May 3rd	5	6
May 4th	6	7
May 5th	7th - Last Day of Initial Period	8
May 6th	Initial Period over - student is eligible to be reviewed for full admission	9

A first-time undergraduate student who notifies the school of the intent to withdraw in person or in writing, or simply stops attending and does not attend classes past the seventh (7th) calendar day following the student's first day of the term or first scheduled class, whichever is later, will be considered a cancellation. The school will refund any monies paid on the student's behalf and will remove any charges from the student's account. All refunds will be made within thirty (30) calendar days of the date of the cancellation.

During a first-time student's Initial Period of Enrollment in an undergraduate program, the student is considered a non-regular student for federal student aid purposes and is not eligible to receive federal, state or any other types of aid during this period.

Please note, a first-time undergraduate student who is receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid if the student cancels within the seventh (7th) calendar day following the student's first scheduled class or does not meet the requirements for admission to the school.

Students who complete the Initial Period of Enrollment will be reviewed for full admission into the school as a regular student on the ninth (9th) respective calendar day (the day after the first calendar day plus seven (7) calendar days). Students are required to meet all school admission requirements and any additional programmatic admission requirements that apply to the student's program of study. Students completing the Initial Period of Enrollment who continue in the educational program will be subject to all student policies back to the first day of the student's first term or first scheduled class day, whichever is later, including the withdrawal, refund and Return to Title IV policy should the student cease attending at a later date.

In order to qualify for aid, students must be a regular student and meet all federal, state, or other types of aid eligibility requirements.

Cancellation Refund Policy Student Examples for Campus-Based Students:

Example 1:

1. Student's first scheduled class is January 5th.
2. Student ceases to attend and his or her last date of attendance is January 9th (the 4th day).

3. Student would no longer be enrolled and would not be eligible for any Title IV, state aid and other aid program funding nor would the student be charged tuition or fees for any portion of his or her Initial Period or for the term.
4. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Example 2:

1. Student's first scheduled class is January 5th.
2. Student remains enrolled and attends class through January 14 (the 9th day), then ceases enrollment and attendance.
3. Student would be charged for the full class amount and his or her refund, if any, would be calculated based on withdrawal on day ten (10) of the class.
4. Student would be eligible for Title IV, veteran's benefits, state aid, and other aid programs, if all other conditions are met for admission and aid eligibility, since he or she became a regular student after January 11th (the 7th day).
5. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students Enrolled in Fully-Online Programs

A first-time undergraduate student is a student who has not previously attended the school in an undergraduate program. A first-time undergraduate student is defined as a student who is not currently enrolled, is not a prior graduate from an undergraduate program, and does not have a prior enrollment in a withdrawn or dismissal status.

For students in graduate programs and undergraduate students who have previously attended please see the Refund of Tuition section of the enrollment agreement and catalog.

South University programs provide all new applicants seeking a first-time enrollment in any fully online undergraduate program of study, an Initial Period of Enrollment. The Initial Period of Enrollment allows first-time undergraduate students the ability to begin classes as a non-regular student, without any financial penalty, to determine if our school and educational program are right for the student. Students who enroll may cancel their enrollment prior to beginning classes or within twenty-one (21) calendar days following the first day of the student's first term.

A first-time undergraduate student who notifies the school in person, in writing, or simply stops attending and does not attend classes past the twenty-first (21st) calendar day following the first day of the term will be considered a cancellation. The school will refund any monies paid on the student's behalf and will remove any charges from the student's account. All refunds will be made within thirty (30) calendar days of the cancellation.

The chart below illustrates the days in the Initial Period for a non-regular student:

Class Days	Initial Period Days	Number of Calendar Days in Initial Period
April 28th - 1st scheduled class		1
April 29th	1st Day of Initial Period	2
April 30th	2	3
May 1st - May 7th	3. 4. 5. 6. 7. 8. 9	4, 5, 6, 7, 8, 9, 10
May 8th - 15th	10, 11, 12, 13, 14, 15, 16	11, 12, 13, 14, 15, 16, 17
May 16th - 19th	17, 18, 19, 20	18, 19, 20, 21
May 20th	21st = Last Day of Initial Period	22

May 21st	Initial Period over - student is eligible to be reviewed for full admission	23

During a first-time student's Initial Period of Enrollment in an undergraduate program, the student is considered a non-regular student for federal student aid purposes and is not eligible to receive federal, state or any other types of aid during this period.

Please note, a first-time undergraduate student who is receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid if the student cancels within the twenty-first (21st) calendar days following the first day of the first term (22nd day), or does not meet the admission requirements to the school.

Students who complete the Initial Period of Enrollment will be reviewed for full admission into the school as a regular student on the twenty-third (23rd) respective calendar day (the day after the first day of the term plus twenty-one (21) calendar days). Students are required to meet all school admission requirements and any additional programmatic admission requirements that apply to the student's program of study. Students completing the Initial Period of Enrollment who continue in the educational program will be subject to all student policies back to the first day of the student's first term, including withdrawal, refund and Return to Title IV policy should the student cease attending at a later date.

Cancellation Refund Policy Student Examples for Fully Online Programs:

Example 1:

1. The term begins on January 5th.
2. Student ceases to attend and his or her last date of attendance is January 24th (the 19th day).
3. Student would no longer be enrolled and would not be eligible for any Title IV, veteran's benefits, state aid and other aid program funding nor would the student be charged for any portion of his or her tuition or fees for the Initial Period or for the term.
4. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Example 2:

1. The term begins on January 5th.
2. Student remains enrolled and attends class through January 28 (the 23rd day) then ceases enrollment and attendance.
3. Student would be charged for the full class amount and his or her refund, if any, would be calculated based on withdrawal on day twenty-four (24) of the term.
4. Student would be eligible for Title IV, veteran's benefits, state aid and other aid program, if all other conditions are met for admission, since he or she became a regular student after January 25th (the 21st day).
5. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Refund of Tuition

Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of classes (as listed in the University calendar), regardless of program. All students will be subject to the institutional refund policy. Students who receive Federal student aid are subject to the Return of Title IV Funds Policy. Refunds or tuition adjustments will be awarded according to the following guidelines:

1. If circumstances prevent matriculation before a student begins attending the University, all tuition charges will be reversed and any payments made will be refunded. A tuition adjustment results when a student officially changes enrollment status (full-time to part-time, part-time to less than part-time or part-time to full time) during the drop/add period. No adjustment will be made for students dropping individual classes after the drop/add period.

2. Refund Policy after Class Start:

If a student has not attended sixty (60) percent of the academic term, the school shall not retain or be entitled to payment for a percentage of any tuition and fees or other educational costs for a session that was scheduled to be taken during the relevant academic term but was not attended because the student withdrew from school prior to the commencement of the session. For example, if a student is enrolled for multiple sessions within the academic term but withdraws completely from school prior to the start of a subsequent session within the academic term, the adjustment of charges based on the student's last date of attendance will be applied to the applicable period of attended session(s) using the session(s) charges and the start date of the first attended session through the end date of the last attended session within the academic term. Charges for the unattended session(s) after the student's last date of attendance will be reversed if required based on the tuition charge pricing for the reduced academic credits for the term for the Institutional Refund Policy, or State Refund Policy where applicable. The reversal of applicable charges will be completed after the Return of Title IV Policy. For the Return of Title IV, the evaluation period and term charges will include the entire period in which the student registered.

If a student has attended sixty (60) percent of the academic term, the evaluation period and academic term charges include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student's last date of attendance in the academic term using the academic term charges and the start date of the first session through the end date of the last session within the academic term. For the Return of Title IV, the evaluation period and academic term charges include the entire period in which the student registered.

3. Richmond and Virginia Beach Virginia campuses only: Rejection: An applicant rejected by South University is entitled to a refund of all monies paid. Three-Day Cancellation: An applicant who provides written notice of cancellation within three (3) business days, excluding weekends and holidays, of executing the enrollment agreement is entitled to a refund of all monies paid, less an application fee of fifty (50) dollars for certain academic programs. Other Cancellations: An applicant requesting cancellation more than three (3) days after executing the enrollment agreement and making an initial payment, but prior to the first day of class is entitled to a refund of all monies paid, less an application fee of fifty (50) dollars for certain academic programs. A student applicant will be considered a student as of the first day of classes.

Withdrawal Procedure: A student choosing to withdraw from the school after the commencement of classes is to provide notice in writing or in person to the Office of the Registrar. The notice must include the expected last date of attendance and be signed and dated by the student. A student will be determined to be withdrawn from the institution if the student violates the schools published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within forty-five (45) calendar days after receipt of a written request or the date the student last attended classes, whichever is sooner.

Returning from an Approved Leave of Absence: Students returning from an approved Leave of Absence that was granted during the time they were enrolled in a course will be allowed to complete coursework started prior to the leave with no additional charges assessed. The University allows students who start a Leave of Absence during a course to withdraw (with a grade of WV).

If a student does not return from an approved Leave of Absence, the official withdrawal date and beginning of the loan grace period (if applicable) is the last date of class attendance.

Tuition Refunds will be Determined as Follows:

Proportion of Total Course Taught by Withdrawal Date	Tuition Refund
During the Drop/Add Period	100% of tuition cost
After the Drop/Add Period and before the first 25%	75% of tuition cost
25% up to but less than 50%	50% of tuition cost
50% up to but less than 75%	25% of tuition cost

75% or more	No Refund

4. Accelerated Graduate Programs, Atlanta, Austin, Columbia*, High Point, Montgomery, Novi, and Savannah campuses: Tuition Refunds will be Determined as Follows, based on the week in which the student withdraws:

Withdrawal Date	Tuition Refund
Week 1	75% of tuition cost
Week 2	50% of tuition cost
Week 3	25% of tuition cost
After Week 3	0% of tuition cost

*Columbia campus only: For students attending the University for the first time and who withdraw from the institution, a prorate refund calculation shall be applied up to sixty (60) percent point in time of that initial term. Prorated refund is a refund for a student of not less than that portion of tuition, fees, and other charges assessed the student equal to the portion of the period of enrollment for which the student has been charged that remains on the last day of attendance by the student, rounded downward to the nearest ten percent of that period, less any unpaid charges owed for the period of enrollment for which the student has been charged that remains on the last day of attendance by the student, rounded downward to the nearest ten (10) percent of that period, less any unpaid charges owed for the period of enrollment for which the student has been charged, and less an administrative fee not to exceed the lesser of five (5) percent or one hundred (100) dollars.

Withdrawal Procedure: To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy in all their classes. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.

5. Florida campuses including Orlando, Tampa, and West Palm Beach:
Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of classes (as listed in the University calendar), regardless of program. Refunds or tuition adjustments will be awarded according to the following guidelines:

Students who apply for enrollment into a Florida campus but are rejected or provide written notice of cancellation within three (3) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid. An applicant requesting cancellation more than three (3) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

Withdrawal Procedure: To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy in all their classes. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.

Tuition Refunds will be Determined as Follows, based on the week in which the student withdraws:

Proportion of Total Course Taught by Withdrawal Date	Tuition Refund
During the Drop/Add Period	100% of tuition cost
After the Drop/Add Period and before the end of Week 1, if different	75% of tuition cost
Week 2	50% of tuition cost

Week 3	25% of tuition cost
After Week 3	0% of tuition cost

6. Ohio campus:
Students who apply for enrollment into the Cleveland campus but are rejected or provide written notice of cancellation within five (5) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid. An applicant requesting cancellation more than five (5) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

Withdrawal Procedure: The University requests that a student choosing to withdraw from the school after the commencement of classes is to provide notice in writing or in person to the Office of the Registrar. The notice must include the expected last date of attendance and be signed and dated by the student. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds will be submitted within thirty (30) calendar days of the determination of the withdrawal date. Refunds are calculated based on the student's last date of attendance or participation in an academic activity.

Refunds for Tuition and Refundable Fees will be determined as Follows:

Calendar Week	Tuition Refund
Withdrawal during the first full week	75% of tuition and refundable fees
Withdrawal during the second full week	50% of tuition and refundable fees
Withdrawal during the third full week	25% of tuition and refundable fees
Withdrawal after the third full week	No tuition or refundable fees refund

7. South University, Term-Based and Non-Term Based Online Programs:
Student Right to Cancel/Buyer's Right to Cancel:

Students in South University's online programs who drop before the start date of the academic term will receive a one hundred (100) percent refund of the total cost of tuition for the academic term. Tuition refunds after the start of an academic term are based on weekly attendance. Fully online students must contact their Academic Counselor to officially withdraw from school. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy in all their classes. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.

Term-Based Online Programs:

Mid-Quarter Start:

- Students who withdraw during week 1 will receive a 75% tuition refund.
- Students who withdraw during week 2 will receive a 50% tuition refund.
- Students who withdraw during or after the 3rd week will receive a 0% tuition refund.

Quarter Start:

- Students who withdraw during weeks 1 and 2 will receive a 75% tuition refund.
- Students who withdraw during weeks 3 and 4 will receive a 50% tuition refund.
- Students who withdraw during or after the 5th week will receive a 0% tuition refund.

Non-Term Based Online Programs:

4, 5 and 5.5 Week Course

- Students who withdraw from their course during week 1 will receive a 75% tuition refund.
- Students who withdraw from their course during week 2 will receive a 50% tuition refund.
- Students who withdraw from their course during or after the 3rd week will receive a 0% tuition refund.

10 and 11 Week Course

- Students who withdraw from their course during weeks 1 and 2 will receive a 75% tuition refund.
- Students who withdraw from their course during weeks 3 and 4 will receive a 50% tuition refund.
- Students who withdraw from their course during or after the 5th week will receive a 0% tuition refund.

Iowa State Refund Policy

Students taking online courses from their home state of Iowa who withdraw from their academic term will receive a prorated academic term refund based on their official last date of attendance (LDA). Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of classes (as listed in the University calendar), regardless of program. Refunds or tuition adjustments will be awarded according to the following guidelines:

1. If circumstances prevent matriculation before a student begins attending the University, all tuition charges will be refunded.
2. Students who drop before the start date of the course will receive a one-hundred (100) percent refund of the total cost of tuition for the course. Tuition refunds after the start of a course are based on weekly attendance.

Mid-Quarter Start:

5 Week Refund%	5.5 Week Refund%
Week 1 LDA 75%	Week 1 LDA 75%
Week 2 LDA 54%	Week 2 LDA 57%
Week 3 LDA 36%	Week 3 LDA 40%
Week 4 LDA 18%	Week 4 LDA 24%
Week 5 LDA 0%	Week 5 LDA 7%
	Week 6 LDA 0%

Quarter Start:

10 Week Course Refund%	11 Week Course Refund%	12 Week Course Refund %
Week 1 LDA 81%	Week 1 LDA 82%	Week 1 LDA 83%
Week 2 LDA 75%	Week 2 LDA 75%	Week 2 LDA 75%
Week 3 LDA 63%	Week 3 LDA 65%	Week 3 LDA 68%
Week 4 LDA 54%	Week 4 LDA 57%	Week 4 LDA 60%
Week 5 LDA 45%	Week 5 LDA 49%	Week 5 LDA 53%

Week 6 LDA 36%	Week 6 LDA 40%	Week 6 LDA 45%
Week 7 LDA 27%	Week 7 LDA 32%	Week 7 LDA 38%
Week 8 LDA 18%	Week 8 LDA 24%	Week 8 LDA 30%
Week 9 LDA 9%	Week 9 LDA 15%	Week 9 LDA 23%
Week 10 LDA 0%	Week 10 LDA 7%	Week 10 LDA 15%
	Week 11 LDA 0%	Week 11 LDA 8%
		Week 12 LDA 0%

4 week Course Refund%	5 Week Course Refund%	5.5 Week Course Refund%
Week 1 LDA 68%	Week 1 LDA 75%	Week 1 LDA 75%
Week 2 LDA 45%	Week 2 LDA 54%	Week 2 LDA 57%
Week 3 LDA 23%	Week 3 LDA 36%	Week 3 LDA 40%
Week 4 LDA 0%	Week 4 LDA 18%	Week 4 LDA 24%
	Week 5 LDA 0%	Week 5 LDA 7%
		Week 6 LDA 0%

10 Week Course Refund%	11 Week Course Refund%
Week 1 LDA 81%	Week 1 LDA 82%
Week 2 LDA 75%	Week 2 LDA 75%
Week 3 LDA 63%	Week 3 LDA 65%
Week 4 LDA 54%	Week 4 LDA 57%
Week 5 LDA 45%	Week 5 LDA 49%
Week 6 LDA 36%	Week 6 LDA 40%
Week 7 LDA 27%	Week 7 LDA 32%
Week 8 LDA 18%	Week 8 LDA 24%
Week 9 LDA 9%	Week 9 LDA 15%
Week 10 LDA 0%	Week 10 LDA 7%
	Week 11 LDA 0%

3. For a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa national guard or reserve forces of the United States and who is ordered to state military service or federal service or duty, the student shall have the following withdrawal options:
    a. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.

b. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
c. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Maryland State Refund Policy

The Maryland State Refund Policy applies to students who are residents of Maryland. Refunds are made within sixty (60) days from the date of withdrawal or termination. The withdrawal date is the last date of attendance as determined by the school from its attendance records. A Maryland student that withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Term-Based and Non-Term Based Online Programs:

Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

New Mexico Refund Policy

The New Mexico State Refund Policy applies to students who are residents of the state of New Mexico who withdraw from all courses from South University online programs.

Any student signing an enrollment agreement or making an initial deposit or payment toward tuition and fees of the institution shall be entitled to a cooling off period of three business days from the date of agreement or payment or from the date that the student first visits the institution, whichever is later. During the cooling off period, the agreement can be withdrawn and all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

Following the cooling off period but prior to the beginning of instruction, a student may withdraw from enrollment following the cooling off period, prior to submission by the student of any lesson materials and effective upon deposit of a written statement of withdrawal for delivery by mail or other means, and the institution shall be entitled to retain no more$100 or 5% in tuition or fees, whichever is less, as registration charges.

A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. The institution shall be entitled to retain, as registration charges, no more than one hundred (100) dollars or five (5) percent of tuition and fees, whichever is less. Additionally, institutions are eligible to retain tuition and fees earned at a pro-rata amount according to the following schedule, based on the date of student withdrawal as a percentage of the enrollment period for which the student was obligated. The withdrawal date is the last date of attendance as determined by the school from its attendance records:

Term-Based and Non-Term Based Online Programs:

On first class day	0%
After first day and within 10%	10%
After 10% and within 25%	50%
After 25% and within 50%	75%
50% or thereafter	100%

Upon request by a student or by the department, the institution shall provide an accounting for such amounts retained within five (5) business days of the request.

Tuition and fee refunds will be made within thirty (30) calendar days of the institution receiving written notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier.

Ohio State Refund Policy

Residents of Ohio who apply for enrollment at South University but are rejected or provide written notice of cancellation within five (5) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid. An applicant requesting cancellation more than five (5) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

The University requests that a student choosing to withdraw from the school after the commencement of classes is to provide notice in writing or in person to the Office of the Registrar. The notice must include the expected last date of attendance and be signed and dated by the student. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds will be submitted within thirty (30) calendar days of the determination of the withdrawal date. Refunds are calculated based on the student's last date of attendance or participation in an academic activity.

Term-Based and Non-Term Based Online Programs

Refunds for Tuition and Refundable Fees will be determined as Follows:

Calendar Week	Tuition Refund
Withdrawal during the first full week	75% of tuition and refundable fees
Withdrawal during the second full week	50% of tuition and refundable fees
Withdrawal during the third full week	25% of tuition and refundable fees
Withdrawal after the third full week	No tuition or refundable fees refund

Oregon State Refund Policy

The Oregon State Refund Policy applies to students who are residents of Oregon. Students who drop before the start date of the course will receive a one-hundred (100) percent refund of the total cost of tuition for the course. Tuition refunds after the start of a course are based on weekly attendance. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds will be submitted within thirty (30) calendar days of the determination of the withdrawal date.

Non-Term Based Online Programs

4, 5 and 5.5 Week Courses

• Students who withdraw from their course during week 1 will receive a 75% tuition refund.
• Students who withdraw from their course during week 2 will receive a 50% tuition refund.
• Students who withdraw from their course during week 3 will receive a 25% tuition refund.
• Students who withdraw from their course during or after the 4th week will receive a 0% tuition refund.

10 and 11 Week Courses

• Students who withdraw from their course during week 1 and 2 will receive a 75% tuition refund.
• Students who withdraw from their course during week 3 and 4 will receive a 50% tuition refund.
• Students who withdraw from their course during week 5 and 6 will receive a 25% tuition refund.
• Students who withdraw from their course during or after the 7th week will receive a 0% tuition refund.

Wisconsin State Refund Policy

The Wisconsin State Refund Policy applies to students who are residents of the state of Wisconsin who withdraw from all courses from South University. The enrollment agreement is a legally binding contract upon acceptance of the student by the school unless the student cancels the enrollment agreement within three (3) business days of acceptance by the school day cancellation period.

A student who withdraws or is dismissed after the three (3) business day cancellation period, but before completing sixty (60) percent of the potential units in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period. Pro rata refund shall be determined as the number of units remaining after the last unit completed divided by the total number of units in the enrollment period, rounded downward to the nearest ten (10) percent. The withdrawal date is the last date of attendance as determined by the school from its attendance records. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.

The school will make every effort to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

The school will issue refunds within forty (40) calendar days of the effective date of termination. A written notice of withdrawal is not required. The student is considered withdrawn from the school if the student fails to attend classes, utilize instructional facilities, or submit lessons, without providing an explanation to the school regarding the inactivity for fifteen (15) calendar days.

No refund is required for any student who withdraws or is dismissed after completing sixty (60) percent of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Cancellation Privilege:

A student shall have the right to cancel enrollment for a program not exempted until midnight of the third (3rd) business day after written and final receipt of notice of acceptance from the school.

The student will receive a full refund of all money paid if the student cancels within the three (3) business day cancellation period; the student accepted was unqualified and the school did not secure a disclaimer; the school procured the student's enrollment as the result of false representations in the written materials used by the school or in oral representations made by or on behalf of the school. The school will issue refunds within three (3) days of cancellation.

Adjustments of the Tuition and Fee Charges before Attending Any Units of Instruction but after the three (3) Day Cancellation Period:

One hundred (100) percent refund less a one-time application fee of $50.

Term-Based and Non-Term Based Online Programs

Adjustment of Charges after Completing:

At Least	But Less Than	Refund of Tuition
1 unit/calendar day	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	no refund	no refund

Institutional Refund Policy for Single Courses

Refund of Tuition

Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of the class (as listed in the University calendar), regardless of the class. All students will be subject to the institutional refund policy. Refunds or tuition adjustments will be awarded according to the following guidelines:

1. If circumstances prevent matriculation before a student begins attending the University, all tuition charges will be reversed and any payments made will be refunded. A tuition adjustment results when a student officially changes enrollment status during the drop/add period. No adjustment will be made for students dropping the class after the drop/add period and will be subject to the tuition refund schedules below.
2. Richmond and Virginia Beach Virginia campuses only: Rejection: An applicant rejected by South University is entitled to a refund of all monies paid. Three-Day Cancellation: An applicant who provides written notice of cancellation within three (3) business days, excluding weekends and holidays, of executing the enrollment agreement is entitled to a refund of all monies paid, less an application fee of fifty (50) dollars for certain academic programs. Other Cancellations: An applicant requesting cancellation more than three (3) days after executing the enrollment agreement and making an initial payment, but prior to the first day of class is entitled to

a refund of all monies paid, , less an application fee of fifty (50) dollars for certain academic programs. A student applicant will be considered a student as of the first day of classes.

Withdrawal Procedure: A student choosing to withdraw from the school after the commencement of the class is to provide notice in writing or in person to the Office of the Registrar. The notice must include the expected last date of attendance and be signed and dated by the student. A student will be determined to be withdrawn from the institution if the student violates the schools published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within forty-five (45) calendar days after receipt of a written request or the date the student last attended the class, whichever is sooner.

Tuition Refunds will be Determined as Follows:

Proportion of Total Course Taught by Withdrawal Date	Tuition Refund
During the Drop/Add Period	100% of tuition cost
After the Drop/Add Period and before the first 25%	75% of tuition cost
25% up to but less than 50%	50% of tuition cost
50% up to but less than 75%	25% of tuition cost
75% or more	No Refund

3. Accelerated Graduate Programs, Atlanta, Austin, Columbia*, High Point, Montgomery, Novi, and Savannah campuses:

Tuition Refunds will be Determined as Follows, based on the week in which the student withdraws:

Withdrawal Date	Tuition Refund
Week 1	75% of tuition cost
Week 2	50% of tuition cost
Week 3	25% of tuition cost
After Week 3	0% of tuition cost

*Columbia campus only: For students attending the University for the first time and who withdraw from the institution, a prorate refund calculation shall be applied up to sixty (60) percent point in time of that class. Prorated refund is a refund for a student of not less than that portion of tuition, fees, and other charges assessed the student equal to the portion of the period of enrollment for which the student has been charged that remains on the last day of attendance by the student, rounded downward to the nearest ten percent of that period, less any unpaid charges owed for the period of enrollment for which the student has been charged that remains on the last day of attendance by the student, rounded downward to the nearest ten (10) percent of that period, less any unpaid charges owed for the period of enrollment for which the student has been charged, and less an administrative fee not to exceed the lesser of five (5) percent or one hundred (100) dollars.

Withdrawal Procedure: To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw. A student will be determined to be

withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.

4. Florida campuses including Orlando, Tampa, and West Palm Beach:

   Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of the class (as listed in the University calendar), regardless of the class. Refunds or tuition adjustments will be awarded according to the following guidelines:

   Students who apply for enrollment into a Florida campus but are rejected or provide written notice of cancellation within three (3) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid. An applicant requesting cancellation more than three (3) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

   Withdrawal Procedure: To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.

   Tuition Refunds will be Determined as Follows, based on the week in which the student withdraws:

Proportion of Total Course Taught by Withdrawal Date	Tuition Refund
During the Drop/Add Period	100% of tuition cost
After the Drop/Add Period and before the end of Week 1, if different	75% of tuition cost
Week 2	50% of tuition cost
Week 3	25% of tuition cost
After Week 3	0% of tuition cost

5. Ohio campus:

   Students who apply for enrollment into the Cleveland campus but are rejected or provide written notice of cancellation within five (5) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid. An applicant requesting cancellation more than five (5) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

   Withdrawal Procedure: The University requests that a student choosing to withdraw from the school after the commencement of classes is to provide notice in writing or in person to the Office of the Registrar. The notice must include the expected last date of attendance and be signed and dated by the student. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds will be submitted within thirty (30) calendar days of the determination of the withdrawal date. Refunds are calculated based on the student's last date of attendance or participation in an academic activity.

   Refunds for Tuition and Refundable Fees will be determined as Follows:

Calendar Week	Tuition Refund
Withdrawal during the first full week	75% of tuition and refundable fees
Withdrawal during the second full week	50% of tuition and refundable fees
Withdrawal during the third full week	25% of tuition and refundable fees
Withdrawal after the third full week	No tuition or refundable fees refund

6. South University Online, Term-Based and Non-Term Based Courses:

Student Right to Cancel/Buyer's Right to Cancel:

If circumstances prevent matriculation before a student begins attending South University, all tuition charges will be refunded.

Students in South University's online courses who drop before the start date of the course will receive a one hundred (100) percent refund of the total cost of tuition for the course. Tuition refunds after the start of a course are based on weekly attendance. Fully online students must contact their Academic Counselor to officially withdraw from school. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.

Term-Based Online Courses:

Mid-Quarter Course:

- Students who withdraw during week 1 will receive a 75% tuition refund.
- Students who withdraw during week 2 will receive a 50% tuition refund.
- Students who withdraw during or after the 3rd week will receive a 0% tuition refund.

Quarter Course:

- Students who withdraw during weeks 1 and 2 will receive a 75% tuition refund.
- Students who withdraw during weeks 3 and 4 will receive a 50% tuition refund.
- Students who withdraw during or after the 5th week will receive a 0% tuition refund.

Non-Term Based Online Courses:

4, 5 and 5.5 Week Courses:

- Students who withdraw from their course during week 1 will receive a 75% tuition refund.
- Students who withdraw from their course during week 2 will receive a 50% tuition refund.
- Students who withdraw from their course during or after the 3rd week will receive a 0% tuition refund.

10 and 11 Week Courses:

- Students who withdraw from their course during weeks 1 and 2 will receive a 75% tuition refund.
- Students who withdraw from their course during weeks 3 and 4 will receive a 50% tuition refund.
- Students who withdraw from their course during or after the 5th week will receive a 0% tuition refund.

Iowa State Refund Policy

Students taking online courses from their home state of Iowa who withdraw from their course(s) will receive a prorated course refund based on their official last date of attendance (LDA). Tuition charges

are based on the total number of credit hours for which a student is enrolled on the first day of the class (as listed in the University calendar), regardless of the class. Refunds or tuition adjustments will be awarded according to the following guidelines:

If circumstances prevent matriculation before a student begins attending the University, all tuition charges will be refunded.

Students who drop before the start date of the course will receive a one hundred (100) percent refund of the total cost of tuition for the course. Tuition refunds after the start of a course are based on weekly attendance.

Term-Based Online Courses:

Mid-Quarter Courses:

5 Week Refund%	5.5 Week Refund%
Week 1 LDA 75%	Week 1 LDA 75%
Week 2 LDA 54%	Week 2 LDA 57%
Week 3 LDA 36%	Week 3 LDA 40%
Week 4 LDA 18%	Week 4 LDA 24%
Week 5 LDA 0%	Week 5 LDA 7%
	Week 6 LDA 0%

10 Week Refund%	11 Week Refund%	12 Week Refund %
Week 1 LDA 81%	Week 1 LDA 82%	Week 1 LDA 83%
Week 2 LDA 75%	Week 2 LDA 75%	Week 2 LDA 75%
Week 3 LDA 63%	Week 3 LDA 65%	Week 3 LDA 68%
Week 4 LDA 54%	Week 4 LDA 57%	Week 4 LDA 60%
Week 5 LDA 45%	Week 5 LDA 49%	Week 5 LDA 53%
Week 6 LDA 36%	Week 6 LDA 40%	Week 6 LDA 45%
Week 7 LDA 27%	Week 7 LDA 32%	Week 7 LDA 38%
Week 8 LDA 18%	Week 8 LDA 24%	Week 8 LDA 30%
Week 9 LDA 9%	Week 9 LDA 15%	Week 9 LDA 23%
Week 10 LDA 0%	Week 10 LDA 7%	Week 10 LDA 15%
	Week 11 LDA 0%	Week 11 LDA 8%
		Week 12 LDA 0%

Non-Term Based Online Courses:

4 Week Course Refund%	5 Week Course Refund%	5.5 Week Course Refund%
Week 1 LDA 68%	Week 1 LDA 75%	Week 1 LDA 75%
Week 2 LDA 45%	Week 2 LDA 54%	Week 2 LDA 57%

Week 3 LDA 23%	Week 3 LDA 36%	Week 3 LDA 40%
Week 4 LDA 0%	Week 4 LDA 18%	Week 4 LDA 24%
	Week 5 LDA 0%	Week 5 LDA 7%
		Week 6 LDA 0%

10 Week Course Refund%	11 Week Course Refund%
Week 1 LDA 81%	Week 1 LDA 82%
Week 2 LDA 75%	Week 2 LDA 75%
Week 3 LDA 63%	Week 3 LDA 65%
Week 4 LDA 54%	Week 4 LDA 57%
Week 5 LDA 45%	Week 5 LDA 49%
Week 6 LDA 36%	Week 6 LDA 40%
Week 7 LDA 27%	Week 7 LDA 32%
Week 8 LDA 18%	Week 8 LDA 24%
Week 9 LDA 9%	Week 9 LDA 15%
Week 10 LDA 0%	Week 10 LDA 7%
Week 11 LDA 0%	

Iowa residents who are a member, or a spouse of a member if the member has a dependent child, of the Iowa National Guard or Reserve Forces of the United States and who is ordered to state military service or federal service or duty will be afforded the following options:

a. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
b. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
c. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Maryland State Refund Policy

The Maryland State Refund Policy applies to students who are residents of Maryland. Refunds are made within sixty (60) calendar days from the date of withdrawal or termination. The withdrawal date is the last date of attendance as determined by the school from its attendance records. A Maryland student that withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Term-Based and Non-Term Based Online Courses:

Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund

Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination	Tuition Refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

New Mexico Refund Policy

The New Mexico State Refund Policy applies to students who are residents of the state of New Mexico who withdraw from all courses from South University online programs.

Any student signing an enrollment agreement or making an initial deposit or payment toward tuition and fees of the institution shall be entitled to a cooling off period of three (3) business days from the date of agreement or payment or from the date that the student first visits the institution, whichever is later. During the cooling off period, the agreement can be withdrawn and all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

Following the cooling off period but prior to the beginning of instruction, a student may withdraw from enrollment following the cooling off period, prior to submission by the student of any lesson materials and effective upon deposit of a written statement of withdrawal for delivery by mail or other means, and the institution shall be entitled to retain no more one hundred (100) dollars or five (5) percent in tuition or fees, whichever is less, as registration charges.

A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. The institution shall be entitled to retain, as registration charges, no more than one hundred (100) dollars or five percent (5%) of tuition and fees, whichever is less. Additionally, institutions are eligible to retain tuition and fees earned at a pro-rata amount according to the following schedule, based on the date of student withdrawal as a percentage of the enrollment period for which the student was obligated. The withdrawal date is the last date of attendance as determined by the school from its attendance records.

Term-Based and Non-Term Based Online Courses:

- On first class day 0%
- After first day and within 10% 10%
- After 10% and within 25% 50%
- After 25% and within 50% 75%
- 50% or thereafter 100%

Upon request by a student or by the department, the institution shall provide an accounting for such amounts retained within five (5) business days of the request.

Tuition and fee refunds will be made within thirty (30) calendar days of the institution receiving written notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier.

Ohio State Refund Policy

Residents of Ohio who apply for enrollment at South University but are rejected or provide written notice of cancellation within five (5) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid. An applicant requesting cancellation more than five (5) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

The University requests that a student choosing to withdraw from the school after the commencement of classes is to provide notice in writing or in person to the Office of the Registrar. The notice must include the expected last date of attendance and be signed and dated by the student. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds will be submitted within thirty (30) calendar days of the determination of the withdrawal date. Refunds are calculated based on the student's last date of attendance or participation in an academic activity.

Term-Based and Non-Term Based Online Courses:

Refunds for Tuition and Refundable Fees will be determined as Follows:

Calendar Week	Tuition Refund
Withdrawal during the first full week	75% of tuition and refundable fees
Withdrawal during the second full week	50% of tuition and refundable fees
Withdrawal during the third full wee	25% of tuition and refundable fees
Withdrawal after the third full week	No tuition or refundable fees refund

Oregon State Refund Policy

The Oregon State Refund Policy applies to students who are residents of Oregon. Students who drop before the start date of the course will receive a one hundred (100) percent refund of the total cost of tuition for the course. Tuition refunds after the start of a course are based on weekly attendance. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds will be submitted within thirty (30) calendar days of the determination of the withdrawal date.

Non-Term Based Online Courses:

4, 5 and 5.5 Week Courses

- Students who withdraw from their course during week 1 will receive a 75% tuition refund.
- Students who withdraw from their course during week 2 will receive a 50% tuition refund.
- Students who withdraw from their course during week 3 will receive a 25% tuition refund.
- Students who withdraw from their course during or after the 4th week will receive a 0% tuition refund.

10 and 11 Week Courses

- Students who withdraw from their course during weeks 1 and 2 will receive a 75% tuition refund.
- Students who withdraw from their course during weeks 3 and 4 will receive a 50% tuition refund.
- Students who withdraw from their course during weeks 5 and 6 will receive a 25% tuition refund.

- Students who withdraw from their course during or after the 7th week will receive a 0% tuition refund.

Wisconsin State Refund Policy

The Wisconsin State Refund Policy applies to students who are residents of the state of Wisconsin who withdraw from all courses from South University. The enrollment agreement is a legally binding contract upon acceptance of the student by the school unless the student cancels the enrollment agreement within three (3)-business days of acceptance by the school day cancellation period.

A student who withdraws or is dismissed after the three (3)-business day cancellation period, but before completing sixty (60) percent of the potential units in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period. Pro rata refund shall be determined as the number of units remaining after the last unit completed divided by the total number of units in the enrollment period, rounded downward to the nearest ten (10) percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period. The withdrawal date is the last date of attendance as determined by the school from its attendance records.

The school will make every effort to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

The school will issue refunds within forty (40) calendar days of the effective date of termination. A written notice of withdrawal is not required. The student is considered withdrawn from the school if the student fails to attend classes, utilize instructional facilities, or submit lessons, without providing an explanation to the school regarding the inactivity for fifteen (15) calendar days.

No refund is required for any student who withdraws or is dismissed after completing sixty (60) percent of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Cancellation Privilege:

A student shall have the right to cancel enrollment for a program not exempted until midnight of the third (3rd) business day after written and final receipt of notice of acceptance from the school.

The student will receive a full refund of all money paid if the student cancels within the three (3)-business-day cancellation period; the student accepted was unqualified and the school did not secure a disclaimer; the school procured the student's enrollment as the result of false representations in the written materials used by the school or in oral representations made by or on behalf of the school. The school will issue refunds within three (3) days of cancellation.

Term-Based and Non-Term Based Online Courses:

Adjustments of the Tuition and Fee Charges before Attending Any Units of Instruction but After the Three (3) - Day Cancellation Period:

One hundred (100) percent refund.

Adjustment of Charges after Completing:

At Least	But Less Than	Refund of Tuition
1 unit/calendar day	10%	90%

10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	no refund	no refund

Official and Unofficial Withdrawal

To officially withdraw, the student will need to notify the Office of the Registrar in person or in writing. The registrar will assist the student to complete the withdrawal process and will determine the last date of attendance and the date of determination. The date of determination would be the earlier of the date the student begins the school's withdrawal process or the date the student provides notice. For students who unofficially withdraw, the Registrar will determine the last date of attendance using attendance records. The refund policies shall apply in the event that a student withdraws, is suspended, or is terminated from school.

Return of Title IV Funds

On-Campus Programs and Term-Based Online Programs

In compliance with Federal regulations, the school will determine how much Federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the term or session if the student is only attending a session. If the student has completed more than sixty (60) percent of the term or session the student earns one hundred (100) percent of the Federal student financial assistance.

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in the term. If there is a scheduled break of five (5) or more days, excluding periods of an approved Leave of Absence for campuses in Virginia only, it will reduce the term length and if the scheduled break is before the student's last date of attendance, it will also reduce the calendar days completed.

If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal Direct PLUS Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. Funds will be returned to the aid source within forty-five (45) calendar days of the date that the school determines that the student has withdrawn.

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement loan funds for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received. The student or parent, in the case of the Federal PLUS Loans, needs to provide permission before any loan funds may be disbursed on the student's account or disbursed to the student or parent. However, the school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student's authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered the student.

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or

- The entire amount of unearned funds.

If there are remaining unearned Federal financial aid funds to be returned, the student must return any loan funds that remain to be returned in accordance with the terms and conditions of the promissory note. If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half of the grant funds received. The school will notify the student as to the amount owed and how and where it should be returned.

If students are only scheduled to attend Session I or Session II, the Return of Title IV Funds calculation as described will be applied to the applicable Session attended using the session start and end dates.

Non-Term Based Online Programs

In compliance with Federal regulations, the school will determine how much Federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the payment period. If the student has completed more than sixty (60) percent of the payment period, the student earns one hundred (100) percent of the Federal student financial assistance.

When a student withdraws from the payment period, the amount of Federal financial aid assistance the student earned is determined by a specific formula. Scheduled breaks of at least five (5) consecutive days and days in which the student was on an approved leave of absence are excluded from this calculation. Generally, a payment period consists of eighteen (18) credits; this may vary by program. If the student received less assistance than the amount the student earned, the student may be able to receive those additional funds as a post-withdrawal disbursement. If the student received more assistance than the amount the student earned, the excess funds must be returned by the University and/or the student. The excess funds could result in an overpayment. The amount of assistance the student earned is determined on a rate-of-progression basis. When the student completes more than sixty (60) percent of the payment period, the student earns all the assistance scheduled for that payment period.

If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal Direct PLUS Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. Funds will be returned to the aid source within forty-five (45) calendar days of the date that the school determines that the student has withdrawn.

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement loan funds for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received. The student or parent, in the case of the Federal PLUS Loans, needs to provide permission before any loan funds may be disbursed on the student's account or disbursed to the student or parent. However, the school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student's authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered the student.

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or

- The entire amount of unearned funds.

If there are remaining unearned Federal financial aid funds to be returned, the student must return any loan funds that remain to be returned in accordance with the terms and conditions of the promissory note. If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half of the grant funds received. The school will notify the student as to the amount owed and how and where it should be returned.

Loan Disbursement Information

(Non-Term Based Programs)

The first payment period will be delivered on or after the start date of the course, depending upon completion of the financial aid paperwork .The second payment period will be delivered once a student has successfully completed the first payment period and the student has begun the second payment period of the Academic Year, which is defined as the time of certification of Title IV funds.

Grades of W, WP, WF, I, NCF, or F do not count toward successfully completed courses. Grades of D that do not count towards successful completion of required major course and thus must be repeated, also do not count toward successfully completed courses. In addition, students who are required or choose to repeat courses in which they earned a grade of C will not have the repeated course counted toward successfully completed courses.

A student may receive subsequent loans once the conditions of the current loan have been met.

NOTE: Once a grade of I is successfully completed for a permanent grade as outlined above, the course will count towards successful completion. However, no subsequent Title IV certifications can occur until a grade other than I is posted.

Approved Tuition Waiver

(South University, Non-Term Based Programs)

Students receiving a W for a course will be granted an Approved Tuition Waiver upon return. Any students taking a course within 90 days of receiving a W will be granted an Approved Tuition Waiver as long as they successfully complete the subsequent course following the W grade. Any tuition for the course already paid by the student will be credited toward the student's account.

Students in term-based programs are not eligible for the Approved Tuition Waiver.

Official Withdrawal Procedure

To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw in writing. The effective date of the withdrawal cannot be earlier than date of the written contact with the registrar's office. Fully online students must contact their Academic Advisor to officially withdraw from school.

Financial Aid

Financial aid is available to those who quality. Financial aid is the economic assistance available to help students meet the difference between what they can afford to pay and what it actually costs them to go to school. This economic assistance may be in the form of scholarships, grants, work-study programs, or loans.

A financial aid package is a combination of different forms of financial aid that together makes up a student financial aid award. A financial aid package may include grants, loans, or a combination of these two.

A student's ability to contribute to the cost of his or her education is determined by the use of a needs analysis, which is a consistent, systematic way of measuring the ability of a family to pay for educational costs and its eligibility to receive funds from federal programs. It determines the ability, not the willingness, of a student or family to finance the student's education. Everyone who applies is treated fairly and equally under this system. In determining how much a student and his or her family can contribute, a number of factors are considered. From these factors, a needs analysis determines how much a student and his or her family can contribute and how much money will be needed to finance the student's education.

Application Process for Financial Aid

To apply for any form of financial aid at South University, a student must:

1. Apply for admission to the University.
2. Complete a Free Application for Federal Student Aid (FAFSA). This form is for both in and out-of-state students.

Student Aid Programs

South University participates in several student aid programs. A brief description of each follows.

Grants

Alabama Student Grant (ASG) (Montgomery campus only)

This Alabama grant program is available to students who are Alabama residents and who are enrolled at least half-time in an undergraduate program of study. Applications are available in the financial aid office.

Alabama Student Assistance Grant Program (ASAP) (Montgomery campus only)

This Alabama grant program provides additional funds to Alabama residents with exceptional need and is awarded by the financial aid office to eligible students who are enrolled at least half-time in an undergraduate program of study and have a federal expected family contribution (EFC) of zero.

Alabama National Guard Educational Assistance Program (ANGEAP) (Montgomery campus only)

This Alabama grant program is available to Alabama National Guard members. Students submit an application to the Alabama National Guard Educational Assistance Program Office before August 1st of the academic year for which grant funds are being requested. Students may obtain applications through the financial aid office or the ANGEAP office.

Georgia Tuition Equalization Grant (Savannah campus only)

The Georgia Tuition Equalization Grant (TEG) entitles qualified Georgia residents who are full-time students to a tuition grant without respect to age, income, or academic standing. Applications are available from the financial aid office.

Georgia LEAP Grant Program (Savannah campus only)

The Georgia LEAP Grant program provides additional funds to students with exceptional need. Apply through the financial aid office to determine eligibility. GLPG is a grant and requires no repayment.

Access to Better Learning and Education (West Palm Beach campus only)

This Florida grant program is available to students who are Florida residents and who are enrolled full-time in bachelor's degree programs.

Florida State Assistance Grant (FSAG) (West Palm Beach campus only)

This program is available to fulltime students meeting Florida residency requirements and working toward their first degree.

Federal Pell Grant Program

Federal Pell Grants are based on financial need, as defined by the U.S. Department of Education. To be eligible for a Federal Pell Grant, students must: make application each year by filing the Free Application for Federal Student Aid (FAFSA); prove U.S. citizenship or permanent resident status; be able to show graduation from high school or its equivalency; not owe a refund on a federal grant nor be in default on a federal loan; and maintain satisfactory academic progress in school.

Federal Supplemental Educational Opportunity Grant Program (FSEOG)

Federal Supplemental Educational Opportunity Grants are for students who demonstrate exceptional financial need (with priority given to Pell Grant recipients). There are a limited number of awards available each year so early application is encouraged. This typically does not have to be repaid.

South University Institutional Grant

The South University Institutional Grant will be offered at $1,000 per quarter. In order to be eligible, students must meet the following requirements:

1. An official nine-month Expected Family Contribution (EFC), as determined by the U.S. Department of Education, based on completion of the applicable Free Application for Federal Student Aid (FAFSA), of 3500 or higher.
2. Be in their freshman or sophomore years, as defined by grade-level classification.
3. Students are not required to accept any Federal student loans for which they may be eligible.
4. If Federal loans are requested at any time in the freshman or sophomore years, the student's eligibility for the South University Institutional Grant may be eliminated.
5. If there is a difference (gap) between the direct charges (tuition, books, and required fees) from South University, minus all other aid such as Pell Grants and any state grants, Veterans military benefits or Training Assistance educational benefits, federal, or institutional loans, then:
6. If the unfinanced gap is less than $1,000 per quarter, the South University Institutional Grant will be zero.
7. In no quarter may the student's aid and educational resources, including the South University Institutional Grant, exceed the student's direct charges.
8. Maintain Satisfactory Academic Progress and be in good academic standing.
9. Attend a minimum of 10 credit hours per quarter.
   Maintain enrollment status (as defined in #7 above) past the midpoint of the quarter, i.e., after attendance in Session II has been established as appropriate based on the student's schedule of on ground and online classes; the South University Institutional Grant will be disbursed after that determination has been made.

The decision of eligibility by the financial aid office is final.

Loans

Federal Perkins Loan Program

Federal Perkins Loans offer a low 5 percent fixed interest rate and repayment terms may be as long as ten years. Because funds under this program are extremely limited, priority is given to students with the greatest financial need, as determined by the results of the FAFSA. Repayment on the loan generally does not begin until nine months after a student leaves campus or coursework is reduced to less than halftime (or less than 6 credits in a quarter). Only available to returning students.

Federal Direct Loan Program Subsidized

The Federal Direct Subsidized Loan is a fixed interest loan available to students through the federal government. The interest is subsidized by the federal government. To be eligible, a student must be a citizen or permanent resident alien of the United States and meet other eligibility requirements. Repayment of the loan begins six months after the student' drops below half time enrollment.

Unsubsidized

The Federal Direct Unsubsidized Loan is a fixed interest loan available to students through the Federal Government. The interest is not subsidized by the federal government and begins accruing on the date of disbursement. Students may either pay this interest as it becomes due or let it capitalize on the original loan amount which will increase the overall amount to be repaid by the student. The Unsubsidized Loan repayment begins six months after the student drops below half time enrollment. Dependent students who do not meet the need requirements for a Subsidized Loan will be eligible for unsubsidized loans. Students whose parents are denied a PLUS Loan, may also apply for additional unsubsidized loan amounts, based on the student's grade level. Please refer to a Student Financial Services professional for additional information.

Federal Direct Parent Loan for Undergraduate Students (PLUS) Loan Program

The Direct Parent Loan for Undergraduate Students is a fixed interest loan available to parents through the Federal Government. The PLUS loan is a credit-based loan available to parents of dependent students. The PLUS loan repayment begins 60 days after the loan is fully disbursed.

Federal Direct Grad PLUS Loan

This loan is for graduate students. The student must have a good credit history. The interest on this loan is not subsidized.

Plus Loan Borrowing Limits: Parents or graduate students may borrow up to the full cost of attendance minus any financial aid the student receives.

Scholarships

Georgia HOPE Scholarship (Savannah campus only)

This scholarship is available to qualified Georgia residents who graduated from high school in 1996 or later with a minimum 3.00 grade point average. Additional information about eligibility is available from the financial aid or registrar's office.

Georgia Zell Miller Scholarship (Savannah campus only)

This scholarship is available to qualified Georgia residents who meet the eligibility criteria. Information about eligibility requirements is available from the financial aid office.

Florida Bright Futures Scholarship Program (West Palm Beach campus only)

This scholarship program is available to students who have applied before their graduation from high school or GED and are currently enrolled at the University and meet the scholarship criteria.

South Carolina HOPE Scholarship (Columbia campus only)

This scholarship is available to qualified South Carolina residents who graduated from high school in 2002 or later with a minimum of a 3.00 grade point average. Additional information about eligibility is available from the financial aid office.

South Carolina LIFE Scholarship (Columbia campus only)

This scholarship is available to qualified South Carolina residents who meet the eligibility criteria. Information about eligibility requirements is available from the financial aid office.

Military and Veteran Institutional Scholarships

South University is proud to offer institutional scholarship opportunities to qualifying military and veteran students. Eligibility may be based upon current or former military affiliation. An application will need to be submitted and documentation will be required to prove eligibility. School personnel will be able to advise you regarding available scholarships, eligibility requirements and required documentation.

Military Personnel

South University is pleased to offer an Active Duty Scholarship to eligible Active Duty, Active and Drilling members of the Reserve and National Guard.

For undergraduate programs at all South University locations, the cost of tuition is $166.00 per quarter credit hour after the military tuition scholarships applied.

For graduate level programs, South University offers a military tuition scholarship of 10% at all of its locations.

Veterans

For undergraduate and graduate level programs at the online location only, South University offers eligible veterans the Veteran Scholarship of 10%.

Vocational Rehabilitation Programs

Every state has programs to help people with physical and mental disabilities. Some states offer retraining programs for people who have been out of the job market for a length of time, for example. Eligibility criteria and amounts vary according to federal, state and private agency regulations. Students must apply directly to and be approved for benefits through the appropriate federal, state, or private agency. For more information, contact your local vocational rehabilitation office, unemployment office, or your state department of human resources.

Veterans Education Act

The Veterans Education Act provides varying levels of assistance to eligible veterans, disabled veterans, and their dependents. If you are a veteran or the dependent of a veteran, contact the local Veterans Affairs office in your region, visit www.gibill.va.gov.

U.S. Departments of Veterans Affairs and Defense Education Benefits

South University has been approved by the veteran state approving agency in the states listed below for the training of veterans and eligible veterans' dependents. Where applicable, utilizing the Department of Veterans Affairs education benefits may receive assistance from the School Certifying Official in the filing of appropriate forms. These students must maintain satisfactory attendance and academic progress (refer to the Satisfactory Academic Progress Policy of the catalog for more information). Students receiving veterans' benefits must report all prior education and training. South University will evaluate prior credit and accept that which is appropriate. Students with questions should contact the veteran state approving agency for the state in which their campus operates.

Alabama: South University, Montgomery, is approved for the training of veterans and other eligible individuals by the Alabama State Approving Agency under the Code of Alabama §§ 31-6-1, et seq. In accordance with Alabama state approving agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student's educational program by the completion of two (2) academic

terms. Failure to have an evaluation completed by this timeframe will result in a suspension of the student's certified attendance to the VA until an evaluation is complete. Students with questions should contact the Alabama State Approving Agency(P.O. Box 302130, 135 South Union Street, Montgomery, AL 36104; Phone: 334-293-4664; Fax: 334-293-4663; www.accs.cc).

Florida: South University, Tampa, and South University, West Palm Beach, are approved for training veterans and other eligible individuals by the Florida Department of Veterans' Affairs, Bureau of State Approving Agency for Veterans Education, Training . In accordance with Florida state approving agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student's educational program by the completion of two (2) academic terms. Failure to have an evaluation completed by this timeframe will result in a suspension of the student's certified attendance to the VA until an evaluation is complete. Students with questions should contact the Florida Department of Veterans' Affairs, Bureau of State Approving Agency for Veterans Education, Training (9500 Bay Pines Boulevard, Room 214; Bay Pines, FL 33744; 727-319-7402; www.floridavets.org).

Georgia: South University, Savannah, is approved for training veterans and other eligible individuals by the State of Georgia Department of Veterans Services' Veterans Education and Training Division (Floyd Veterans Memorial Building., Suite E-970; Atlanta, GA 30334-4800; 404-656-2306 or 404-656-2322; http://sdvs.georgia.gov/).

Michigan: South University, Novi is approved for training veterans and other eligible individuals by the Michigan State Approving Agency (Workforce Development Agency, State of Michigan; Victor Office Center; 201 North Washington Square, 5th Floor; Lansing, MI 48913; 517-335-5858; www.michigan.gov/bwt).

North Carolina: South University, High Point is approved for the training of veterans and eligible veterans' dependents by the North Carolina State Approving Agency . In accordance with North Carolina state approving agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student's educational program by the completion of two (2) academic terms. Failure to have an evaluation completed by this timeframe will result in a suspension of the student's certified attendance to the VA until an evaluation is complete. Students with questions should contact the North Carolina State Approving Agency (120 Penmarc Drive, Suite 103; Raleigh, NC 27603-2434; 919-733-7535; http://www.northcarolina.edu/?q=academic-affairs/nc-state-approving-agency-ncsaa).

Ohio: South University, Cleveland, is approved for the training of veterans and eligible individuals by the State Approving Agency of the Ohio Department of Veterans Services (77 South High Street, 7th Floor; Columbus, OH 43215; 614-466-9287; http://dvs.ohio.gov/VETERANS_EDUCATION/State_Approving_Agency).

South Carolina: South University, Columbia, is approved for the training of veterans and other eligible persons by the State Approving Agency. In accordance with South Carolina state approving agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student's educational program by the completion of two (2) academic terms. Failure to have an evaluation completed by this timeframe will result in a suspension of the student's certified attendance to the VA until an evaluation is complete. Students with questions should contact the South Carolina State Approving Agency (1122 Lady Street, Suite 300, Columbia, SC 29201; 803-737-2260; www.che.sc.gov).

Texas: South University, Austin, is approved for training veterans and other individuals by the Texas Veterans Commission (PO Box 12277, Austin, TX 78711-2277; 800-252-8387; www.tvc.state.tx.us).

Virginia: South University, Richmond, and South University, Virginia Beach are approved for training veterans and other eligible individuals by the Virginia Department Department of Veterans Services, State Approving AgencyVeterans Education, Training and Employment (101 North 14th Street, 17th Floor; Richmond, Virginia 23219; 804-225-2083; http://www.dvs.virginia.gov/).

For students using Veterans Affairs (VA) education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following website:

http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

As a Department of Defense Memorandum of Understanding education institution participant and signatory, South University is approved for Tuition Assistance. Eligibility for Tuition Assistance varies by military branch. Military spouses may also be eligible to use Department of Defense educational benefits under the Military Spouse Career Advancement Scholarship (MyCAA) program. Service members or military spouses wishing to use Department of Defense education benefits must obtain approval from their respective military branch or the Department of Defense prior to starting the course.

While benefit and eligibility information is provided by South University, the ultimate approval of a student's ability to use a particular benefit is determined by the respective government agency offering the benefit. Eligible service members, veterans and dependents may contact the Student Financial Services department at South University to learn more about these programs and participation. For additional information, visit www.southuniversity.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/GIBILL/Trademark_Terms_of_Use.asp.

Federal Work-Study Program (ground campuses only)

Through the Federal Work-Study program, students have the opportunity to meet part of their expenses by working part-time on or off campus. Students can earn at least minimum wage, and possibly higher for specific positions. A limited number of assignments are available, with priority given to students with the greatest need, as determined by the results of the FAFSA. The Student Financial Services Department has more details. The maximum students can earn through this program is the amount of their unmet need (the difference between expenses and all their resources).

Jury Waiver and Agreement to Binding, Individual Arbitration

NOTE: This policy does not apply to students attending South University, Richmond or South University, Virginia Beach

Student and South University irrevocably waive our rights to a trial by jury and agree instead that any and all disputes, no matter how described, pleaded or styled, between me and South University (including its parent and past and present affiliates, employees, agents, and lenders) or related to any aspect of my relationship with or any act or omission by South University ("Claim") shall be resolved by individual binding arbitration, conducted by the American Arbitration Association ("AAA") under its Commercial Arbitration Rules and applicable Supplementary Procedures for Consumer-Related Disputes ("AAA Rules") and in accordance with the terms of this Jury Waiver and Agreement to Binding, Individual Arbitration ("Arbitration Agreement"). Student can obtain a copy of the AAA Rules at www.adr.org or by calling 1-800-778-7879. This Arbitration Agreement, however, does not modify Student's right, if any, to file a grievance with any state educational licensing agency or accrediting body.

1. Student is strongly encouraged to first attempt to resolve the Claim by using the General Student Complaint Procedure outlined in the Catalog.
2. Neither party shall file or maintain any lawsuit in court against the other, and any suit filed in violation of this Arbitration Agreement shall be dismissed by the court in favor of arbitration conducted pursuant to this Arbitration Agreement. The parties agree that the moving party shall be entitled to an award of costs and fees of compelling arbitration.
3. The arbitration shall take place before a single, neutral arbitrator in the federal judicial district in which Student resides, unless the parties agree otherwise.
4. Student will be responsible for paying a portion of the AAA filing fee at the time his/her Claim is filed in an amount equal to $200 or the applicable filing fee of the court of general jurisdiction in the district/circuit near me, whichever

fee is less. The parties shall bear the expense of their own attorneys, experts and witnesses, unless the applicable law provides, and the arbitrator determines, otherwise.

5. Student agrees not to combine or consolidate any Claims with those of other students, such as in a class or mass action, or to have any Claims be arbitrated or litigated jointly or consolidated with any other person's claims. Further, the parties agree that the arbitrator shall have no authority to join or consolidate claims by more than one person. **I understand that I may opt out of this single-case provision by delivering via certified mail return receipt a written statement to that effect to the Vice President and Senior Counsel of South University /DCEH at 1400 Penn Avenue, Pittsburgh, PA 15219 within 30 days of my first execution of an Enrollment Agreement.**
6. The Federal Arbitration Act (FAA), including all its substantive and procedural provisions, and related federal decisional law shall govern this Arbitration Agreement to the fullest extent possible. All determinations as to the scope, enforceability, validity and effect of this Arbitration Agreement shall be made by the arbitrator, and not by a court. However, any issue concerning the validity of paragraph 5 above must be decided by a court, and an arbitrator does not have authority to consider the validity of paragraph 5. If for any reason, paragraph 5 is found to be unenforceable, any putative class or mass action may only be heard in court on a non-jury basis and may not be arbitrated under this Agreement.
7. The arbitrator shall have the power to award any remedy that directly benefits the parties to this Arbitration Agreement (provided the remedy would be available from a court under the law where the Arbitration Agreement was executed) but not the power to award relief for the benefit of anyone not a party to this Arbitration Agreement.
8. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction.
9. Notwithstanding any provision in the Catalog or Enrollment Agreement, this Arbitration Agreement shall not be modified except by written agreement signed by both parties. Any or all of the provisions set forth in this Arbitration Agreement may also be waived by the party against whom the Claim is asserted, but such waiver shall be in writing, physically signed (not merely electronically signed) by the party waiving, and specifically identify the provision or provisions being waived. Any such waiver shall not waive or affect any other portion of the Arbitration Agreement.
10. This Arbitration Agreement shall survive the termination of Student's relationship with South University.
11. If any part(s) of this Arbitration Agreement are found to be invalid or unenforceable, then such specific part(s) shall be of no force and effect and shall be severed, but the remainder of the Arbitration Agreement shall continue in full force and effect.

STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE IS WAIVING HIS/HER RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY (EXCEPT AS PROVIDED IN THE AAA RULES), AND TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT. FURTHER, STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS ACTION AGAINST SOUTH UNIVERSITY.

Academic Affairs

Academic Honesty

See also: Graduate Honor Code & Graduate Honor Council of South University and Honor Council of the South University School of Pharmacy

Academic dishonesty will not be tolerated. Plagiarism and cheating will result in one of several sanctions, depending on the seriousness of the offense. Infractions of the academic honesty policy may result in receiving a failing grade for the assignment, receiving a failing grade for the course or even expulsion from school. These policies apply to both undergraduate and graduate students.

For a full description of the Academic Honesty Policy and the possible sanctions, please refer to the Student Handbook and Faculty Handbook. Student Handbooks are available in the office of the Dean of Student Affairs and the Dean of Academic Affairs and online.

Graduate students are governed by an Honor Code, the details of which are found below and in the Student Handbook and Faculty Handbook.

Graduate Honor Code & Graduate Honor Council of South University

While I attend South University, I will be a fair and honorable student, and will promote fair and honorable conduct in others. I will not cheat, and I will not help others to cheat. I will do my own work, and give proper and truthful reference to those whose work has contributed any amount of content to mine.

The following policy may be superseded by similar policies specific to a College/School. Faculty should consult applicable documents in the College/School in which they are teaching. In the absence of such policies, the following policy is in effect.

The Honor Code is a policy describing expectations of student decorum in all aspects of graduate education at South University. Each College/School, due to its administrative structure and programmatic length may deviate slightly in the constitution of its particular Graduate Honor Council or in the nature of information flow. However, the fundamental concepts of definition of violations, reporting, investigation, hearing, and penalties are to remain consistent. As the following represents an academic process of the University, no official or unofficial legal representation (e.g., attorneys) will be allowed to attend any of the identified proceedings.

Article I - Name

The name of this Article shall be the Graduate Honor Council of the South University Graduate Schools.

Article II - Purpose

The purposes of the Graduate Honor Council are to:

1. Investigate and hear cases involving Graduate School students accused of honor code violations;
2. Act as a judicial body and establish the guilt or innocence of students;
3. Recommend the disciplinary action to be taken, in all cases, in which the Graduate Honor Council determines there has been a violation;
4. Work with the faculty and the administration of Graduate programs within the identified College or School regarding the administration of the Graduate Honor Code.

Article III - Authority

Student authority to request revision of the contents of any article resides with the College/School Graduate Honor Council. Any revisions are subject to approval by the faculty, the Dean and the Vice Chancellor of Academic Affairs. The responsibility for the enforcement of the Graduate Honor Council's findings lies with the faculty, Program Director, Department Chair, and Progress and Promotions committees.

Article IV - Membership

Section A. Each College/School of South University (College of Arts and Sciences, College of Business, College of Creative Art and Design, College of Health Professions, School of Pharmacy, College of Nursing and Public Health and the College of Theology) shall maintain its own Graduate Honor Council. The Graduate Honor Council shall be assembled according to the nomination and selection process identified in the membership selection procedures section. The Graduate Honor Council consists of faculty and student members. A total of seven faculty members and seven student members will be selected to serve on the College/School Graduate Honor Council. A quorum for a Graduate Honor Council hearing is defined as five voting members consisting of two faculty members and three student members. One alternate faculty member and one alternate student member shall be chosen to replace a member that may be unavailable, recused, or removed from the Honor Council. Membership for the Graduate Honor Council necessitates good academic and professional standing. Terms of membership include a two year period for faculty and twelve to twenty four month period for student members.

Section B. The duties of Graduate Honor Council members are to:

- Attend all meetings of the Graduate Honor Council;

- Participate in and render objective judgment in discovery and hearing procedures;
- Assist in educating Graduate School students and faculty on the principles and practice of the honor code;
- Participate in training opportunities.

Section C. In the event of a vacancy on the Honor Council (faculty or student), an alternate member chosen by majority vote of the Honor Council from the provided list, will become an active member of the Honor Council. The student replacement should be from the same class level as the vacated position (e.g., second year student). Notification will occur within 7 days of the vacancy and will be made by the President of the Honor Council (see Article V). If, for any reason, the President of the Honor Council leaves office, it will be the Honor Council's responsibility to select a replacement via majority vote.

Section D. The Graduate Honor Council will have a Faculty Advisor appointed by the College/School Dean. The Faculty Advisor will serve as a non-voting Member of the Graduate Honor Council. The Faculty Advisor is recused should he or she have direct involvement in a case before the Honor Council. The duties of the Faculty Advisor shall be to:

- Attend Graduate Honor Council proceedings;
- Advise the Graduate Honor Council on procedural matters;
- Ensure that due process and equitable procedures are followed in all cases before the Graduate Honor Council and advise on matters of precedent;
- Inform accused students of the honor Council's protocol and procedures throughout the progression of a case;
- Notify the accused students of actions, hearings, verdicts and penalties as well as to generally act as a liaison between the Honor Council and the accused student;
- Provide proper notification of any Honor Council action to the appropriate administrative personnel and faculty;
- Ensure that appropriate documentation is completed by the Secretary for all hearings and other Honor Council meetings;
- Provide proper communication and documentation to Graduate Honor Council members for all cases;
- Supervise and conduct investigations during the "Period of discovery."

The College or School Dean shall also appoint a Faculty Advisor Alternate. In the event the Faculty Advisor is recused from a case, the Faculty Advisor Alternate will replace the Faculty Advisor during the proceedings of that particular case.

Section E. The following exceptions may be made to participation of members in hearing procedures:

- If a potential conflict of interest exists or some extraordinary circumstance outside of one's control, a member of the Graduate Honor Council may recuse himself or herself in a particular case. The wish of an honor council member to recuse oneself from a specific hearing should be reported to the Faculty Advisor of the Honor Council within 3 days of written notification of the case. This request should be made before any active participation occurs with the case.
- If the Graduate Honor Council President considers that a potential conflict of interest exists wherein one of the council members should not hear a particular case; he/she shall inform him/her accordingly. Should the decision of the President be disputed by the Honor Council Member, this issue of recusal should be decided by a vote of the full Honor Council following open discussion.
- If the Graduate Honor Council considers that a potential conflict of interest exists wherein the President should be recused in a particular case, the issue should be addressed with the President in a meeting of the Honor Council. Should the President dispute the recusal, the issue should be decided by a vote of the full Honor Council following open discussion.
- The accused Graduate student will be provided a listing of the Graduate Honor Council members at least 48 hours prior to the start of the hearing. If the accused Graduate Student considers that a potential conflict of interest exists wherein a Graduate Student Honor Council Member (Student or Faculty) should be recused, the issue should be addressed with the Faculty Advisor. Should the Graduate Student Honor Council Member dispute the recusal, the issue should be decided by a vote of the full Honor Council following open discussion.

Section F. Removal of a Graduate Honor Council member for any reason not limited to but including issues of academic or professional integrity will be at the discretion of the Faculty Advisor and Faculty Advisor Alternate.

Article V - Officers

Section A. The officers of the Honor Council shall consist of a President and Secretary, chosen from among and by the Honor Council members. Both positions shall be filled by students.

Section B. The Officers must have completed at least two quarters (or six (6) months) of the program or have past experience serving on the Graduate Honor Council.

Section C. The duties of the President shall be to:

1. Preside over all meetings;
2. Direct the processes of all trials;
3. Represent the Graduate Honor Council in all appropriate affairs;
4. Supervise the investigation of all cases;
5. Ensure the integrity of all proceedings by strict adherence to the established procedures of the Graduate Honor Council.

Section D. The duties of the Secretary shall be to:

1. Maintain written minutes of all Honor Council meetings and hearings;
2. Maintain a true and accurate record, by audio recording and in writing, of all trial proceedings;
3. Prepare written communications from the Honor Council regarding violations and Honor Council actions;
4. Prepare official written communications to the Faculty Advisor for distribution to appropriate persons regarding Honor Council actions;
5. Inform the members of the Honor Council of all meetings through written communication (hard copy or electronic).
6. For hearings, written minutes should be de-identified and assigned a specific case number.

Article VI - Meetings

Section A. A meeting of the Graduate Honor Council will be held after appointment and after the selection of new members to acquaint members with their duties and responsibilities.

Section B. The President may call special meetings at any time either independently or at the request of any Honor Council member.

Section C. The time and place for all meetings shall be determined by the President. The meeting shall be held in a manner wherein confidentiality can be ensured.

Section D. All members of the Honor Council are expected to attend all meetings of the Honor Council. Failure to do so may be grounds for removal.

Section E. In the event that the Honor Council must meet during regularly scheduled class time, the members of the Honor Council shall be excused from conflicting classes and clinical experiences to attend the meeting. The affected faculty or preceptor shall be notified in advance of this excused absence by the Faculty Advisor.

Article VII - Commencement of Proceedings

Section A. All persons, including faculty having knowledge of or being witness to acts believed to be in violation of the Graduate Honor Code shall report in writing the fact, along with any pertinent physical evidence, to the Faculty Advisor of the Graduate Honor Council of his/her College or School, preferably within 72 hours of the alleged violation. In the event the Faculty advisor is unavailable, the information shall be reported to the College/School Dean.

Section B. A written statement about the violation by the witness(es) shall be required to begin the "Period of Discovery." or investigation.

Section C. Failure to report violations will be considered a form of illegal aid covered under Article X, Section A.

Article VIII - Case Procedure

Section A. Cases shall generally be resolved within 30 calendar days after they are reported. Note: The time allotted for case resolutions may be extended (up to an additional ten calendar days) in the event additional time is required. This determination will be made by the Faculty Advisor and Faculty Advisor Alternate upon receipt of a formal request from the President of the Graduate Honor Council. In such event, all parties involved will be notified promptly following the approval of the request for additional time.

Section B. The procedure for handling cases shall be as follows:

- Within 5 days of receiving written information about a possible violation, the Faculty Advisor and a Student member of the Graduate Honor Council shall be responsible for conducting the "Period of Discovery," involving conducting of witness interviews, reviewing of evidence, and ultimately making a decision regarding whether or not to bring the case before the Graduate Honor Council.
- The Period of Discovery determines if sufficient evidence exists to proceed with a hearing. If it is determined that sufficient evidence exists, the case will be presented to the Honor Council and a hearing will generally be scheduled to begin within 7 days. In the event of insufficient evidence, the case will be dropped.
- If the case is accepted, the Faculty Advisor will promptly notify the accused that he/she has been accused of a violation. The accused shall be fully informed of the nature of the charges. Notification will be provided orally and in writing via email and letter by registered mail. The accused shall be provided a copy of the violation and written notice of his or her rights to appear before the Honor Council, to testify on his/her own behalf, to present evidence and question witnesses. If the Graduate Honor Council is using the accuser's testimony in determining the guilt or innocence of the accused, the student has the right to confront the accuser. The accused may at any time waive the right to a hearing by admitting guilt to the charges brought.
- The accused may choose another registered, degree-seeking student as his/her advocate. He/she shall also have the right to provide his/her own witnesses. Witnesses are strictly limited to persons with direct evidence or direct knowledge of the alleged offense. Character witnesses are excluded from providing testimony.
- All persons involved shall be notified promptly by the Faculty Advisor of the time and place of the hearing. Each individual shall be bound not to reveal the details of any alleged violation of the Graduate Honor Code. Any disclosure by any participant about the case shall be considered a violation of the Graduate Honor Code.

Article IX - Hearing Procedure

Section A. Hearings of the Graduate Honor Council are closed. As such, all witnesses will be interviewed separately. The accused and any accused's advocate are permitted to be present for all presentation of evidence and witness testimony. The accuser is not required to attend the hearing.

Note: In the rare event that a student is unable physically to attend the Graduate Honor Council proceedings in person, he/she will be required to sign a statement of confidentiality attesting to the fact that no one else is in the same room or able to hear the proceedings during the hearing and that no audio/video recordings are being made of the hearing. The student will also be required to join the hearing via University-approved video conferencing. In the event a student violates the statement of confidentiality/attestation, he/she is subject to being charged with an academic/professional violation(s) with penalty(ies) to be decided in a separate hearing.

Section B. The procedure for conducting a hearing shall be as follows:

1. Following a formal reading of the charges, the accused is required to enter a plea before testimony is heard.
2. Each person providing testimony will be required to testify under oath. Both the Graduate Honor Council members and the accused will be afforded an opportunity to question persons providing testimony.
3. The Honor Council may allow the introduction of evidence other than testimony of witnesses if the Honor Council determines that the evidence is relevant.
4. Proceedings of each hearing shall be recorded in writing and on audio recording and shall be labeled and signed by the Secretary and the President of the Honor Council.

5. After hearing all testimony and reviewing all relevant evidence, the accused, any accused advocate, and all witnesses will be excused for the Honor Council deliberation.
6. The Honor Council shall vote by secret ballot with the outcome determined by a simple majority.
7. The Graduate Honor Council Faculty Advisor shall verbally notify the defendant of the judgment of the Honor Council. In the case of a not guilty adjudication, the Faculty advisor shall inform the accused by phone. In cases of guilt, the Faculty Advisor shall inform the accused of the penalty verbally and in writing (via registered mail) within 4 working days of the final hearing. The Faculty Advisor shall provide a summary report along with specific outcomes of the Honor Council's proceedings to the College/School Dean.
8. In cases in which the accused is adjudged not guilty, all transcriptions, except de-identified minutes, and audio recordings shall be destroyed immediately by the Faculty Advisor. De-identified minutes shall be provided to the appropriate College/School Dean. In cases of guilt, the transcriptions and tapes shall be delivered by the Secretary and filed in a closed file in the office of the College/School Dean. The office of the College/School Dean shall maintain this file for a period of 10 years.

Section C. The decision rendered by the Honor Council will be its final decision.

If a student who has been found to be guilty (or a student who has confessed guilt) continues to believe the penalty is inappropriate, the student may then appeal the decision of the Honor Council to the College/School Dean. Grounds for an appeal should be submitted in writing to the office of the College/School Dean by the accused within five (5) business days of written notification of the Honor Council decision and penalty. The College/School Dean may uphold or negate the recommendation of the Honor Council following due consideration of the appeal. The decision of the College/School Dean is final.

Section D. Confidentiality and Notification:

1. The only individuals who will be informed of an investigation of the Graduate Honor Council will be the honor council members, the accused, the accuser(s), the witness(es), the Faculty Advisor to the Honor Council, the Faculty Advisor alternate, the Department Chair, the College/School Dean, and the Chair of the Progress and Promotions Committee.

2. The only faculty members who will be informed of the outcome of the Graduate Honor Council investigation will be the Faculty Advisor to the Honor Council, the Faculty Advisor Alternate, the Department Chair, the College/School Dean and the accused student's Faculty Advisor, and the faculty accuser(s). The Chair of the Progress and Promotions Committee shall also be notified of the Honor Council's decisions.

Article X - Honor Code Violations

Section A. The following shall be deemed Graduate Honor Code violations and shall be the basis for reporting cases to the Honor Council and for convictions by the Honor Council. Other violations, not listed below, may also be considered reportable to the Graduate Honor Council upon recommendation of a faculty member, Program Director, or Progressions Committee.

1. Cheating on an academic work. For example:
    - Giving or receiving, or otherwise utilizing unauthorized assistance in connection with any examination, work submitted by the student for credit, or work performed as a required element of a course or clinic;
    - Using or attempting to use unauthorized material, aid or device prior to or during a test;
    - Using, buying, selling, stealing, transporting or soliciting, in whole or in part or the attempt to use, buy, sell, steal, transport or solicit the contents of an un-administered test that is expected to be administered;
    - Substituting for another student, or permitting another student to substitute for oneself, to take a test;
    - Obtaining or attempting to physically obtain a test without authorization prior to administration or attempting to obtain unauthorized or reserved information about a test prior to administration;
    - Obtaining, replicating or attempting to replicate, without authorization, an administered secure examination which has been designated for viewing only;
    - Obtaining or attempting to physically obtain a test without authorization prior to administration of attempting to obtain unauthorized or reserved information about a test prior to administration;
    - Obtaining, replicating or attempting to replicate, without authorization, an administered secure examination which has been designated for viewing only;

2. Providing information to another student with the intent to affect another student's academic performance;
3. Obstructing the attempts of another student to engage in academic activities with the intent to affect the other student's academic performance;
4. Falsifying , fabricating, or misrepresenting one's credentials or any other academic achievement or endeavor;
5. Disclosing information about a patient, along with the information suggesting the identity of that patient, to a person who is not, at the time of the disclosure, a member of the patient's health care team, without prior authorization from the patient
6. Making a false report of a Graduate Honor Code violation;
7. Obstructing the investigation or examination of an alleged Honor Code violation;
8. Destroying, hiding, or fabricating evidence related to a Graduate Honor Council proceeding;
9. Academic indiscretion;
10. Fabrication;
11. Forgery, alteration, destruction, or misuse of School documents, medical records, prescriptions, physician's excuses, etc.;
12. Attempted or actual theft of property of the School or of a member of the Institution's community or campus visitor;
13. Unauthorized possession, duplication or use of keys to any premises of the School, or unauthorized entry, or use of the premises of the School;
14. Conspiring, planning, or attempting to achieve any of the above acts;
15. Plagiarism
16. Knowingly failing to report committed acts proscribed in Article X herein.
17. Any student who knowingly or intentionally provides illegal aid shall be considered as responsible as the student who receives it and will be dealt with by the Graduate Honor Council in the appropriate manner

Any student who knowingly or intentionally provides illegal aid shall be considered as responsible as the student who receives it and will be dealt with by the Graduate Honor Council in the appropriate manner.

Article XI - Penalties

Section A. Upon determining a violation of the Graduate Honor Code or a plea of guilty, the Graduate Honor Council will submit the decision to the appropriate individual/committee. Decisions by the Graduate Honor Council are final.

Note: Students found to be in violation of the Graduate Honor Code may also be subject to sanctions from the Progress and Promotions committee from their degree program, beyond those assigned by the Graduate Honor Council.

The standard penalty for violation of the Graduate Honor Code is permanent expulsion. The student will receive a grade of Incomplete for all courses in which he/she is enrolled at the time of the infraction. Depending on the circumstances of the case, the Graduate Honor Council may assign a penalty less severe than permanent expulsion. These penalties include, but are not limited to, the following:

a. Disciplinary probation for Graduate Honor Code Violation. The student may receive a grade of F (0.00) for a given course as well as a grade of Incomplete, Withdrawal, or Withdrawal Failing for one or more courses in which he/she is enrolled at the time of the infraction.
b. A mandatory leave of absence from South University for approximately one academic year. The student will be permitted to return from a mandatory leave of absence according to the policies as stated in the Graduate Student Handbook of the program in which he/she is enrolled. In the event a policy does not exist for the program in which the student is enrolled:
    1. The student will be permitted to return from a mandatory leave of absence at the commencement of the term for the courses in which the violation occurred.
    2. The student will receive a grade of Incomplete for all courses in which he/she is enrolled at the time of infraction.
    3. Upon receipt of a mandatory leave of absence, the student cannot advance until he/she has completed the term in which the Incomplete grades were assigned.
    4. At the discretion of the Department Chair in consultation with the College/School Dean, the student may be required to enroll as a student in special standing for the purposes of review or remediation prior to enrollment as a full time student.
c. Assignment of a grade of zero for a given examination, test or assignment.

Section B. The penalty imposed may be appealed to the College/School Dean as outlined in Article IX.

Section C. In the case of an appeal, the College/School Dean makes the final decision and reports the decision to the Vice Chancellor of Academic Affairs.

Section D. In the event a student admits guilt prior to the initiation of a Graduate Honor Council hearing, penalty will be determined by the Faculty Advisor and a Student member of the Graduate Honor Council. Following, penalty decisions made by the Graduate Faculty Advisor and Student member will be reviewed and approved by the President of the Graduate Honor Council. Notification of penalty will occur as outlined in Article IX, Section B, item 7.

Article XII - Amendments

Section A. Amendments to the present statute may be proposed by the Graduate Honor Council. Proposals shall be forwarded to the Council of Deans and Council of Presidents for final approval when ratified by three-fourths of the members of the Graduate Honor Council at the next meeting following the proposal of the amendment.

Section B. Ratified amendments shall become effective thirty days after final approval by the Council of Presidents.

Article XIII - Membership Selection Procedures

Section A. Student members of the Graduate Honor Council shall be selected by the existing Graduate Honor Council and in accordance with the following procedures:

a. An announcement requesting graduate student member applications will be released by the Faculty Advisor (or Faculty Advisor alternate) within the College/School along with the identified deadline and notification date.
b. Student applicants must submit a completed Graduate Honor Council Member Application consisting of:
    1. A statement of interest (a one-page minimum)
    2. A letter of attestation regarding the student's standing in the program (i.e., academic, professional, clinical) and suitability to serve on the committee. This statement must be obtained from the student's Program Director (on ground) or Graduate Team Member (online).
    3. Demographic information (e.g., time in program, contact information)
c. Applications will be reviewed during a scheduled meeting of the Graduate Honor Council. Note: GPA information will be redacted from the application materials.
d. All applicants will be notified within 24 hours of the Honor Council's decision regarding his/her application via email. In some cases, it may be necessary to contact an applicant via phone.

Section B. Faculty members of the Graduate Honor Council shall be selected by the existing Graduate Honor Council and in accordance with the following procedures:

a. An announcement requesting faculty member applications will be released by the Faculty Advisor (or Faculty Advisor alternate) within the College/School along with the identified deadline and notification date.
b. Faculty applicants must submit a completed Graduate Honor Council Member Application consisting of:
    1. A statement of interest (a one-page minimum)
    2. A letter of support from his/her direct supervisor.
    3. Curriculum Vitae
c. Applications will be reviewed during a scheduled meeting of the Graduate Honor Council.
d. Applicants will be notified via email of the Honor Council's decision. In some cases, it may be necessary to contact an applicant via phone.

Section C. To maintain an optimal composition of experience between existing and newly selected members, appointment terms (as outlined in Article IV, Section A) and start dates (i.e., Winter, Spring, Summer, Fall) will be assigned accordingly. This decision shall be made jointly by the Faculty Advisor and Graduate Honor Council President.

Honor Council of the South University School of Pharmacy

Article I - Name

The Name of this organization shall be the Honor Council of the South University School of Pharmacy

Article II - Purpose

The purposes of the Honor Council are to:

1. Investigate and hear cases involving School of Pharmacy students accused of academic dishonesty
2. Act as a hearing body and establish the guilt or innocence of students who have allegedly committed such violations
3. Recommend the disciplinary action to be taken, in all cases, in which the Honor Council determines there has been a violation
4. Work with School of Pharmacy faculty/administration and South University administration in all matters regarding Honor Code administration

Article III- Authority

Student authority to request revision of the contents of any article in the Honor Code resides with the Honor Council. Any revisions are subject to approval by the faculty and the Dean of the School of Pharmacy and South University administration. Responsibility to enforce any effective penalty rendered by the Honor Council lies with the School of Pharmacy's Assistant/Associate Dean for Academic Operations or designee.

Article IV- Membership

Section A. The Honor Council membership includes two student members from each yearly class and an at-large member selected by the faculty from the second- or third-year class. In addition, there will be two primary faculty members and two alternate faculty members one of each from the two campuses. Each faculty member will serve a twelve to twenty-four month period and will be appointed by the Dean of the School of Pharmacy. An alternate member will replace a member who is unavailable, recused or removed from the Honor Council. If an alternate is chosen to permanently replace a voting member a new student alternate will be elected or a new faculty member will be appointed.

The faculty and students will provide an initial list of student nominees to the Honor Council. Faculty members will review the initial list and may strike a name without cause. Faculty will approve a final list from which students will elect two members and two alternate members from the respective classes, one of each from the Columbia campus and one of each from the Savannah campus to serve on the Honor Council. This appointment shall be made at the beginning of the second quarter for first-year members. The Honor Council will convene and select an at-large member from a list of available second- or third-year students provided by the faculty. To be a member of the honor council, one must be in good academic and professional standing. Terms of office shall last from the date of election until the member graduates, unless decided otherwise by the Honor Council. Alternates serve the Honor Council as voting members during the period from the graduation date of the graduating class until the election of Honor Council members from the incoming class.

For hearing purposes, the Honor Council will consist of five voting members, three student members including the President and Secretary of the Honor Council and a third student member randomly selected from the remaining student members and two faculty members.

Section B. The Honor Council will have two Advisors appointed by the Dean of the School of Pharmacy. One will be from the Savannah Campus and the other will be from the Columbia Campus. The Advisor will attend all meetings as non-voting Members of the Honor Council. The Advisors:

1. Advise the Honor Council on procedural matters.
2. Ensure that due process and equitable procedures are followed in all cases before the Honor Council and advise on matters of precedent.
3. Inform accused students of the Honor Council's protocol and procedures throughout the progression of a case.

4. Once a case is accepted, notify accused students of actions, hearings, and verdicts, and serves as liaison between the Honor Council and the accused student.
5. Provide proper notification of any Honor Council action to the appropriate administrative personnel and faculty.
6. Ensure that appropriate documentation is completed by the Secretary for all hearings and other Honor Council meetings.
7. Supervise and conduct investigations during the "Period of discovery".
8. Assign a temporary President and/or Secretary when either/both are unable to fulfill their duties.

Section C. An Honor Council member will be removed by the Advisor for failure to fulfill Honor Council-related obligations, failure to maintain good academic standing, or violation of the School's Honor Code or the University's Code of Conduct.

Article V- Officers

Section A. Honor Council officers shall consist of a President and a Secretary, chosen by the Honor Council members from the student members.

Section B. Officers must have completed at least three quarters of the School's academic program or have past experience serving on a university-level Honor Council.

Section C. The Honor Council President shall:

1. Preside over all meetings;
2. Direct all hearing processes;
3. Represent the Honor Council in all appropriate affairs;
4. Supervise all case investigations;
5. Ensure the integrity of all proceedings by strict adherence to the established Honor Council procedures; and
6. Participate in investigations during the "Period of Discovery".

Section D. The Honor Council Secretary shall:

1. Maintain written minutes of all Honor Council meetings and hearings
2. Maintain a true and accurate record, by audio recording and in writing, of all hearing proceedings
3. Prepare written communications from the Honor Council regarding violations and Honor Council actions
4. Prepare official written communications to the Advisor for distribution to appropriate persons regarding Honor Council actions
5. Inform Honor Council members of all meetings through written communication
6. Promptly communicate in writing with all persons involved in cases

Section E. Meeting time and place shall be determined by the President and shall be as convenient as possible for all concerned. The meeting shall be held in a location where confidentiality can be ensured.

Section F. If the Honor Council must meet during regularly scheduled class time, Honor Council members shall be excused from conflicting classes and practice experiences to attend the meeting. The affected faculty or preceptor shall be notified in advance of this excused absence by the Faculty Advisor.

Article VI - commencement of Proceedings

Section A. All persons, including faculty having knowledge of or being witness to acts believed to be in violation of the Honor Code shall report in writing the fact, along with any pertinent physical evidence, to the Faculty Advisor at the Campus where the incident occurred preferably within 72 hours of the alleged violation. In the event the Campus Faculty Advisor is unavailable, the information shall be reported to any available Faculty Advisor.

Section B. A written statement about the violation by the witness(es) shall be required to begin the "Period of Discovery," or investigation.

Section C. Failure to report violations will be considered a form of illegal aid covered under Article X, Section A.

Article VII - Case Procedure

Section A. Procedure for the administration of cases shall be as follows:

1. Within 10 days of receipt of written information about a possible violation, the President of the Honor Council or designee and Faculty Advisor shall act as individuals responsible for conducting the "Period of discovery" to interview witnesses, review evidence, and make a decision regarding whether or not to bring the case before the entire Honor Council.
2. The Period of Discovery determines if there is sufficient evidence to proceed with a hearing. In the event of insufficient evidence, the case will be dropped and documents destroyed. If there is sufficient evidence, the case will be presented to the Honor Council and a hearing is scheduled.
3. If the case is accepted, the Secretary or the Advisor will promptly notify the accused of the relevant charges and of the Honor Council's intention to conduct a full Hearing of the case. At this time, the defendant shall be fully informed orally and in writing of the nature of the charges. The accused will be informed that if he/she chooses not to be present for the hearing, the case will be heard in his/her absence. The accused shall be given a copy of the violation and written notice of his/her rights to appear before the Honor Council, to testify on his/her own behalf, to present evidence and to call or question witnesses. If the Honor Council is using the accuser's testimony in determining the guilt or innocence of the accused, the student has the right to confront the accuser. The accused may at any time waive the right to a full hearing by entering a plea of guilty to the charges and proceed directly to the penalty phase.
4. All persons involved shall promptly receive notification (oral or written) to attend a hearing. The person bringing the incident report and the accused student(s) shall receive written notification of the hearing. The Secretary and/or the Honor Council Advisor shall provide this notification. Each individual shall be bound not to reveal the details of any alleged violation of the Honor Code. Disclosure by any participant about the case will be an Honor Code violation.

Article VIII - Hearing Procedures

Section A. Honor Council hearings are closed and all witnesses will be interviewed separately. The accused and accuser will be present for all presentations of evidence and witness testimony, provided that his or her behavior is not disruptive or threatening.

Note: In the rare event that a student or faculty member is unable to physically attend the Honor Council proceedings in person, he/she will be required to swear or affirm for the record the fact that no one else is in the same room or able to hear the proceedings during the hearing and that no audio/video recordings are being made of the hearing.

Section B. The procedure for conducting a hearing shall be as follows:

1. Following a formal reading of the charges, the defendant is required to enter a plea before testimony is heard.
2. Each person giving testimony will be required to testify under oath.
3. Should a witness prove unable to comment on specific, direct details of the case, he/she will be removed from the hearing. The Advisor or President shall determine a witness' ability to meet this standard.
4. The Honor Council may allow the introduction of evidence other than witness testimony if the Honor Council President and Advisor determine that the evidence is relevant.
5. The Honor Council shall record in writing and on audio recording media hearing proceedings
6. After hearing all testimony and reviewing all relevant evidence, all non-Honor Council members will be excused for the Honor Council deliberation
7. The Honor Council shall vote by secret ballot "Guilty" or "Not Guilty" with the outcome determined by simple majority.
    a. In cases where the accused student is found "not guilty", all transcripts, except de-identified minutes, and recorded media shall be destroyed or deleted immediately. De-identified minutes shall be filed in a closed file that is maintained in School of Pharmacy's vault under the oversight of the Dean of the School of Pharmacy.
    b. In cases where the accused student is found "guilty", hearing transcripts and recorded media shall be filed in a closed file that is maintained in School of Pharmacy's vault under the oversight of the Dean of the School of Pharmacy. The office of the Dean shall maintain these files for a period of 5 years after which time the files will be properly destroyed.

Article IX -

Honor Code Violations

Section A. The following are Honor Code violations and provide the basis for reporting cases to the Honor Council and for convictions by the Honor Council:

1. Cheating on academic work. Examples may include, but are not limited to the following:
    - Copying, giving the appearance of copying, or attempting to copy from another student's exam, paper or other assignment/activity (this definition expressly includes looking at another student's test or academic work in any academic context [classroom, lab, clinical] where the instructor has not specifically allowed that action)
    - Giving or receiving, or otherwise using unauthorized assistance in connection with any examination, work submitted by the student for credit, or work performed as a required element of a course or clinical experience
    - Using/attempting to use any unauthorized material, aid or device prior to or during a test
    - Using, buying, selling, stealing, transporting or soliciting, in whole or in part or the attempt to use, buy, sell, steal, transport or solicit the contents of an un-administered test that is expected to be administered
    - Obtaining, or attempting to physically or electronically obtain a test, without authorization prior to administration, or attempting to obtained unauthorized or reserved information about a test prior to administration
    - Obtaining, replicating or attempting to replicate (orally, manually, electronically, or photographically), without authorization, an administered secure examination, which has been designated for viewing only
    - Substituting for another student, or permitting another student to substitute for oneself, to take a test or to fulfill any required element of a course or clinical experience
    - Plagiarizing or appropriating an author's work and the unacknowledged incorporation of that work in one's written work, offered for credit or otherwise submitted or performed as a required element of a course or clinic
    - Other
2. Committing an intentional act of lying, cheating or stealing
3. Providing incorrect information to another persona about any matter with the intent to harm another student's academic performance
4. Obstructing another student's attempts to engage in academic activities with the intent to harm another student's academic performance
5. Intentionally making a material misrepresentation of the student's class rank, grade point average, or any other academic achievement or endeavor
6. Recklessly placing anyone at increased risk of injury or disease while the student in engaged in activities directly connected with patient care or academic activities
7. Recklessly, and without prior authorization from the patient, disclosing information about a patient, along with information suggesting the identity of that patient, to a person who is not, at the time of the disclosure, a member of the patient's health care team
8. Intentionally making a false report of an Honor Code violation
9. Intentionally obstructing the investigation of the prosecution of an alleged Honor Code violation, including, but not limited to, giving false information or testimony and destroying, hiding, or fabricating evidence in any full or preliminary Honor Council proceeding
10. Fabrication, which is defined as the falsification, or invention, of any information, data, or citation in an academic exercise
11. Forgery, alteration, destruction, or misuse of School documents, medical records, prescriptions, physician's excuse, etc.
12. Tampering with the election of any School recognized student organization
13. Conspiring, planning, or attempting to achieve any of the above acts
14. Knowingly failing to report to a proper authority another student whom the student knows committed acts proscribed in this Article IX

Any student who knowingly or intentionally provides illegal aid shall be considered as responsible as the student who receives it and will be dealt with by the Honor Council in the appropriate manner.

Article X - Penalties

Section A. The standard penalty for violation of the Honor Code is permanent expulsion. The student will receive a grade of Withdrawal Failing for all courses in which he/she is enrolled at the time of the infraction. Depending on the circumstances of the case, the Honor Council may assign a penalty less severe than permanent expulsion. These penalties include, but are not limited to, the following:

1. Suspension: The student will be suspended from South University for approximately one year and may petition for readmission two quarters before the start of the curricular term within which the courses in which the violation occurred is next scheduled.
    a. The student will receive a grade of Failing (0.0) for the course within which the violation occurred, and a grade of Withdrawal for other courses enrolled in at the time of the infraction.
    b. The student may be required to enroll as a student in special standing prior to re-enrollment as a full-time student

Section B. Confidentiality and Notification

1. The only individuals who will be informed of an investigation of the Honor Council will be the honor council members, the accused, the accuser(s), the witness(es), and the appropriate Assistant or Associate Dean or designee.
2. Appropriate Faculty will be informed of Honor Council activity according to trial outcome. In case of "not guilty" verdict, faculty notified are: the appropriate Assistant or Associate Dean or designee and the faculty accuser(s).
3. The Honor Council Advisor shall notify (oral or written) the defendant of the judgment of the Honor Council. Findings shall be emailed or delivered to the defendant within 3 calendar days of a Honor Council judgment.
4. The Assistant or Associate Dean or designee will be informed promptly in writing by the Honor Council Faculty Advisor following the Honor Council's decision, who will communicate the penalty decision to South University Administration, as appropriate.

Section C. Students found guilty of an Honor Code violation may appeal a guilty verdict and/or the penalty associated with that verdict to the Dean of the School of Pharmacy or designee. The defendant should submit a written request for appeal within seven days of the Honor Council rendering a verdict and penalty. The Dean or designee may uphold, amend, or negate the Honor Council's recommendation following due consideration of the appeal. This decision is final and will be rendered in writing within 14 days following the appeal request. Appropriate South University administrators will be notified of the appeal and the final decision.

Article XI - Amendment

Section A. Amendments to the present policy and procedures may be proposed by the Honor Council, by Class Officers representing their respective student body, or by Faculty members. Such proposals shall be forwarded to the faculty for approval at a South University School of Pharmacy faculty meeting.

Section B. Faculty approved amendments become effective upon final ratification by the University Vice Chancellor of Academic Affairs.

Undergraduate Academic Integrity Policy

South University Honor Code

While I attend South University, I will be a fair and honorable student, and will promote fair and honorable conduct in others. I will not cheat, and I will not help others to cheat. I will do my own work, and give proper and truthful reference to those whose work has contributed any amount of content to mine.

Academic Integrity

South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources.

The demonstration of academic integrity typically falls into four broad categories:

- Mastery of material. Students are responsible for the truthful representation of their mastery of material on tests or other academic exercises.
- Representation of sources. Students are responsible for the complete, accurate, specific, and truthful acknowledgement of the work of others, including, but not limited to, their words, ideas, phrases, sentences, or data.
- Truthful submission of work. Students are responsible for the truthful representation of data or other findings, projects, or other academic exercise.
- Access and use of resources. Students are responsible for ensuring that their access and use of resources complies with South University policies.

Academic Dishonesty

Violations of the Academic Integrity Policy typically fall into the following categories: Cheating, Plagiarism, Fabrication, Sabotage and Academic Misconduct. Violations of academic integrity must be reported by faculty and administrators. Students should report violations of academic integrity. To aid understanding of what constitutes academic dishonesty and violations of academic integrity the following definitions are provided:

Violations of Academic Integrity Policy

- **Plagiarism**. Plagiarism occurs when a person represents someone else's work, ideas, phrases, sentences, or data as one's own work.
- **Self-plagiarism**. Submitting identical or very similar work for more than one course without receiving permission from the current faculty member prior to submission.
- **Cheating**. Receiving unauthorized assistance or help on tests/examinations or other academic work.
- **Collusion**. Unauthorized collaboration with others for work offered as credit.
- **Fabrication**. Inventing or falsifying information or data.
- **Academic Misconduct**. Includes the alteration of grades, involvement in the acquisition or distribution of un-administered tests.
- **Sabotage**. The willful attempt to hinder another student's work.

Classification of Academic Integrity Violations and Possible Penalties

Violations of academic integrity are classified based on the level of seriousness. Brief descriptions, examples, and recommended penalties are provided below. These are general descriptions and should not be considered as all-inclusive.

Level One Warning:

Level One warnings consist of an instance when, in the opinion of the faculty member, the student's actions were not intentional. A Level One warning is considered an academic issue and not a disciplinary offense. However, all incidents of Level One warning will be recorded in the student's academic record.

Examples of Level One Warnings include, but are not limited to:

Plagiarism

- Improper citation or referencing resulting from unintentional misrepresentation of a citation
- Citation of information not taken from the source indicated

Penalty: Resubmission of the assignment with corrections for partial credit.

Level Two Violation:

Level Two violations consist of an instance when, in the opinion of the faculty member, one or more of the following conditions exists:

- The student's actions constitute a violation of academic integrity that cannot be dismissed as likely the result of inexperience.
- The student has previously committed a Level One warning and has repeated the infraction.

Examples of Level Two Violations include, but are not limited to:

Cheating

- Unauthorized assistance with academic work
- Allowing another student to copy one's work
- Copying from another student's work
- Using unauthorized materials such as a textbook or notebook during an examination

Plagiarism

- Quoting another person's words directly without acknowledging the source
- Using another's ideas, opinions or theories even if they have been completely paraphrased in one's own words without acknowledging the source
- Using facts, statistics or other illustrative material taken from a source without acknowledging the source, unless the information is common knowledge
- Submitting a computer program, or any other creative work or intellectual property as defined by the discipline, as original work which duplicates, in whole or in part, without citation, the work of another

Fabrication

- Listing of sources in a bibliography or other report not used in that project

Self-plagiarism

- Submitting identical or very similar work for more than one course without receiving permission from the current faculty member prior to submission.

Recommended Penalty: A failing grade on the assignment.

Level Three Violation:

Level Three violations consist of an instance when, in the opinion of the instructor, one or more of the following conditions exists.

The student's actions are a repeat offense of a Level Two violation.
The student's actions are initial offenses of academic misconduct of a more serious nature than a Level Two Violation.

Examples of Level Three Violation include, but are not limited to:

Cheating

- Using unauthorized materials such as a textbook or notebook or Internet-based information during an examination
- Collaborating with another person during an exam by giving or receiving information without permission from the faculty member
- Unauthorized access to or use of someone else's computer account or computer files for any purpose.

Plagiarism

- Obtaining a term paper from another student or company and/or obtaining essays or assignments from the Internet and submitting it as your own. A violation can occur whether the content is purchased or obtained free-of charge.

Self-plagiarism

- Multiple submissions of work to fulfill the requirements of more than one course without the explicit permission of the present faculty member.

Collusion

- Submission as one's own or any academic work prepared in whole or in part by others, unless the assignment is designed for student collaboration.

Fabrication

- Fabricating data or source information in experiments, research projects, or other academic exercises.

Academic Misconduct

- Altering graded test answers and then claiming faculty member inappropriately scored the examination

Sabotage

- Intentionally revising another's written work
- Intentionally keeping necessary resources, such as library books or articles, from another.

Collusion

- Purchasing of a term paper from another student or company.
- Submitting of work previously submitted for another course without the prior permission of the faculty member.

Recommended Penalty: Probation or suspension from the University with a notation of "disciplinary suspension" placed in a student's academic file and a failing grade in the course. Note that suspension from PLUS courses is also suspension from campus-based courses.

Students may apply for re-entry at the end of the suspension period. No appeal is required.

Level Four Violation:

Level four violations are the most serious breaches of academic integrity. Level Four violations occur when, in the opinion of the faculty member, one or more of the following conditions exist.

- The student's actions are a repeat offense of a Level Three violation
- The student's actions are initial offenses of academic misconduct of a more serious nature than a Level Three violation
- The student's actions represent any degree of infraction relating to a senior thesis
- The student's actions involve academic dishonesty committed after return from suspension for a previous violation or while on probation from a previous violation.

Examples of Level Four Violations include, but are not limited to:

Plagiarism

- Obtaining multiple assignments from someone else or from the Internet and submitting them as your own. A violation can occur whether the content is purchased or obtained free-of-charge.

Fabrication

Multiple incidents of fabricating data or source information in experiments, research project or other academic exercises

Academic Misconduct

- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any university office, building or accessing a computer for that purpose
- Coercing any other person to obtain an un-administered test
- Stealing, buying, selling, giving away or otherwise obtaining all or part of any un-administered test/examination or term papers or works of art, or entering any university office or building for the purpose of obtaining said materials without authorization
- Creating illegal accounts, changing of files or securing of passwords illegally
- Destroying computer accounts without authorization
- Violation of the clinical or ethical code of a profession

Sabotage

- Intentionally revising another's written work intentionally keeping necessary resources, such as library books or articles, from another.

Collusion

- Multiple submissions as one's own, any academic work prepared in whole or in part by others, unless the assignment allows students to work collaboratively.
- Misrepresentation (or falsification) of digital identity to complete all assignments within a course.
- Purchasing of a term paper from another student or company.
- Submitting of work previously submitted for another course without the prior permission of the faculty member.
- Substituting for another student or permitting any other person to substitute for oneself to take a test or examination

Recommended Penalty: Expulsion from the University and a permanent dismissal notation on the student's academic file.

Procedures for Infractions

Violations of the University's academic integrity policy require completion of the Academic Integrity Violation Report (AIVR). The AIVR report must be submitted to the Dean of Academic Affairs and Operations, with copies to Program Chairs/Program Directors and Dean of Student Affairs. The burden of proof shall be upon the faculty member bringing the charges to prove the case. All faculty are expected to keep thorough records and documentation with copies of the work submitted.

In the case of Level One warnings or Level Two violations, the faculty member will meet with the student to outline the charge, including the level of violation and penalty. The penalty imposed by an faculty member must be recorded on the AIVR and forwarded to the Office of the Dean of Academic Affairs and Operations, with copies to the Program Chair/Program Director and Dean of Student Affairs.

All student/faculty member conferences regarding Level Three and Four violations will be informational only. Therefore it is not appropriate for these sessions to consider appeals at this time. The Dean of Academic Affairs and Operations will determine the penalty.

Procedures for Infractions Involving Online Courses

If the faculty member suspects a violation of the Academic Integrity Policy, they will first meet with the student to discuss the incident. The incident report and supporting documentation, such as the student's assignment and information on the sources in question will be used to determine the severity or level of the violation. The number of previous violations committed will also be taken into consideration.

Upon receiving confirmation on the level of the incident, the faculty member will notify the student and complete the assignment grading. Depending on the level of the incident, further actions may be taken by the Dean of Academic Affairs and Operations (for campus-based students) or the Associate Vice Chancellor for Academic Affairs-Online (for online students).

Appealing an Academic Integrity Violation Charge

Students are encouraged to attempt to resolve any academic issues with their faculty member. When that process has been exhausted the student may appeal to the next levels. Once a penalty has been imposed, the student may accept the penalty, or they must file a written appeal.

All written appeals must be filed within fourteen (14) calendar days once the penalty has been imposed. Failure to meet this deadline will render the appeal moot. Should an Academic Integrity Violation charge be made at the end of a quarter, a grade of "I" will be assigned until the violation has been processed. It is the responsibility of the student then to appeal any adverse decision to the next level, again within fourteen (14) calendar days. The next level in the appeal process will not automatically consider it unless the student appeals it in writing and within the fourteen (14) calendar days.

Any written appeal by the student must be filed within the specified period of time and include:

- A clear statement of the nature and reason(s) of the appeal.
- A clear concise statement of the material facts, with appropriate supporting documentation.

Appeal of Academic Integrity Violation Charge or Penalty Imposed for Campus-based Students

For Level One warnings and Level Two Violations:

- Student should file a written grade appeal through their Dean of Academic Affairs and Operations who will forward to the appropriate individual.
- First level of appeal is to the Program Director or Program Chair, whichever is located on the student's campus. For campus-based students who are enrolled in an online course, the first level of appeal is to the online Program Director
- Second level of appeal is to the Dean of Academic Affairs and Operations at the South University campus where the student is enrolled.
- The third and final level of appeal is to the College/School Dean. The decision of the College/School Dean is final.

For Level Three and Level Four Violations:

- First level of appeal is to the College/School Dean.
- Second level of appeal is the Vice Chancellor of Academic Affairs. The decision of the Vice Chancellor of Academic Affairs is final.

Any written appeal by the student must be filed within the specified period of time and include:

- a clear statement of the nature and reason(s) of the appeal
- a clear concise statement of the material facts, with appropriate supporting documentation

Appeal of Academic Integrity Violation Charge or Penalty Imposed for Students in an Online Program

Level One warnings and Level Two violations:

- Student should file a written grade appeal through their Academic Counselor to be reviewed by the Program Director/Chair or his/her designee.
- Second level of appeal is to the Associate Vice Chancellor of Academic Affairs-Online.
- The third and final level of appeal is to the College/School Dean. The decision of the College/School Dean is final.

For Level Three and Level Four Violations:

- First level of appeal is to the College/School Dean.
- Second level of appeal is the Vice Chancellor of Academic Affairs. The decision of the Vice Chancellor of Academic Affairs is final.

Attorneys, Parents or Guardians: As this is an academic process of South University, no official or unofficial legal representation will be allowed to attend any of the identified proceedings.

Students may invite parents/guardians to attend any meetings with university personnel during the appeal process but their presence is strictly to observe the proceedings and advise the student. They are otherwise not to participate.

The Academic Integrity Violations form and all documentation related to the incident remains in the student's academic file.

Anesthesiologist Assistant Code of Conduct

Professional Standards

Standards of professional behavior for the anesthesiologist assistant (AA) covers professional behavior, standards for attire, attendance, and completion and maintenance of records documenting clinical education (Typhon NAST case & time logs)

Standards for Professional Behavior

The South University Anesthesiologist Assistant (AA) program recognizes and upholds the standards of professional behavior for students of the program as outlined by the American Academy of Anesthesiologist Assistants (AAAA, GUIDELINES FOR THE ETHICAL STANDARDS OF THE ANESTHESIOLOGIST ASSISTANT, Adopted July 2007, accessed at https://aaaa.memberclicks.net/assets/docs/position%20statement%20-%20guidelines_for_the_ethical_standards_of_the_anesthesiologist_assistant.pdf).

These standards state:

The Anesthesiologist assistant is expected to act both legally and morally. They are responsible for knowing and understanding the laws governing their practice and the ethical responsibilities of being a health care professional.

The practice of anesthesiology involves many complex factors relating to the standards of patient care. As such, the Academy recommends its members adhere to the basic set of ethical standards outlined below:

I. The Anesthesiologist Assistant shall, while caring for the patient, regard responsibility to the patient as paramount, thereby putting the interests of the patient foremost and acting as a patient advocate.
II. The Anesthesiologist Assistant shall be dedicated to providing competent medical care with compassion and respect for human dignity.
III. The Anesthesiologist Assistant shall maintain standards of professionalism in all patient interactions and always acting in the best interests of the patient.
IV. The Anesthesiologist Assistant shall respect the law.

V. The Anesthesiologist Assistant shall respect the rights of the patients under their care, colleagues and other health care professionals with whom they interact and shall safeguard the confidentiality of patients' medical and personal information within the constraints of the law.

VI. The Anesthesiologist Assistant shall uphold the right of every patient to the ethical right to self-determination, and therefore not coerce any portion of the decision-making process and shall facilitate the informed consent process. Anesthesiologist Assistants shall be committed to the concept of shared decision-making, which involves assisting patients in making decisions that account for medical, situational, and personal factors.

VII. Anesthesiologist Assistants shall have the inherent responsibility to observe and report any potentially negligent practices or conditions which compromise patient safety or present a hazard to health care facility personnel.

VIII. Anesthesiologist Assistants render high-quality patient care without prejudice as to race, religion, age, sex, nationality, disability, social, economic, or insurance status.

IX. Anesthesiologist Assistants should not misrepresent, directly or indirectly, their skills, training, professional credentials, title, or identity.

X. Anesthesiologist Assistants shall strive to maintain a spirit of cooperation with other health care professionals, their organizations, and the general public.

In the practice of anesthesia, the safety and well-being of patients is every practitioner's first and foremost concern. The confidential acquisition and maintenance of patient data are also of paramount importance. Inappropriate behavior and/or failure to maintain patient data in an appropriate, confidential manner according to the Health Insurance Portability and Accountability Act (HIPAA) guidelines are grounds for immediate review and for possible dismissal.

Professionalism Warning

A student's professionalism may be reviewed at any time, based on information received by the Program Director. The Program Director shall take appropriate action based on the type and severity of the student's misconduct. If the infraction involves a student violation of the University Code of Conduct, the matter will be referred to the Dean of Student Affairs. Violations of the Graduate Honor Code will be referred to the Graduate Honor Council. Students who breach the standards of professionalism for the Anesthesiologist Assistant program will be referred to the Progress and Promotions Committee.

The Program Director will inform the student of the program's receipt of unsatisfactory evaluation or referral of professionalism violation.

Students will be placed on warning for any violation of the Professionalism standards of the Anesthesiologist Assistant Program. Acts that would garner a warning status for the student's enrollment include (but are not limited to):

- A breach the Anesthesiologist Assistant program standards in the following areas:
    - Professional behavior
    - Attire
    - Attendance
        - Accumulation of more than two unexcused absences
    - Completion of clinical records/Case/Time log tracking as outlined in this handbook
- Breach of patient confidentiality rules (HIPAA)
- Other serious violations of Professionalism standards for an Anesthesiologist Assistant student

The Progress and Promotions Committee, after review of the Professionalism issue recommends the action to be taken by the Program Director. The Program Director's decision for student progress can be any one of the following based on student performance and their previous enrollment status (previous warning or probation)

- Continuation in good standing
- Continuation on Clinical warning
- Continuation on Clinical probation (following successful appeal of a Professionalism dismissal)
- Dismissal

A student placed on Professionalism warning will remain on warning for the entire quarter. Students who are on warning must

participate in a Professionalism reinstatement plan if they wish to continue their enrollment in the Anesthesiologist Assistant Program. At the end of the warning period, the student's professional performance will be evaluated by the Progress and Promotions Committee who will recommend to the Program Director what action can be taken based on their progress to meet the Professionalism reinstatement plan and other standards of the program.

Standards for Academic Performance

Anesthesiologist Assistant Programmatic Standards for Academic performance for students enrolled in the Master of Medical Science in Anesthesia Science program include:

- Receipt of no more than one course grade of "D"
- Receipt of no course grades of "F"
- Receipt of a grade of "D" or lower for any course remediation assignment or comprehensive exam remediation

Anesthesiologist Assistant (AA) Program Academic Performance Warning

Anesthesiologist Assistant program students who do not meet any of the above programmatic standards for academic performance will be referred to the Progress and Promotions Committee for a violation of the AA Program Academic Performance Standards.

After attempting each subsequent quarter, a student in the Anesthesiologist Assistant program who does not achieve these minimum standards for Academic Performance for the AA program will be placed on AA Program Academic Performance warning. If a student who is already on programmatic warning of any type (Academic, Professionalism or Clinical) fails to achieve the minimum standards of performance in any of the three areas (Academic, Clinical or Professionalism) s/he will be dismissed from the Anesthesiologist Assistant program.

The Progress and Promotions Committee, after review of violation of the standards for AA Program Academic Performance, recommends the action to be taken to the Program Director. The Program Director's decision for student progress can be any one of the following based on student performance and their previous enrollment status (previous warning or probation)

- Continuation in good standing
- Continuation on Programmatic Academic warning
- Continuation on Programmatic Academic Probation (following successful appeal of a AA program performance dismissal)
- Dismissal

Students who do not meet these standards will be placed on Programmatic Academic Warning for the following quarter. During that quarter on warning, students must participate in a programmatic academic reinstatement plan if they wish to continue their enrollment in the AA program. At the end of the warning period, the student's academic performance will be evaluated by the Progress and Promotions Committee who will recommend to the Program Director what action can be taken based on their progress to meet the AA programmatic academic reinstatement plan and other standards of the program.

Remediation

Students who receive a grade of D in any course must engage in remediation for that course during the subsequent quarter. Remediation work includes a written assignment from the course instructor/coordinator and an exam highlighting the course objectives. Students must receive a minimum grade of C on the combined grades from the written remedial assignment and exam or they will be placed on AA program academic performance warning.

Clinical Performance Standards

Performance during clinical education is based on preceptor evaluations and feedback. Daily clinical evaluations track student performance and skill progression over the course of the program. The student is responsible to complete their case and time logs daily using the Typhon system so that the program can distribute evaluations to preceptors.

Assessment of students is based on the minimal levels of competency at each distinct level of training. Any violation of these standards will result in referral of the student to the program Progress & Promotions Committee.

Standards of Clinical performance

- Clinical competency
  Quarterly analysis of preceptor evaluations

- Student's averaged scores in the majority of these areas of assessment should be within 2 standard deviations of the class mean.
  - Areas of assessment include but are not limited to:
    - Anesthesia knowledge base
    - Technical skills
    - Ability to multi-task
    - Problem solving ability
    - Pre-operative preparation for anesthesia delivery
    - Post-operative transfer/report
    - Desire to learn
    - Patient interaction
    - Professional Conduct
    - Overall Performance
- Preceptor Feedback
  - Feedback from preceptors from any source: phone, email, written correspondence should indicate that the student is meeting the minimum competencies.
- Clinical Experiences
  - Students must complete a minimum of 500 total Anesthesia clinical hours at the conclusion of Quarter 5 as documented in their clinical tracking program.
  - The table below lists the case log requirements and recommendations for students to successfully complete the clinical education portion of the Anesthesiologist Assistant Program. Students are responsible for fulfilling the requirements prior to graduation and tracking their progress using data in the Typhon NAST system. Students need to reference this table for Anesthesiologist Assistant requirements.

Requirements may be altered or waived in extenuating circumstances by the program director. All case log data is gathered from the Typhon NAST tracking system.

Clinical Experiences for South University Anesthesiologist Assistant students

Clinical Experience	**Requirements**	**Minimum**
Composite Requirements	Total Anesthesia Cases	600 cases
	Total Hours Anesthesia Time - Time log totals	2000 hours
	Class III/IV	150 cases

Clinical Experience	Requirements	Minimum
	Class V	0 cases
	65+	100 cases
Specialities	2-12 years	40 cases
	< 2 years	10 cases
	Emergent cases	20 cases
	Ambulatory/ Outpatient	100 cases
	Obstetric cases	35 cases
Anatomical Categories	Intra-abdominal	75 cases
	Head Extracranial (Ear, Nose, and Throat)	20 cases
	Head Intracranial	5 cases
	Intrathoracic Heart (5 required, 10 recommended)	5 cases
	Intrathoracic Lung	10 cases
	Vascular	15 cases
Methods of Anesthesia	General Anesthesia	400 cases
	Inhalational Induction	35 cases
	Laryngeal Mask Airway	35 procedures
	Endotracheal Intubation-Oral	250 procedures
	Endotracheal Intubation-Nasal	5 procedures
	Total IV Anesthetics	10 cases
	Emergence from Anesthesia	250 cases
	Regional Management	40 cases
	Monitored Anesthesia Care	30 cases
Arterial technique	Insertion	15 procedures
	Monitoring	25 procedures
CVP Catheter	Placement (Recommended)	5 procedures

Clinical Experience	Requirements	Minimum
	Monitoring (Recommended)	10 procedures
Other	IV Catheter Placement	75 procedures
	Alternate Airway Management	20 procedures

Clinical Warning

Students who meet any of the following criteria, indicating that they are performing below a minimum level of clinical competency will be presented to the Progress and Promotions Committee for consideration.

- Inadequate clinical performance as measured by analysis of preceptor evaluations. Composite quarterly scores of clinical performance that are ≥ 2 standard deviations below the class mean in a majority of the areas of competency assessed.
- Negative feedback received by program, based on multiple incidences from verbal or written sources from preceptors at the student's clinical site
- Students who do not complete a clinical rotation or are asked to leave a clinical rotation due to poor performance
- Inadequate completion of recommended clinical education experiences listed in the table above
- Failure to complete 500 clinical hours at the conclusion of Quarter 5

The Progress and Promotions Committee, after review of the Clinical performance issue recommends the action to be taken by the Program Director. The Program Director's decision for student progress can be any one of the following based on student performance and their previous enrollment status (previous warning or probation)

- Continuation in good standing
- Continuation on Clinical warning
- Continuation on Clinical probation (following successful appeal of a Clinical dismissal)
- Dismissal

A student placed on Clinical warning will remain on warning for the following quarter to demonstrate improvement. Students who are on warning must participate in a Clinical reinstatement plan if they wish to continue their enrollment in the Anesthesiologist Assistant program. At the end of the warning period, the student's clinical performance will be evaluated by the Progress and Promotions Committee who will recommend to the Program Director what action can be taken based on their progress to meet the Clinical reinstatement plan and other standards of the Anesthesiologist Assistant program Academic Performance Warning.

Dismissal

Students may be dismissed from the Anesthesiologist Assistant program for any of the following reasons:

- Failing to emerge from academic/financial aid warning, clinical warning or professionalism warning status in a subsequent quarter
- Two cumulative quarters on warning for any cause (clinical, academic/financial aid, professionalism) during the student's enrollment
- Failing to successfully complete the academic/clinical/professionalism reinstatement plan
- One letter grade of F and two or more letter grades of D in one quarter
- Severe transgressions of ethical and moral conduct (Including but not limited to: violation of the honor code, stealing, or providing false documentation intended to deceive faculty or administration)

- Positive test result for drug or alcohol use
- A recommendation from the Dean of Student Affairs for violation of the University Code of Conduct
- A recommendation for dismissal by the Graduate Honor Council for Honor Code violation

A student may not attempt more than 150% of the credits in his/her program; anything in excess of 150% of the credits will result in academic dismissal for violating the maximum allowable timeframe.

Appeal Process

To appeal an academic/financial aid dismissal:

Students who receive an academic/financial aid dismissal and wish to appeal should refer to the South University Catalog for the guidelines of appeal. The section of the catalog that should be reference is entitled: Procedures for Appealing Academic/Financial Aid Dismissal. The catalog also outlines the policies and procedures for reinstatement after an academic/financial aid dismissal.

To Appeal an Anesthesiologist Assistant Program Academic, Professional or Clinical dismissal:

To appeal an Anesthesiologist Assistant program Academic, Professional or Clinical dismissal by the Anesthesiologist Assistant Program, the student must submit a letter to the Dean of Academic Affairs and Operations within 5 business days (by 5 PM) of receipt of the dismissal letter. The appeal letter should outline the reasons that they are seeking this appeal for Anesthesiologist Assistant Program Academic, Professionalism or Clinical standards violation, how they plan to correct their behavior and why the appeal should be granted from the Dean of Academic Affairs and Operations. The student may include a petition to meet with the Dean of Academic Affairs and Operations.

If the dismissal decision is upheld by the Dean of Academic Affairs and Operations, the student may appeal to the Dean of College of Health Professions. The letter must include the reason for the appeal and be received within 5 business days (by 5 PM) of the receipt of the previous decision by the Dean of Academic Affairs.

If the dismissal decision is upheld by the Dean of College of Health Professions, the student may appeal to the Vice Chancellor for Academic Affairs. The letter of appeal must include the reason for appeal and be received within 5 business days (by 5 PM) of receipt of the previous decision. The decision of the Vice Chancellor for Academic Affairs is final.

Reinstatement after Clinical, Professionalism, or Programmatic Academic dismissal

If a student is reinstated following a successful appeal of an Anesthesiologist Assistant Program Academic, Professional or Clinical dismissal, they will be placed on Clinical or Professional probation at the start of the quarter in which s/he resumes coursework.

The student will be required to meet with the Program Director to discuss an Anesthesiologist Assistant Program Academic, Clinical or Professionalism reinstatement plan to outline expectations and performance requirements for continued enrollment in the Anesthesiologist Assistant Program. The program director and the Progress and Promotions Committee will continue to assess the student's progress under the plan during the quarter of probation. If a student successfully completes the probationary period plan as judged by the Program Director in consultation with the Progress and Promotion Committee, that student will be recommended to continue in the program in good standing. Students who do not successfully complete the requirements of the reinstatement plan during the probationary period will be recommended for dismissal.

Personal Use of Electronic Devices

Students are not allowed to use individual electronic devices for personal reasons during clinical education. Use of such devices may be allowed for educational purposes only if approved by the student's direct clinical supervisor. Violation of this policy is considered a breach of the Professional Standards of the Anesthesiologist Assistant program and if such a violation occurs, that student will be referred to the Progress and Promotions committee.

Experiential Learning

No course credit is awarded for experiential learning to applicants of the Master of Medical Science in Anesthesia Science program.

Master of Science in Physician Assistant Code of Conduct

Conduct

The South University Student Handbook defines a Code of Conduct that must be followed by all students. Failure to comply with general University policies may result in dismissal from the program and the University according to defined disciplinary procedures enforced by the Dean of Student Affairs. All disciplinary actions will be reported to the Progress Committee and will be considered relative to the student's suitability for continued participation in the program and entry into the Physician Assistant profession. Each student shall be attired appropriately whenever he/she is in a clinical (patient care) environment. Failure to adhere to appropriate guidelines for attire can result in dismissal from clinical activity with a resulting penalty applied for absence. In the belief that physicians and PA's are called to the highest standards of honor and professional conduct and understanding that this responsibility begins at the inception of one's medical education rather than upon receipt of degree, the students of the South University master of Science in Physician Assistant degree program must uphold the following standards that serve as an embodiment of the conduct and integrity to which they aspire. These standards are intended to promote an atmosphere of honesty, trust, and cooperation among the students, the faculty, their patients, and society. Students in the South University Master of Science in Physician Assistant degree program are expected to demonstrate behavior that is considered appropriate for a career in medicine. Appropriate behavior includes, but is not in any way limited to honesty, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, and concern for the welfare of patients -all of which are outlined below. Violations of these Standards of Professionalism may result in disciplinary proceedings. For more information on policies and expectations on Physician Assistant student conduct see the Physician Assistant program Student Handbook

South University publishes its Graduate Honor Code in the South University Student Handbook and Catalog. All students enrolled in the South University Physician Assistant program are expected to abide by this code.

Alleged violations of the South University Graduate Honor Code will be referred to the Physician Assistant Program's Progress Committee for review. If the Progress Committee determines that there is adequate evidence of an Honor Code violation, the case will be referred to the South University Graduate Honor Council. Above and beyond the Graduate Honor Council decisions, the Progress Committee has the authority to add additional sanctions and/or remediation.

College of Nursing and Public Health Code of Conduct

(applies to all Nursing programs)

Students are held accountable for the knowledge of and adherence to policies addressed in the *South University Student Handbook* and the *South University Nursing Student Handbook.* Failure to comply with said policies will result in a report being filed with the Dean of Student Affairs.

A violation of the South University Code of Conduct, the Nursing Program Code of Ethics, the Code of Academic and Clinical Conduct of the National Student Nurses' Association, or the American Nurses Association (ANA) Code of Ethics may result in dismissal from the nursing program. Students will be afforded due process, as specified in the South University disciplinary procedure.

PROGRAM DISMISSAL

A student may be subject to dismissal from the South University Nursing Program due to the following conditions:

1. Dismissal from a clinical affiliation due to legal or ethical practice violations.
2. Violation of the South University Code of Conduct, the Nursing Program Code of Ethics, the Code of Academic and Clinical Conduct of the National Student Nurses' Association, or the American Nurses Association (ANA) Code of Ethics.
3. Transgressions of ethical and moral conduct, including but not limited to, violation of the honor code, theft, falsification of documentation, or alteration of documents.
4. Dismissal from the university due to disciplinary violations per the South University Code of Conduct as stated in the South University Student Handbook.
5. Failure to maintain academic standing
6. Failure to provide safe patient care.

Students who are dismissed due to any of the items 1-4 listed above should refer to the disciplinary procedure in the *South University Student Handbook*. Students who are dismissed due to any of the items 5-6 listed above should refer to the procedures for appealing academic dismissal in the *South University Student Handbook.*

Doctor of Ministry Student Conduct

The South University Student Handbook defines a Code of Conduct that must be followed by all students. Failure to comply with general University policies may result in dismissal from the Doctor of Ministry (D.Min.) program and the University according to the defined disciplinary procedures enforced by the University administration. D.Min. students are representatives of their faith communities and ambassadors of their faith traditions. As such we hold each other to the highest standards of personal and professional conduct.

Religious diversity and respect. It is expected that Doctor of Ministry students will treat all South University students, faculty, and staff with the highest levels of dignity and respect regardless of religious belief and practice.

Professional conduct. Students in the Doctor of Ministry program are expected to abide by the highest standards of professional integrity in their practice of ministry. The standards of professional conduct adopted by the American Association of Pastoral Counselors (http://www.aapc.org/about-us/code-of-ethics/) and the Association of Professional Chaplains (http://www.professionalchaplains.org/content.asp?pl=198&contentid=198) offer more information about appropriate professional conduct in ministry settings.

A fuller presentation of student conduct issues can be found in the Doctor of Ministry Student Handbook.

Attendance Policy

University Attendance Policy

South University maintains an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual on-campus or online program may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Adjustments in enrollment will likely affect payment of VA benefits. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported.
- VA students who complete the term with all non-punitive "F" and/or non-punitive grades, the school will determine and report the actual last date of attendance for each course.

Attendance Requirements

Students who fail to attend an on-campus class session will be given an absence for that session. Following the drop/add period, students taking on-campus classes must not miss the class meetings for 14 consecutive calendar days of the scheduled class time of the on-campus class (including on-campus classes that contain an online component). If a student misses the class meetings for 14 consecutive calendar days the student will be administratively withdrawn from the course. Following the drop/add period, if a student misses the class meetings for 21 consecutive calendar days in an 11-week on-campus course that meets once per week the student will be administratively withdrawn from the course. The last date of attendance will be the last day where the student met the attendance requirements.

Students taking online classes must complete an academically related activity, i.e. dropbox submission, threaded discussion post, test or quiz in their online course at least two days each week. Students who fail to meet the attendance requirements for a week will be given an absence for that week (7 days). Students who fail to meet the attendance requirements for 14 consecutive calendar days (two weeks) during a course will be administratively withdrawn from the course. Note: Zero credits courses in the graduate Nursing programs and the Doctor of Business Administration are exempt from online attendance requirements.

Receiving a grade of F in a course and failing to meet positive attendance in the last week of that course, may impact a student's financial aid.

Students who are absent due to a medical condition (including pregnancy or any related conditions, including recovery from childbirth) will be excused for as long as a health care provider states it is medically necessary for the student to be absent. Students absent due to such medical conditions may be allowed to make up missed work. In addition to contacting their faculty, students in campus-based programs should contact the Registrar's office, and students in online programs should contact their Academic Counselor. Students seeking exceptions for medically-related reasons will be required to provide a doctor's note indicating that the absences were medically necessary. Failure to provide evidence of a medical necessity for any absence could result in the student being administratively withdrawn from school, and the student will not be allowed to make up any missed assignments. The Dean of Academic Affairs and Operations for campus based students or the Associate Vice Chancellor for Academic Affairs-Online for students in online programs, in consultation with the faculty member, will determine the amount of time a student will have to make up missed assignments. Upon their return to school, students will be allowed up to 12 weeks to complete missed assignments. Campus-based students whose conditions prevent them from completing all work within the 12 week timeline should contact the Dean of Academic Affairs and Operations. Online students should contact their Academic Counselor. (Note: see the Leave of Absence Policy below for Students at South University, Richmond and South University, Virginia Beach.)

OTA Attendance Policy

The OTA Program covers a lot of content in a relatively short time! To maximize learning, students are expected to attend all components of every course, including lectures, laboratories and fieldwork, for the *entire* session. Tardiness, early departure or other time away from class negatively impacts attendance. Academic success is predicated upon class attendance.

Students are expected to submit assignments, take exams and complete course requirements in a timely fashion. Regular attendance is crucial to meeting all deadlines.

Blended Course Attendance Policy (Includes Accelerated Graduate Programs)

Students are expected to attend all scheduled classroom meetings and participate in online activities during each week of the quarter.

Students must attend the first classroom meeting of the course. Failure to attend the first classroom meeting time will result in the student being administratively withdrawn from the course. Students taking blended courses that meet face-to-face one (1) to two (2) times may not miss any classroom meetings. Students taking blended courses that met three (3) to five (5) times during the session may only miss one classroom meeting. Missing more than the minimum number of classroom meetings or the first classroom meeting will result in the student being administratively withdrawn from the course. Students taking blended courses that meet face to face six (6) or more times during the session may miss up to two (2) classroom meetings. Missing more than two classroom meetings or the first classroom meeting will result in the student being administratively withdrawn from the course.

In addition to the classroom meetings, students are expected to complete an academically related activity, i.e. dropbox submission, threaded discussion post, test or quiz at least once in the online classroom each week. Students who fail to meet the online attendance requirements for a week will be given an absence for that week (7 days). Students who fail to meet the online attendance requirements for 14 consecutive calendar days (two weeks) during a course will be administratively withdrawn from the course. The last date of attendance will be the last day where the student met the attendance requirements.

Students failing to meet either the classroom or the online attendance policy will be administratively withdrawn from a course.

Receiving a grade of F in a course and failing to meet positive attendance in the last week of that course, may impact a student's financial aid.

In order for students taking blended courses to be added to the class during the drop/add period but after the initial class meeting, they must meet with the Program Director or course instructor to review the course requirements. An Attendance Appeal must be approved by the Dean of Academic Affairs and Operations in consultation with the Program Director before the student can be registered for the courses.

ATTENDANCE POLICY FOR GUIDED RESEARCH COURSES

Campus-based and fully online Graduate students enrolled in courses designated as Guided Research (i.e. Final Project, or Dissertation courses) are expected to meet with their Faculty Advisor or Dissertation Committee Chair at least monthly over the time that the course is scheduled. This meeting can be scheduled face-to-face or through teleconference. In addition to the scheduled meetings with the Faculty Advisor or Dissertation Committee Chair, students enrolled in Guided Research courses are expected to complete an academically related activity, i.e. dropbox submission, threaded discussion post, test or quiz, once each week in the online classroom. Students who fail to meet the online attendance requirements for a week will be given an absence for that week (7 days). Students who fail to meet the online attendance requirements for 14 consecutive calendar days (two weeks) during a course will be administratively withdrawn from the course. The last date of attendance will be the last day where the student met the attendance requirements.

Leave of Absence for Students attending South University, Richmond and South University, Virginia Beach

A student who expects to be absent due to extended mitigating circumstances should contact his/her Dean of Student Affairs. The university has defined the following as possible mitigating circumstances: serious illness of the student, serious illness of a

member of the student’s immediate family for whom the student is the primary caregiver, death of a member of student’s immediate family, military deployment, unforeseen travel requirements, or relocation related to the student’s employment. To request an accommodation or waiver based on mitigating circumstances, the student must provide the Dean of Student Affairs with the appropriate written documentation supporting the student’s claim of mitigating circumstances

The Dean of Student Affairs is responsible for reviewing and approving the request. Request for an additional Leave of Absence or an extension of a current Leave of Absence must be received 15 calendar days prior to the end of the current Leave of Absence.

In the case of a prolonged illness or accident, death in the family, or other special circumstances that make attendance impossible or impractical, a leave of absence may be granted to the student if requested in writing by the student or designee. No monetary charges or accumulated absences may be assessed to the student during a leave of absence.

Leave of Absence may not exceed 180 calendar days in a 12-month period. The 12-month period begins the first day of the first Leave of Absence. Students who fail to return on the 181st calendar day will be administratively withdrawn from school.

Returning from an Approved Leave of Absence

Students returning from an approved Leave of Absence that was granted during the time they were enrolled in a course will be allowed to complete coursework started prior to the leave with no additional charges assessed. The University allows students who start a Leave of Absence during a course to withdraw (with a grade of WV).

If a student does not return from an approved Leave of Absence, the official withdrawal date and beginning of the loan grace period (if applicable) is the last date of class attendance.

Attendance Appeals for Administrative Withdrawals

Students who are administratively withdrawn from a course due to attendance may appeal the decision. Students must complete the Attendance Appeal Request form and submit the form to the Registrar's office for campus-based students or to their Academic Counselor for students in online programs within 4 calendar days of being administratively withdrawn from a course.

In order to be considered for an appeal the student must have one of the mitigating circumstances listed in the South University Satisfactory Academic Progression policy. Students may be required to submit supporting documentation with their appeal.

For campus-based students, the Dean of Academic Affairs and Operations will consider the appeal. For students in online programs, the Associate Vice Chancellor for Academic Affairs, Online will consider the appeal. The decision of the Dean of Academic Affairs and Operations and the Associate Vice Chancellor for Academic Affairs, Online is considered final.

NOTE: A student's life issues and the student's transition to college are not considered mitigating circumstances under this policy.

Attendance Week

For on-campus classes beginning on a Saturday, the attendance week is defined as beginning on Saturday at 12:00 A.M. in the campus' time zone to 11:59 P.M. in the campus' time zone the following Friday. For on-campus classes beginning on Thursday, the attendance week is defined as beginning on Thursday at 12:00 A.M. in the campus' time zone to 11:59 P.M. in the campus' time zone the following Wednesday. The last week of the class begins on Thursday at 12:00 A.M. in the campus' time zone and ends on the following Saturday at 11:59 P.M. in the campus' time zone.

The attendance week for the Accelerated Graduate Programs, on-campus, is defined as beginning on Wednesday at 12:00 A.M. to the following Tuesday at 11:59 P.M.

For online classes beginning on a Monday, the attendance week is defined as beginning on Monday at 12:00 A.M. Mountain Time (MT) to 11:59 P.M. MT the following Sunday. For online classes beginning on Thursday, (this includes all 5 and 10 week

courses) the attendance week is defined as beginning on Thursday at 12:00 A.M. MT to 11:59 P.M. MT the following Wednesday.

Course Enrollment Policies

Course Substitution Policy

Students are expected to complete the program requirements outlined in the South University Academic Catalog in effect at the time they enroll. However, programs are subject to change at the discretion of South University. In these situations or due to other mitigating circumstances (e.g., change in program of study), students may request a course substitution. To be considered for a substitution, South University courses must be successfully completed and satisfy the program student learning outcomes as listed in the Academic Catalog.

For courses completed at South University, Campus-based students should submit a Course Substitution Form to the Program Director for consideration at their Campus; online students should submit the Form to their Academic Counselor. The Academic Counselor will forward the form to the Program Director for consideration. The Program Director will then forward the request and recommendation to the Program Chair for approval. Substitutions for General Education courses will be reviewed by the appropriate General Education Program Director and Chair.

Course substitutions not recommended by the Program Director, may be appealed to the Chair. Course substitutions denied by the Chair may be appealed to the College/School Dean or designee. The decision of the College/School Dean is final.

A student may submit for transfer of credit consideration a course directly related to the course requirement but at a higher content and course level than the specific course requirement.

For courses taken at another institution, Campus-based students should submit a Course Substitution Form to the Registrar's office for consideration by the Program Chair; online students should submit the Form to their Academic Counselor. The Academic Counselor will forward the form to the Program Chair or designee for appoval. Substitutions for General Education courses will be reviewed by the appropriate General Education Program Chair.

Students should submit all requests at least six (6) months prior to graduating.

Prerequisite Coursework Policy

The determination of the suitability of particular required prerequisite coursework will be made by the program director in consultation with the Chair of the Department in which the program is based. Coursework will be deemed acceptable if it meets the following criteria:

- Content and comparability relative to standard college/university coursework in the specific discipline of the required courses as determined by the program Director or designee.
- Science courses must have been completed within 7 years before the date of matriculation.
- Coursework must be from an acceptable accredited collegiate institution that possesses either regional or national accreditation granted by an agency recognized by the U.S. Department of Education.
- Coursework from Non-U.S. institutions will be considered if the coursework is evaluated by an accredited agency that can provide a statement of equivalency between foreign coursework and standard college/university coursework, including grades (e.g. Educational Credential Evaluators, Inc.), and that is acceptable to South University.
- Coursework must be successfully completed for credit, with an appropriate grade greater than or equal to a C.

Change of Program

Students will be allowed one change of program. Changing from a day offering to an evening offering of the same program is not considered a change of program. Changing from an associate's degree to a bachelor's degree in the same program is not considered a change of program. Changing from one specialization or concentration within a program to another specialization or concentration within the same program is not considered a change of program. A student may change his or her program at any point of his or her enrollment provided that s/he is in good satisfactory academic standing. The Dean of Academic Affairs and Operations (for on-campus students) or the appropriate Assistant College Dean for Online Programs (for students in online programs) or the Assistant College Dean for Campus Programs (for students in the Accelerated Graduate Program) may grant exceptions to students on Academic/Financial Aid Warning or Probation. Only then will a student to be allowed the opportunity of changing from one program to another.

Courses that apply to the second program will be recorded as earned credit and will affect the student's Cumulative Grade Point Average (CGPA). For Incremental Completion Rate (ICR) purposes, earned credit applied to the new program will reduce the total number of credits that must be attempted within the program. Therefore, the maximum allowable credits are one and one half times the number of credits remaining to complete for graduation. Students who change programs and students who change session times within the same program must sign a new program enrollment form (or the like), which must be filed in the student's academic file.

Students in campus based programs must contact the Registrar's office to change their program. Students in online programs must contact their Academic Counselor to change their program.

A course required in a student's initial program that is not required in the student's subsequent program may have a negative impact on a student's financial aid. Therefore, students should consult with Student Financial Services before changing their program.

Program Change from Nursing (RN to BSN) to RN to Master of Science in Nursing (RN to MSN)**

*** South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

The criteria used in determining a request for transfer from the RN to BSN to the RN to MSN program admission included:

- A CGPA of 3.0 in all courses taken at South University.
- Review of student's transcript and writing sample.

The nursing program director or chair will review the request and the student will be notified of the transfer decision. Approval of the request is also dependent on space availability.

Campus Transfers

A student must be in satisfactory academic standing in order to be allowed the opportunity to transfer from one South University campus to another, from one campus to an online (or partially online) program, or from an DCEH school to a South University campus, online program, or partially online program. To be considered a campus transfer student, the student must complete the quarter for campus-based students or session for online students at the originating school and immediately start at the new campus in the next quarter for campus-based students or session for online students. If the student has a break in enrollment, he/she will be considered a reentry student at the new school.

A student who has been terminated from a South University campus, online program, or partially online program and wishes to transfer to another South University campus, online program, or partially online program must appeal his/her dismissal at the originating campus or program and receive reinstatement before the transfer.

Students Transferring Between a Campus Program and an Online Program

A student who transfers from a campus program to an online program or who transfers from an online program to a campus program is subject to the following the Satisfactory Academic Progress (SAP) policies and procedures:

- A student who is in good standing per SAP in his/her term-based program transferring to either a campus term-based program or an online term-based program, will be evaluated according to the SAP policies and procedures for term based programs.
- A student who is in good standing per SAP in his/her non-term based program transferring to either a campus term-based program or an online term-based program, will be evaluated according to the SAP policies and procedures for term based programs.

Note that the evaluation criteria and period of time until the next applicable evaluation point may differ from the SAP policies and procedures of the student's original program. The student should work closely with his/her academic advisor or academic counselor to understand the SAP implications (including financial aid implications) of his/her transfer before taking any action.

Graduate Nursing Programs Student Campus to Campus Transfer Policy

The student completes the Graduate Nursing Student Transfer Request form and submits to the Program Director of the campus of origin at least 45 days prior to the desired transfer date. The Program Director confers with the student and confirms the student meets the program progression standards.

The Program Director consults with the receiving campus Program Director and completes the transfer request form and forwards the form to the Program Director of the receiving campus 30 days prior to the transfer. For students transferring to online programs, the transfer request form is also sent to the Academic Counselor handling the student transfer.
The receiving campus Program Director will consult with the student and informs her/him of the request for transfer decision and space availability. The completed form is then resubmitted to the originating campus and the receiving campus' Registrar's office.

To be eligible to transfer campuses:

- The student must be in good academic standing and meeting the program progression standards as outlined in the South University Catalog.
- The student will be made aware that there will only be one (1) transfer made between campuses in the South University system, unless there are documented and approved mitigating circumstances.

The student may only transfer to another campus while he or she is enrolled in didactic courses. Once practica courses are begun, the student cannot transfer unless there are documented and approved mitigating circumstances.

Student Course Load Policies

Course Load

To complete program requirements in a timely manner, most term-based students choose to attend classes full-time and enroll in 4 quarters per year. Course load designations for term-based students are as follows:

Undergraduate

Half-time: 6-8 credit hours.
Three-quarter time: 9-11 credit hours.
Full-time: 12 or more credit hours.

Graduate

Half-time: 4 credit hours.
Three-quarter time: 6 credit hours.
Full-time: 8 or more credit hours.

Students in non-term based programs participate in a minimum of 30 weeks of instructional time, with a full-time status of 36 (undergraduate) or 32 (graduate) earned credits. All non-term based students who remain continuously enrolled, including breaks of 29 consecutive calendar days or less, are classified as full-time.

Course Overloads

Students may wish to enroll in greater than the full-time number of courses in a particular quarter or academic year. Overloads will only be approved for students who exhibit outstanding academic performance.

On-campus students wishing to enroll in more than 16 credit hours (undergraduate) or more than 8 credit hours (graduate) must have the permission of their Program Director or the campus Dean of Academic Affairs and Operations to receive a course overload.

Students in non-term based programs may wish to enroll in more than one course at a time. Non-term based students may not take more than two courses at any one time. In all cases, non-term based students cannot complete 36 credits in less than 30 weeks of instructional time. Non-term based students must have the permission of their Academic Counselor and Program Director to receive a course overload. Students in term-based programs may wish to enroll in more than 16 credit hours (undergraduate) or more than 8 credit hours (graduate) must have the permission of their Academic Counselor and Program Director to receive a course overload.

Individual programs may designate the specific courses to be taken each quarter or session (thus specifying the total number of hours to be taken) or the specific course sequence to be scheduled. In such cases a student need not obtain permission for his/her enrollment unless s/he wishes to enroll in more than the designated number of credit hours or enroll in a non-specified sequence of courses, or must deviate due to other circumstances.

Coursework Taken Outside a Student's Degree Program

Students enroll in a degree program and the courses taken must all apply to that program. The requirements for the program are defined in this Academic Catalog. A degree program may include elective courses which apply to that program. Any course that is defined as a possible elective is acceptable for student enrollment, as long as the elective requirement has not already been satisfied by another course.

If a student takes a course not required by his/her degree program, that course does not qualify for financial aid and does not qualify for computing the student's load for financial aid purposes. The student is responsible for payment of the course's tuition and any associated fees. The student must complete, sign, and submit the Coursework Intent Form (which must also be signed by the appropriate Financial Aid and Registrar staff members or their designees) to confirm the student's financial responsibility for course's tuition and any associated fees and that the tuition and associated fees will not be covered by financial aid.

A student who needs to complete one course to complete an associate's degree and then intends to proceed directly into a bachelor's degree program cannot take the bachelor's program courses during the final quarter (for students enrolled in term-

based programs) or the final payment period (for students enrolled in non-term based programs) of the associate's program and receive financial aid for those bachelor's program courses.

Students receiving VA benefits may take courses not required for their program of study to bring his/her course load up to a full-time in his/her last term only. This allows students to continue to receive benefits at the full-time rate in their last term of enrollment, even though fewer credits are required to complete the program. Students may only do this once in their program of study. Students should select courses in consultation with their Academic Advisor or Academic Counselor. Students must meet all pre-requisite requirements for the courses selected.

Auditing Courses

A student wishing to audit a course without receiving credit must obtain permission from the campus academic affairs officer and complete and sign a class audit form before registering for the course. (Policy for some courses forbids auditing.) A student may not change from audit to credit status or from credit to audit status after the registration process has been completed. A grade designation of AU (Audit) will be recorded on student transcripts for audited courses. The regular schedule of fees applies to auditors. Unauthorized auditing is prohibited. Online courses cannot be audited.

Transient Students

Students wishing to take classes at another institution while enrolled with South University should contact their Registrar's office before enrolling in another institution. Students must be in good academic standing with South University. The Registrar's office can provide guidance on what courses may transfer into South University from the other institution. Without prior approval no guarantees are made that courses taken at other universities will be accepted for credit at South University.

Retaking Coursework

Effective July 1, 2011, the Department of Education amended the full-time enrollment status definition for programs at term-based institutions. In a standard term-based program, students who retake previously completed coursework are considered eligible for additional Title IV assistance, even if the students will not receive credit for that coursework in addition to credits already received. To comply with this provision and to assist students with managing appropriate FSA loan balances, South University has implemented the following policy on retaking coursework for standard term and non-term based programs.

Note: Requirements below refer to enrollment for Title IV eligibility purposes. NSLDS Enrollment Reporting/Clearinghouse enrollment status is based on all enrolled courses regardless if it is funded by Title IV aid and/or VA benefits. VA recipients will need to follow the VA requirements. VA will only cover repeated courses if the student failed or does not meet the minimum grade requirement as established by the institution. All students will be charged tuition for retaking any course.

Standard Term-based Programs

Students enrolled in standard term-based programs may retake failed or withdrawn courses and eligible students will receive Title IV funds for failed and withdrawn courses with no credits earned as long as the student is meeting the satisfactory academic progress (SAP) standards. Although there is no limit on how many times students can repeat failed or withdrawn courses for FSA purposes, South University has limitations on how many times students can retake failed courses before they are dismissed from the institution. In addition, retaking courses will impact a student’s Satisfactory Academic Progress, including Maximum Time Frame. Please refer to the school's SAP Policy.

For standard term-based programs, South University's policy will allow financial aid to cover a single repetition of a previously successfully passed course. assuming the student has not earned all the credits within the current program and the course is required in the current program of study.

The student must have completed the course for it to be considered a repetition under this policy. Because only one repetition of a previously passed course may be included in the a student's enrollment status for purposes of Title IV aid, if the student failed the repeated course, the student is not eligible for an additional retake because the student is considered to have completed the course. A student enrolled in developmental courses (ENG0099 and MAT0099) must successfully complete the course after three attempts or the student will be academically dismissed from the University.

Non-term Based Programs

Student's coursework is divided into payment periods based the credit hours and weeks of instructional time in the program or the academic year, whichever is less. A student must successfully complete the credit hours and instructional weeks in a payment period, or prior payment period befre withdrawal, in order to advance to the next payment period and academic year. Students who fail or withdrawal from a course will not earn credits for the payment period and academic year. Students who successfully completed a course (earned credits) and wish to repeat the course to earn a better grade or G.P.A., the attempted and earned credits for the repeated course will not be included in the payment period and academic year credits requirement toward advance to the next payment period and academic year. Students may only use FSA funds to cover such repeated courses to the extent excess funds are available in the academic year. A student enrolled in developmental courses (ENG0099 and MAT0099) must successfully complete the course after three attempts or the student will be academically dismissed from the University.

Credit For Transcripted And Non-Transcripted Work And Acceptance Of Transcripted (Transfer) Credit

Acceptance of Transcripted (Transfer) Credit

Credit for undergraduate transfer work will be considered if the potential course meets all of the following conditions:

- The course was taken at an acceptable accredited collegiate institution.
- The course carries a grade of "C" or better.
- For transfer credit from colleges that award plusses and minuses, the plus or minus will be dropped when the course is transferred to South University, and plusses and minuses will not be used for computing GPA. (For example: a C+ or C- will transfer as a C and will count as a C in any computation of GPA for programmatic admission requirements.)
- The course is directly equivalent to a course required by the South University program in which the student is enrolled.

Courses taken at other institutions may be combined to satisfy one or more equivalent South University courses, but no course may be counted more than once in calculating transfer credit. Students may be required to provide additional supporting documentation such as a course description or a syllabus for a class to be considered for Transfer of Credit.

The award of transfer credit may also be considered in the following cases:

- In an area requirement that a South University program does not specify a particular course, a student may submit for transfer of credit consideration a course not offered by South University but directly related in its content to the area requirement.
- For example, if a South University program allows a student to select coursework from an approved list of Arts and Humanities courses to fulfill the Arts and Humanities requirement within General Education, a student may submit for transfer of credit consideration an Arts and Humanities course not offered by South University.
- In all cases, the course submitted must also be taken at an acceptable accredited collegiate institution and carry a grade of "C" or better in order to be considered for transfer of credit.
- For a specific course requirement in a South University program, a student may submit for transfer of credit consideration a course directly related to the course requirement but at a higher content and course level than the specific course requirement.

- In a program area or in general education where courses are specified, a student may submit coursework to South University that is in a related discipline that may substitute for the required course(s). Course substitutions must be approved by the Department Chair or Dean of the College. In all cases, the course submitted must also be taken at an acceptable accredited collegiate institution and carry a grade of "C" or better in order to be considered for transfer of credit.
- Course work taken as part of a diploma, certificate or terminal associate degree may be accepted for transfer of credit. The courses submitted must be taken at an acceptable accredited collegiate institution and carry a grade of "C" or better in order to be considered for transfer of credit.

All coursework will be evaluated for its current relevance and may not transfer if the material in the coursework is deemed to be significantly noncurrent in the subject area. Individual Colleges/Schools and/or programs within South University may place limits on the age of courses eligible for transfer of credit.

In the case of courses evaluated for General Education transfer credit, the submitted courses must meet the criteria established by the Commission on Colleges of the Southern Association of Colleges and Schools for General Education credit (as stated in the current Principles of Accreditation. The course must also be specifically classified as General Education (i.e., a survey or introductory course) at the transferring institution to be considered for General Education transfer of credit).

Transfer credit will not be given by South University for developmental courses such as basic Mathematics or basic English. Transfer of credit will not be given for English as a Second Language (ESL) coursework. If both a separate laboratory course and the related lecture/didactic course are evaluated for transfer of credit, credit will only be considered for the separate laboratory course if the related lecture/didactic course also received a grade of C or better. Students should consult with the Registrar about questions related to acceptance of transfer credit.

Acceptance of credits earned at other institutions, through examination, and/or other institutions, through examination, and/or other means described in this catalog is limited to 75 percent* of the total hours required for an undergraduate degree. No more than half the major area course requirements can be earned through transfer credit, through examination, and/or other means described in this catalog. Note that programmatic accreditation and/or specific state requirements may alter these percentages.

Note: For transfer of credit guidelines for the Criminal Justice (MS) see the College of Arts and Sciences. For transfer of credit guidelines for the Doctor of Business Administration, Master of Public Administration program and the Master of Business Administration program see the College of Business. For transfer of credit guidelines for the Associate of Science in Medical Assisting program see the College of Health Professions. For transfer of credit guidelines for the nursing programs see the College of Nursing and Public Health.

**Students at the Richmond and Virginia Beach campuses may only transfer in 70% of the total credit hours required for an undergraduate degree.*

General Education Transfer Credit

Students who enroll at South University having graduated with an A.A. or A.S. degree intended for transfer into a baccalaureate degree from a post-secondary institution that participates in a statewide general education articulation agreement in the following states will have satisfied all Area I (General Education) Requirements:

- Alabama
- Florida
- Georgia
- Kentucky
- Louisiana*
- Michigan**
- North Carolina
- Ohio***

- South Carolina
- Tennessee
- Texas
- Virginia

In order to qualify, applicants must provide an official transcript verifying graduation with an A.A. or A.S. degree from an institution that meets the criteria described above. Certain programs at South University have specialized admission requirements, which are unaffected by this policy.

* Students must complete one of eight (A.A./LTD or A.S./LTD) eligible concentrations for the Louisiana Transfer (LT) degree as shown at: http://latransferdegree.org/college-students/.

**Eligibility is limited to institutions participating in the Michigan Association of Collegiate Registrars & Admissions Officers (MACRAO) Transfer Agreement at: https://www.macrao.org/publications/macraoagreement.asp or the Michigan Transfer Agreement (MTA) at:
https://www.macrao.org/Publications/MTA%20Participation%20Guidelines%20&%20Signature%20Form.pdf

***Eligibility is limited to institutions participating in the Ohio Transfer Module (OTM)
at: https://www.ohiohighered.org/transfer/policy

GED Performance Levels

South University accepts the GED as a measure of high school equivalency and recognizes several GED scoring performance levels.

Students being admitted on the basis of GED scores will be exempt from taking related placement test(s) if they meet certain criteria. Exemption from MAT0099 Principles of Algebra, or ENG0099 Principles of Composition, is based on the following:

- MAT0099: minimum score of 165 in Mathematical Reasoning
- ENG0099: minimum score of 165 in Reasoning Through Language Arts
- Students scoring 175 or higher in the subject areas of the GED listed below may be awarded SU credit as indicated:
    - Science: General Education Natural Science without laboratory (4 credit hours)
    - Social Studies: HIS1101 U.S. History I: Colonial to 1865, HIS1102 U.S. History II: 1865 to Present, or POL2076 American Government (4 credit hours)

Information Technology Transfer Credit

For all Information Technology courses, transfer of credit is not accepted for courses that are older than seven years.

Students can meet the ITS1000 requirement if they meet any of the following criteria:

- A score of 50 or higher (out of 80) on the CLEP Information Systems and Computer Applications national exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).
- A score of 3 or higher (out of 5) on the College Board Advanced Placement Computer Science A exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).
- The student holds a current Microsoft Office Specialist certification; credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours). Students must provide a copy of the certification to the University
- A score of 70 or higher (out of 100) on the South University ITS1000 Placement Exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).

Credit for Industry Standard Certifications

South University's Bachelor of Science in Information Technology accepts two Comptia certification examinations for college credit, which includes the Comptia Security+ and Network+ certifications. Credits earned through these examinations will be accepted as transfer credit and a student must submit a copy of their CompTIA Certificate(s) with a Date Certified no older than 7 years to validate their certification(s) and be eligible for possible transfer credit award. For the Comptia Security+ certification students will earn credit for ITS3104 IT Security Access and Protection and for the Comptia Network+ certification students will earn credit for ITS2103 Fundamentals of Networking.

Science Courses Transfer Credit

For students in the Physical Therapist Assistant program, the following courses will not be accepted for transfer of credit if the course is older than 7 years before the student's original start date:

- AHS1001 Medical Terminology
- BIO1011 Anatomy and Physiology I
- BIO1012 Anatomy and Physiology I Lab
- BIO1013 Anatomy and Physiology II
- BIO1014 Anatomy and Physiology II Lab

For students in the Bachelor of Science in Health Sciences, the Associate of Sciences in Allied Health Sciences or the Bachelor of Science in Public Health programs, the following courses will not be accepted for transfer of credit if the course is older than 7 years before the student's original start date:

- AHS1001 Medical Terminology
- BIO1011 Anatomy and Physiology I
- BIO1012 Anatomy and Physiology I Lab
- BIO1013 Anatomy and Physiology II
- BIO1014 Anatomy and Physiology II Lab
- BIO2015 Human Pathophysiology
- BIO2070 Microbiology
- BIO2071 Microbiology Lab (online students only)

  OR

- BIO2073 Microbiology Laboratory (campus students only)
- CHM1010 General Chemistry
- NTR2050 Nutrition

RN to Bachelor of Science in Nursing (BSN) and RN to Master of Science in Nursing** (MSN) General Education and Foundation Courses Transfer Credit

*** South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Students applying to the RN to BSN degree program and the RN to MSN degree program, who have earned an associate's degree in nursing from an acceptable accredited institution, may receive up to 90 transfer of credits for the General Education and

Foundation course requirements. For students to receive block transfer credit for General Education courses, they must meet the standards outlined in the General Education Transfer Credit policy

Students, who have completed their degrees at a non-American institution, must provide an official evaluation of credit from a recognized credit evaluation agency (e.g., World Education Service). Transfer of credit will be reviewed and awarded on a course by course basis.

Students who are awarded transfer of credit for the following courses:

- BIO1011 Anatomy and Physiology I
- BIO1012 Anatomy and Physiology I Lab

will be exempted from AHS1001 Medical Terminology. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Acceptance of Graduate Transfer Credit

Transfer credit may be allowed in some graduate or post baccalaureate degree programs at the discretion of the College/School Dean or Department Chair. However, the majority of credits toward any graduate or post baccalaureate degree program must be earned at South University.

The University reserves the right to reject any or all undergraduate or graduate credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the University on this question shall be final. The University reserves the right to disallow transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below average.

Credits Earned at a South University Campus

Credits earned at any South University campus will be accepted at all campuses except as mentioned herein. If accepted, these credits will not be considered transfer credit (with the exception of Legal Studies ["LGS"] courses for students in the Associate of Science in Paralegal Studies or Bachelor of Science in Legal Studies programs); they will be included as credits earned at South University. If a campus should close a program in any state, students in good standing will be accepted at any South University campus having the same or a similar authorized degree program. The credits earned in the students' original degree program will be applied to the degree program at the new location.

Acceptance of Nontranscripted Credit

South University offers students an opportunity to obtain course credit in areas of competency through several non-transcripted means, including AP Examinations, University-administered proficiency examinations, education training, and military experience and training. South University does not award credit for life experience. Acceptance of credits earned at other institutions, through examination, and/or other means described in this catalog is limited to 75 percent* of the total hours required for an undergraduate degree. No more than half the major area course requirements (i.e., those requirements beyond General Education) can be earned through transfer credit, through examination, and/or other means described in this catalog.

**Students at the Richmond and Virginia Beach campuses may only transfer in 70% of the total hours required for an undergraduate degree.*

Clinical Pastoral Education (CPE)

Credit may be awarded in the Doctor of Ministry (D.Min.) program for work successfully completed at a CPE center accredited by the Association for Clinical Pastoral Education (ACPE). Four credit hours (quarter credits) may be awarded for each unit of CPE completed. Students must provide documentation from the center indicating the dates of the program, and the hours and units or levels completed; the form must be signed by a certified CPE supervisor or his/her designee.

- If a student has completed 2 units (Level I), MIN7591 and MIN7691 can be awarded transfer of credit.
- If a student has completed 4-5 units, but can only document Level II, then MIN7592 and MIN7692 can be awarded transfer of credit.
- If a student has completed 4-5 units (Levels I and II) with documentation, then MIN7591, MIN7691, MIN7161 and MIN7563 can be awarded transfer of credit.

College Board Advanced Placement (AP) Examinations

South University supports the College Board's Advanced Placement Program, which allows high school students the opportunity to pursue college level courses in their own schools and to be taught the material by their own teachers. After completion of the AP courses, students take the appropriate AP test to determine their level of achievement. For college credit to be awarded, a student must have official score reports from the College Board sent directly to the Office of Registrar at South University.

Since there is major overlap in course content between the two English AP exams, the awarding of AP credit in English will be treated separately from that of other disciplines as follows:

1. If a student receives a score of "3" on either English AP exam, credit will be awarded for ENG1100 Composition I (four credit hours);
2. If a student receives a score of "4" or "5" on the English Language and Composition Exam, credit will be awarded for ENG1100 Composition I and ENG1200 Composition II (eight credit hours);
3. If a student receives a score of "4" or "5" on the English Literature and Composition Exam, credit will be awarded for ENG1100 Composition I and ENG 1300 Composition III (eight credit hours).

If a student receives a score of 3 or higher on the AP Computer Science A exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).

For additional information concerning the awarding of AP credit, contact the Registrar at the appropriate campus.

Credit by Examination

CLEP and DSST certification exams can be submitted for evaluation for course credit. The guidelines for awarding credit are available from the Registrar at the appropriate campus. In general, no score less than 50 on the CLEP test will be considered for course credit. The credit granting score for DSST exams is available from the Registrar.

If students earn a credit granting score for a CLEP or DSST exam that does not directly correlate to a course offered by South University, credit may be awarded as a) free elective, OR b) General Education credit in the appropriate area.

Credits earned by examination are considered in the same way as transfer credits and are not used in the computation of the student's grade point average. Students may not earn more than 75 percent* of their total credits and 50 percent of their major credits through credit by examination, transfer credit, or a combination thereof. The time limit for granting credit by examination for any course is the same as that for accepting transfer credit for the same course.

**Students at the Richmond and Virginia Beach campuses may only transfer in 70% of the total credit hours required for an undergraduate degree.*

Credit by Education Training

College credit may also be awarded for education training completed through business and industry, the armed services, or government organizations. South University is guided by the principles and recommendations of the American Council on Education (ACE) guidebooks when assessing requests for credit earned in this manner. Students must have their ACE transcripts sent directly from the Center for Adult Learning and Educational Credentials to the appropriate campus Registrar at South University.

University Credit for Military Experience and Training

The University recognizes and uses the American Council on Education (ACE) Guide to the Evaluation of Educational Experience in the Armed Services to determine the value of learning acquired in military service. We award credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations when applicable to a Service member's program. In addition, we utilize Joint Services Transcript (JST) or Community College of the Air Force (CCAF) Transcript in our processing of prior learning experiences for possible transfer credit.

Students who wish to have their military experience and training evaluated for university credit should send the JST or the CCAF transcript to the appropriate campus Registrar. Additionally, credit may also be awarded through review of a student's certified Department of Defense (DD) Form 214 (Armed forces of the United States Report of Transfer or Discharge) in conjunction with the ACE Guide, to the Evaluation of Educational Experiences in the Armed Forces. Credit will be applied to a degree program upon the approval of the Department Chair from which the degree is to be awarded.

Timing of Transcripted and Nontranscripted Credit Consideration and Acceptance

South University will accept transcripts for transcripted (transfer) and documentation of non-transcripted credit evaluation at any point during a student's program of study, provided that limits placed on the total number of credits for the program and components of the program will not be exceeded. During a student's first quarter enrolled at South University, all official transcripts must be received and evaluated for those courses related to establishing basis of admission. No courses will be evaluated for transfer of credit during a student's final quarter before graduation. Active/Guard/Drilling Reserve military students may have a waiver from this policy concerning their final quarter or final two sessions (for students in on-campus programs) or final two course sessions (for students in on-line programs) and should work closely with their academic advisors or academic counselors as to their eligibility to have courses evaluated for transfer of credit at any time during their program.

Students are encouraged to submit all transcripts for transfer of credit evaluation or documentation for non-transcripted credit as soon as possible upon admission to their program of study to enable accurate scheduling of coursework. Students are also strongly encouraged to discuss with their advisors or registrars the potential transferability of outside coursework being considered.

Notice Concerning Transferability of Credits Earned at South University

In the U.S. higher education system, transferability of credit is determined by the receiving institution taking into account such factors as course content, grades, accreditation and licensing. For this reason South University does not imply, promise, or guarantee that credits earned at South University will be accepted by another college or university. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. Students considering transferring to another college or

university are responsible for determining whether that school will accept South University credits. South University encourages students to initiate discussions with the potential transfer school as early as possible.

The Associate of Applied Science programs are considered by some educational institutions and state agencies to be "terminal" and/or "occupational" programs. Credits earned in terminal and/or occupational programs are generally not applicable to other degrees; however, the acceptance of transfer credit remains at the discretion of the receiving institution.

Credit Hour Definitions

Definition of a Credit Hour

South University operates on a quarter system, with each quarter having approximately 10 to 12 weeks. Course credit is awarded on the basis of the number of hours spent in lecture and/or lab situations. One quarter credit hour is equivalent to at least 10 hours of lecture/didactic or guided research, 20 hours of lab work, 30 hours of internship/externship or clinical practicum, or a combination of these equivalencies.

Course offerings are equivalent in course hours whether offered in a 4, 5.0, 5.5, 10 or 11 week format and regardless of modality.

**Some programs may require additional instruction engagement/contact hours above the thresholds established in this policy.*

Credit Hour and Outside Class Expectations

South University operates on a quarter system with each quarter having approximately 10 to 12 weeks.

Students can expect ten (10) hours of instructional engagement for every one quarter credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting or in the e-classroom.

In addition to instructional engagement, students can expect to complete at least twenty (20) hours of outside work for every one quarter credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work also includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations, and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

Other academic work leading to the awarding of credit hours requires at least an equivalent amount of work as listed in the paragraph above and shall be applied to other academic activities as established by the institution, including laboratory work, internships, practica, guided research, and studio work. For example, one quarter credit hour is also equivalent to at least 20 hours of lab work, 30 hours of internship/externship, clinical practicum, or a combination of the equivalencies.

**Some programs may require additional instruction engagement/contact hours above the thresholds established in this policy.*

South University offers three modalities of instruction as defined below:

Fully-Online: instructional engagement is achieved via technology through a learning management system and other technology tools.

Campus/On-site Courses: All instructional engagement is delivered face-to-face.

Blended (Hybrid): Instructional engagement is delivered via a combination of online activities (e-classroom) and face to face interaction with online activities replacing no more than 50% of the face-to-face instructional engagement activity. (In accelerated programs, online activities may constitute a higher percentage.) Blended courses must be approved through a specific application process and are initiated by campus based faculty or academic administration. Online course content in

blended classes, including assignments, is determined by the College/School, and is consistent in all blended course shells. Instructors may add additional content to the classroom shell, not to exceed 20% of the total.

Academic Colleges/ Schools are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy

Credit Hour Conversions

Semester credit hours are converted to quarter credit hours by multiplying the number of semester credits by 3 and then dividing the result by 2. For example, a 3 semester credit hour course equals a 4.5 quarter credit hour course (3 semester hours multiplied by 3, with the result divided by 2) while a 2 semester credit hour course equals a 3 quarter credit hour course (2 semester hours multiplied by 3, with the result divided by 2). Credits will be rounded up or down as appropriate (i.e., 2.0 to 2.49 will be rounded down to 2 credit hours, 2.50 to 2.99 will be rounded up to 3 credit hours).

Grade Level Classification

On-Campus Programs

Students are classified according to the number of credit hours earned toward completion of the program. Students with fewer than 36 credits are considered freshmen; with as many as 37 but fewer than 90, a sophomore; with as many as 91 but fewer than 126, a junior; and with 127 or more, a senior, as illustrated in the following table:

Freshman: 0-36 hrs.
Sophomore: 37-90 hrs.
Junior: 91-126 hrs.
Senior: 127+ hrs.

Online Programs

Undergraduate students are classified according to the number of credit hours earned toward completion of the program. Students with fewer than 36 credits are considered freshmen; with as many as 36 but fewer than 72, a sophomore; with as many as 73 but fewer than 108, a junior; and with 109 or more, a senior, as illustrated in the following table:

Freshman: 0-36 credits
Sophomore: 37-72 credits
Junior: 73-108 credits
Senior: 109+ credits

Academic Year Definitions

Undergraduate Academic Year South University, Non-Term Based Programs

- Week: 7 consecutive calendar days.
- Course:
    - 5 week courses = 5 weeks of instructional time.
    - 10 week courses = 10 weeks of instructional time
- Academic Year: Minimum of 30 weeks of instructional time; 36 earned credits.

- Full-Time Enrollment: All non-term students in online programs who remain continuously enrolled, including breaks of 29 consecutive calendar days or less, are classified as full-time.
- Instructional Week: Defined as Monday 12:00 A.M. Mountain Time (MT) to 11:59 P.M. MT the following Sunday.
- For online classes beginning on Thursday, (this includes all 5 and 10 week courses) the attendance week is defined as beginning on Thursday at 12:00 A.M. MT to 11:59 P.M. MT the following Wednesday

Graduate Academic Year South University, Non-Term Based Programs

- Week: 7 consecutive calendar days.
- Course:
    - 5 week courses = 5 weeks of instructional time
    - 5 weeks and 3 days of instructional time (some courses may consist of 10 weeks or 11 weeks of instructional time).
- Academic Year: Minimum of 30 weeks of instructional time; 32 earned credits.
- Full-Time Enrollment: All non-term students in online programs who remain continuously enrolled, including breaks of 29 consecutive calendar days or less, are classified as full-time.
- Instructional weeks are defined as Monday 12:00 A.M. Mountain Time (MT) to 11:59 P.M. MT the following Sunday.
- For online classes beginning on Thursday, (this includes all 5 and 10 week courses) the attendance week is defined as beginning on Thursday at 12:00 A.M. MT to 11:59 P.M. MT the following Wednesday.

Grading Policies

Grading System

Grade	Quality Points	Range	Interpretation
A	4.0	90-100	Excellent
B	3.0	80-89	Above Average
C	2.0	70-79	Average
D	1.0	60-69	Minimum Passing
F	0.0	0-59	Failure
WF	0.0	0	Withdraw/Failure
NCF	0.0	0	Non-Completion Failure
LP*	0.0	33-79	Limited Progress

Grades or symbols of "D," "F," "W," "WP," "WF," "NCF" and "LP" can negatively affect one or more of the following and should be considered punitive in terms of a student's Satisfactory Academic Progress (SAP): Cumulative Grade Point Average (CGPA), Incremental Completion Rate (ICR) or Maximum Allowable Timeframe (MTF). A grade of "C" may also be punitive in certain graduate and professional program courses requiring a grade of "B" or higher. Refer to the catalog section on "Explanations of Related Issues" for additional information on calculation of CGPA, ICR, and MTF.

*Note: The grade of LP may be awarded in Pass/Fail courses. Students who complete the remaining assignments in the extension course receive a letter grade or grade of P and the grade for the original dissertation course is changed to a letter grade or to P. Students who complete at least half of the remaining assignments may be awarded the grade of LP and then register for a subsequent extension course. Students who do not make adequate progress receive a grade of F and the grade for the original dissertation course is changed to a grade of F.

Calculation of Grade Point Average

The cumulative grade point average (CGPA) is determined by dividing the total number of quality points, calculated by multiplying the numeric equivalents of course grades (e.g., A=4.0) by the number of credit hours assigned to each course (e.g., 4 credit hours x 4.0), by the total number of credit hours attempted. Transfer credits, course exemptions, and non-punitive grades will not be used in determining grade point average.

The following symbols are used on grade reports, but are not used in the determination of a student's grade point average:

EX Course exempted

PR Course credit earned through credit by examination

TR Course credit through transfer

P Pass

AU Audit

W Withdrawal, no grade penalty

WP Withdraw/Passing

WV Waiver for a course, does not affect ICR/MTF/CGPA, does not count as an attempt for programmatic progressions

WX Withdrawal, never attended but registered (no course credit or residence credit)

I Incomplete

^ Caret Symbol, which denotes a developmental course grade

Incompletes are given at the discretion of the faculty member to any student who does not complete the course requirements. To receive an incomplete the student must have completed at least one-half (50 percent) of the course requirements. If the incomplete is granted, it is the student's responsibility to complete the remainder of the required coursework.

Incomplete grades must be cleared within 14 consecutive calendar days of the end of session (unless special approval is received from the Vice Chancellor for Academic Affairs, Campus Dean of Academic Affairs and Operations, or College/School Dean) or the incomplete will be changed to the grade earned. The final grade for the course will be designated on the transcript by the appropriate letter grade.

School of Pharmacy Grading and Credit Hours

To *satisfactorily* complete a course, a student must earn a grade of 2.00 (C) or better for the course. The course grade may be based upon components such as quizzes, examinations, participation and assignments as outlined in each course syllabus. The format of course examinations may vary at the discretion of the instructor(s). Common exam formats used include multiple choice, matching, short answer, essay and demonstrations of clinical competencies. Specific instructions regarding missed assignments or examinations are outlined in each course syllabus, but approval of the course coordinator(s) is a common

requirement for making up a missed test or examination. Specific information regarding the calculation of course grades can be found in the syllabus of each course. Students are encouraged to read course syllabi carefully and to contact the course coordinator(s) if any questions arise.

Course instructors will make every effort to post graded examinations and assignments promptly. Students may be allowed to review and/or required remediate examinations and assignments after they have been graded. At that time, faculty members are expected to maintain reasonable availability to address student questions regarding the test.

The School of Pharmacy employs the following grading scale:

Percentage Grade	GPA
90 and above	4.00
89	3.90
88	3.80
87	3.70
86	3.60
85	3.50
84	3.40
83	3.30
82	3.20
81	3.10
80	3.00
79	2.90
78	2.80
77	2.70
76	2.60
75	2.50
74	2.40
73	2.30
72	2.20
71	2.10
70	2.00
69	1.80
68	1.60

67	1.40
66	1.20
65	1.00
64 & below	0.00
F (Failure)	0.00
WF (Withdrawal/Failure)	0.00
NCF (Non-Completion Failure)	0.00
LP (Limited Progress)	0.00

Courses are rated at one credit hour for 10 hours of lecture, 15-20 hours of recitation/small group discussion, or 30 hours of laboratory/and or practice session. A total of 2.0 credit hours will be assigned for each week of Intermediate Pharmacy Practice Experience/Rotation (IPPE) and 1.6 credit hours will be assigned for each week of advanced practice experiences/rotations (APPE). A cumulative grade point average will be calculated and posted on the student's transcript at the end of each academic quarter. Class ranking information is available upon request from the Office of the Registrar.

The following symbols are used on grade reports, but are not used in the determination of a student's grade point average:

EX Course exempted
PR Course credit earned through credit by examination
TR Course credit through transfer
P Pass
AU Audit
W Withdrawal, no grade penalty
WP Withdraw/Passing
WV Waiver for a course, does not affect ICR/MTF/CGPA, does not count as an attempt for programmatic progressions
WX Withdrawal, never attended but registered (no course credit or residence credit).
I Incomplete
^ Caret Symbol, which denotes a developmental course grade

Grades or symbols of "D," "F," "W," "WP," "WF," "NCF" and "LP" can negatively affect one or more of the following and should be considered punitive in terms of a student's Satisfactory Academic Progress (SAP): Cumulative Grade Point Average (CGPA), Incremental Completion Rate (ICR) or Maximum Allowable Timeframe (MTF). A grade of "C" may also be punitive in certain graduate and professional program courses requiring a grade of "B" or higher. Refer to the catalog section on "Explanations of Related Issues" for additional information on calculation of CGPA, ICR, and MTF.

Repeating Courses

Students may repeat coursework to meet academic requirements. A student enrolled in developmental coursework (ENG0099 and MAT0099) must be able to successfully complete the course within their first three attempts or the student will be academically dismissed. The last grade received replaces any previous course grades in the calculation of the cumulative grade point average for graduation unless the last grade is one of the following: W, WX, or AU. When one of these is the last grade, the previous grade continues to be used in the GPA calculation. However, the cumulative grade point average for the calculation of honors at graduation will include all grades earned at South University. Students who are veterans can only receive veteran benefits when repeating courses for which failing grades were earned.

Grade Reporting and Challenges

Grade Reporting

Grade reports are made available to students at the end of each class. Students in online programs may request a grade report four days after the completion of each course from the Student Support center at studentsupport@southuniversity.edu.

Grade Challenges for All Programs Except School of Pharmacy

Any student wishing to challenge a final course grade must first discuss the grade with the faculty member of the course in question within 14 consecutive calendar days of the end of final week for on ground courses and within 14 consecutive calendar days of the end of the online session in writing. Challenges after that time will not be permitted, and the grade recorded on the official grade sheets will prevail.

For on-ground classes, if the grade challenge is denied in whole or in part by the faculty member and the student is not satisfied with the explanation for the denial, it may be appealed to the Department Chair/Program Director (whoever is located on the student's campus) and thereafter, in succession, to the Dean of Academic Affairs and Operations on that campus, and then to the Dean of the College offering the course. The decision of the Dean of the College is considered final. Appeals of a decision rendered at any level must be received in writing by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level.

For online classes, if the grade challenge is denied in whole or in part by the faculty member, and the student is not satisfied with the explanation for the denial, the student should contact his/her Academic Counselor or Plus Lead to complete an appeal form that will be forwarded by the Academic Counselor or Plus Lead to the Online Department Chair/Program Director. If still not resolved to the student's satisfaction at any level, the decision may be appealed, in succession, to the Associate Vice Chancellor for Online, and then to the Dean of the College offering the course. The decision of the Dean of the College is considered final. Appeals of a decision rendered at any level must be received in writing by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level.

Grade Challenges for School of Pharmacy

School of Pharmacy Academic Appeals Policy (Final Grade in a Course)

A student has the right to file a formal appeal if there is a disagreement with the final grade, which has been awarded in a course that is based on an appropriate concern. The procedure for bringing an academic appeal is as follows:

1. A formal appeal must be initiated within seven calendar days following the date final grades are posted for the term. To initiate an appeal, the student must present the appeal in writing utilizing the appropriate School of Pharmacy Notification of Appeal Form to the faculty member in charge of the course. Appeals submitted for consideration should have clearly stated grounds for such an appeal with objective support for consideration.
2. Once the appeal is received by the course faculty member, it is his/her responsibility to forward the notification of the appeal to the appropriate Assistant Dean for Operations, the Registrar, and the Dean to inform them that a grade appeal has been filed. After reviewing the student's appeal, the faculty member will render a decision in writing no later than five calendar days after receiving the appeal.
3. If the faculty member does not resolve the appeal, the student may forward the notification of appeal to the appropriate Assistant Dean for Operations within two calendar days. After reviewing the student's appeal, the Assistant Dean for Operations will render a decision in writing no later than ten five calendar days after receiving the appeal.
4. If the Assistant Dean for Operations does not resolve the appeal, the student may present the notification of appeal to the Office of the Dean within two calendar days. After reviewing the student's appeal, the Dean or his designee will render a decision in writing no later than five calendar days after receiving the appeal. The decision of the Dean of the School will be final.

Incomplete Policy

Incompletes are given at the discretion of the faculty member to any student who does not complete the course requirements. To receive an incomplete, the student must complete at least one-half of the course requirements; then, it is the student's responsibility to complete the remainder of the required coursework.

Incomplete grades must be cleared within 14 consecutive calendar days of the end of session (unless special approval is received from the Vice Chancellor for Academic Affairs, Campus Dean of Academic Affairs and Operations, or College/School Dean) or the incomplete will be changed to the grade earned. The final grade for the course will be designated on the transcript by the appropriate letter grade.

Note: Students in online courses cannot earn participation points on discussion assignments completed during the incomplete period.

University Examinations/Culture of Assessment

South University seeks to provide an optimal learning experience for each of its students. To provide evidence of learning achievement in the classroom, students are required to participate in university-level assessment activities (e.g., Standardized Assessment of Information Literacy Skills, course embedded assessment and portfolios) on an ongoing basis throughout their academic studies. Current university level assessment activities are focused on general education learning outcomes (skills in the areas of mathematics, communications, critical thinking, etc.) in the undergraduate programs, in addition to the learning assessment, which takes place in each academic program. The final formal examinations of general education skills occur before graduation, usually after students enter their final two quarters of their program. Students' scores will not be factored into their GPA or entered on their transcript. Completion of these exams is an official University requirement for graduation.

Honors

Only work taken at South University will be considered in computing honors.

President's List

Published quarterly, for term-based students, the President's List honors those students who demonstrate outstanding academic achievement. To be eligible for the President's List, a student must complete a minimum of 12 credit hours and earn a grade point average of 4.00. Graduate students, except for those in the pharmacy program, are not included.

Dean's List

Published quarterly, for term-based students, the Dean's List honors those students who demonstrate outstanding academic achievement. To be eligible for the dean's list, a student must complete a minimum of 12 credit hours and earn a grade point average of 3.5 or above.

For undergraduate students in non-term based programs, eligibility for the President's or Dean's List is considered at the end of each payment period. At the end of a payment period, the grade point average will be evaluated for the grade point average levels as specified for the President's or Dean's List. A student is only evaluated once for periodic outstanding academic achievement at the end of a payment period.

Honors at Graduation

All work taken at South University will count in the calculation of the cumulative grade point average for honors at graduation. The calculation will include original and repeated course grades.

Undergraduate Honors

Cum Laude: Undergraduate degree program students graduating with a cumulative grade point average of 3.50 through 3.69 will be graduated cum laude.

Magna cum Laude: Undergraduate degree program students graduating with a grade point average of 3.70 through 3.89 will be graduated magna cum laude.

Summa cum Laude: Undergraduate degree program students graduating with a grade point average of 3.90 through 4.00 will be graduated summa cum laude.

Graduate Recognition

For students in graduate programs, the evaluation period for honors includes all courses attempted and completed at the graduate level while at South University. For students in graduate programs, honors at graduation include:

Honors: Graduate degree program students graduating with a grade point average of 3.75 through 3.89 will be graduated with Honors.

High Honors: Graduate degree students graduating with a grade point average of 3.90 through 4.00 will graduate with High Honors

Graduation

Commencement Attendance

Students preparing for graduation are welcomed and encouraged to participate in their local campus ceremonies. Students in online programs are encouraged to participate in the Savannah, Georgia ceremony held each year in June. Students who choose to participate in the graduation ceremony must do so within twelve (12) months from the date of their degree completion.

Graduation Date Policy

Graduation dates and degree conferred will reflect the last day of the term in which the student completes the degree requirements.

Students who satisfy incompletes or other degree requirements after 14 calendar days from the end of the term or session will have their graduation and degree conferred dates reflect the day the academic requirements are completed.

Application for Graduation

It is the responsibility of each potential graduate to complete an application for graduation. The application should be submitted during the registration period two quarters before the anticipated graduation date. Fully online students should request and submit the graduation application to their Academic Advisor.

Graduation Requirements

Associate's and Bachelor's Degrees Program Graduation Requirements

To receive an associate's or bachelor's degree or certificate, (except for Nursing, Medical Assisting, Occupational Therapy Assistant, and Physical Therapist Assistant) a student must satisfy these four requirements:

1. Successfully complete the program requirements described in the Catalog.
2. The student must receive a cumulative grade point average of 2.00 or higher in all courses in the student's major (i.e., those described in Area III of the program curriculum outlined in the University's Academic Catalog).
3. The student must have a cumulative grade point average of 2.0 or higher for all coursework taken at the University. The student must abide by all University rules and regulations and settle any financial obligations to the University before graduation. Students in the baccalaureate degree nursing program must be able to meet the physical and mental demands per the statutory requirements of the State of Florida.
4. The student must abide by all University rules and regulations and settle any financial obligations to the University before graduation.

Associate of Science in Medical Assisting Graduation Requirements

In order to graduate from the Associate of Science in Medical Assisting program, a student must:

1. The student normally must complete the course requirements described in the catalog in effect when the student enrolled. However, academic programs are subject to change at the discretion of the institution. Students who leave the university longer than one calendar year will be required to meet catalog requirements in effect at the time of their return;
2. The student must receive a C or better in all major courses;
3. The student must complete 40 percent of all required courses at South University. At least 50 percent of the major curriculum coursework must be completed at South University; the student must abide by all University rules and regulations and settle any financial obligations to the university.

Associate of Science or Associate of Applied Science in Occupational Therapy Assistant Graduation Requirements

South University and the OTA Program reserve the right to make changes to any and all systems, policies and procedures related to the OTA Program at any time. This includes changes to admissions, financial aid, and the curriculum and graduation requirements. Please consult the most current *South University Academic Catalog* or most current addendum for updated information.

In order to graduate from the Associate of Science in Occupational Therapy Assistant program or the Associate of Applied Science in Occupational Therapy Assistant, a student must:

1. The student normally must complete the course requirements described in the catalog in effect when the student enrolled. However, academic programs are subject to change at the discretion of the institution. Students who leave the University longer than one calendar year will be required to meet catalog requirements in effect at the time of their return. Students may request department chair/coordinator approval for a course substitution or waiver. The OTA Program Director in consultation with the Dean of Academic Affairs and Operations and College Dean must approve deviation from any program requirements. Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program.
2. The student must achieve a cumulative grade point average of 2.50 or higher in all courses in the student’s major in the Professional OTA Curriculum.
3. The student must achieve a cumulative grade point average of 2.50 or higher for all coursework taken at the University.

4. The student must abide by all University rules and regulations before graduation.

Associate of Science and Associate of Applied Science in Physical Therapist Assistant Graduation Requirements

In order to graduate from the Associate of Science or the Associate of Applied Science in Physical Therapist Assistant program, a student must:

1. Successfully complete the course requirements described in the Catalog. Students who leave the University longer than one calendar year will be required to meet catalog requirements in effect at the time of their return.
2. Complete all coursework in the technical phase of the program with a cumulative grade point average (CGPA) of at least 2.50 and a minimum grade of C (or passing grade) in all courses.
3. Abide by all University rules and regulations and settle any financial obligations to the University before graduation.

Bachelor of Science in Nursing (BSN) programs Graduation Requirements

To graduate from the Undergraduate nursing programs (BSN) a student must satisfy the following requirements:

1. The student must successfully complete the program requirements described in the Catalog in effect when the student enrolled. Students withdrawn from the university one year or longer will be required to meet the program requirements in effect at the time of their return.
2. Passing grades in all nursing lab and practice courses.
3. Grades of "C" or higher in all nursing courses.
4. A cumulative grade point average (CGPA) of 2.75 or higher and a CGPA of 2.75 or higher in nursing courses.
5. Complete comprehensive achievement examinations and NCLEX review courses.

Bachelor of Science in Nursing (RN to BSN) programs Graduation Requirements

To graduate from the Nursing (RN to BSN) Program a student must satisfy the following requirements:

1. The student must successfully complete the program requirements described in the Catalog in effect when the student enrolled. Students withdrawn from the university one year or longer will be required to meet the program requirements in effect at the time of their return.
2. Passing grades in all nursing lab and practice courses.
3. Grades of "C" or higher in all nursing courses.
4. A cumulative grade point average (CGPA) of 2.5 or higher.

Master of Science in Criminal Justice Graduation Requirements

In order to graduate from the Master of Science in Criminal Justice program, a student must:

1. Successfully complete the program requirements described in the Catalog in effect when the student enrolled in South University.
2. Complete all course work in the degree program with a cumulative grade point average (CGPA) of at least 3.0 and no course grade below a C.

Doctor of Business Administration Graduation Requirements

To receive the Doctor of Business Administration degree, a student must satisfy the following requirements:

1. Successfully complete the course requirements described in the catalog in effect when the student enrolled in the program. A student who leaves South University longer than three quarters will be required to meet catalog requirements in effect at the time of his/her return.
2. Possess a cumulative grade point average of 3.0 or higher, with no grade below a B.
3. Successfully complete the requirements (with a Pass or High Pass) of the DBA Comprehensive Examination.
4. Successfully complete the requirements of the DBA Doctoral Dissertation.
5. Students enrolled in the online program must successfully complete the requirements of the DBA Virtual Residencies.

College of Business Graduation Requirements for Masters Programs

In order to graduate from the Master of Science in Accounting, the Master of Business Administration, the Accelerated Master of Business Administration, the Master of Business Administration in Healthcare Administration, the Accelerated Master of Business Administration in Healthcare Administration, the Master of Healthcare Administration, the Master of Science in Human Resources Management, the Master of Science in Information Systems, the Master of Science in Leadership, or the Master of Public Administration, a student must satisfy these requirements:

1. Successfully complete the program requirements described in the Catalog.
2. Complete all course work in the program with a cumulative grade point average (CPGA) of at least 3.0
3. Complete all course work in the program with no grade below a C.

Bachelor of Science to the Master of Science in Accounting (BS to MS in Accounting) Graduation Requirements

In order to graduate from the BS to MS Accounting Program, a student must satisfy these requirements:

1. Successfully complete the program requirements described in the Catalog.
2. Complete all graduate course work in the program with a cumulative grade point average (CPGA) of at least 3.0
3. Complete all graduate course work in the program with no grade below a C.

Doctor of Occupational Therapy Graduation Requirements

To receive a Doctor of Occupational Therapy degree, a student must:

1. Currently not be on clinical or professional probation.
2. Complete the mandated credit hours (graduate credits) specifically approved by the program, within six (6) years. Beyond this time-frame, coursework will need to be repeated so as to keep up with new practice and professional information.
3. Complete the Doctor of Occupational Therapy program degree requirements with a minimum overall GPA of 3.0.
4. Satisfactorily meet all financial and library obligations of the university.

Master of Arts in Clinical Mental Health Counseling Graduation Requirements

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination process.
3. Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress Promotions Policy during periods of probation or suspension.

*Please refer to the Graduate Student Handbook for the Clinical Mental Health Counseling program for additional information regarding the Progress Promotions Policy.

Master in Medical Science in Anesthesia Science Graduation Requirements

1. The student must complete the course requirements described in the catalog in effect when the student was enrolled.
2. The student must successfully meet the standards for Academic, Clinical and Professional Performance.
3. Students must maintain an overall CGPA of 2.5 at the time of graduation.
4. Student must be in good standing at the time of graduation; - i.e. not be on any type of warning or probationary status at the conclusion of their final quarter of enrollment.

Master of Science in Physician Assistant Degree Program Graduation Requirements

To receive a Master of Science in Physician Assistant degree a student must satisfy the following requirements:

1. The student normally must complete the course requirements described in the catalog in effect when the student enrolled. Students who leave South University longer than 3 quarters will be required to meet catalog requirements in effect at the time of their return.
2. The student must receive a minimum grade of "C" or better in all courses.
3. The student must have a cumulative GPA of 3.0 or higher for all coursework taken while in the South University Physician Assistant program.
4. The student must successfully complete the summative evaluation before graduation.

The typical pace of the Physician Assistant program curriculum is 27 months. Students must complete all graduation requirements for the Master of Science of Physician Assistant Degree within 45 months of their initial matriculation into the South University PA program

Doctor of Nursing Practice, Post Graduate Certificates, Master of Science in Nursing and the RN to Master of Science in Nursing Graduation Requirements

To graduate from the South University College of Nursing graduate program a student must satisfy the following requirements:

1. The student must successfully complete the program requirements described in the Catalog in effect when the student enrolled. Students withdrawn from the University one year or longer will be required to meet the program requirements in effect at the time of their return.
2. The student must successfully complete the required number of clinical practice hours and receive a satisfactory clinical performance evaluation.
3. A letter grade of "B" or higher in all courses through the entire program of study (inclusive of undergraduate and graduate courses).
4. A CGPA of 3.0 on a 4.0 scale.

Master of Public Health Graduation Requirements

To receive the Master of Public Health degree, a student must satisfy the following requirements:

1. Successfully complete the program requirements described in the Catalog in effect when the student enrolled in the program. This includes both the core courses (PHE5001, PHE5005, PHE5010, PHE5015, PHE5020), principal courses (PHE6201, PHE6202, PHE6203, PHE6210, PHE6220, PHE6250, PHE6402, PHE6404) and the practicum experience (PHE6980).

2. A student who leaves South University for one year or longer will be required to meet the program requirements in effect at the time of his/her return.
3. Complete all course work in the degree program with a cumulative grade point average of at least 3.0.
4. Successfully repeat all courses in which a grade lower than a "C" was earned.
5. Successfully complete the required number of public health practicum hours and receive a satisfactory performance evaluation.
6. Abide by all University rules and regulations and settle any financial obligations to the University before graduation.

Doctor of Ministry Graduation Requirements

To receive the Doctor of Ministry degree, a student must satisfy the following requirements:

1. Successfully complete the course requirements described in the catalog. A student who leaves South University longer than three quarters will be required to meet catalog requirements in effect at the time of his/her return.
2. Possess a cumulative grade point average of 3.0 or higher and complete all coursework in the program with no grade below a C. Successfully complete a portfolio review at mid-point (48 credit hours completed, Standard Track only) and the end of the program (all students).
3. Abide by all University rules and regulations and settle any financial obligations to the University before graduation.

School of Pharmacy Graduation Requirements

Students who have satisfactorily completed all academic requirements and who have been recommended by the School of Pharmacy faculty (as indicated by the successful completion of the School of Pharmacy curriculum) may be awarded the Doctor of Pharmacy degree, provided that they are of good moral character and have met the following standards. They must:

1. Have successfully remediated all course scores of 0.00 (F).
2. Have completed the Doctor of Pharmacy curriculum with no less than a 2.00 cumulative grade point average.
3. Have satisfactorily completed four academic years of residence in a school of pharmacy that is either fully ACPE accredited or has ACPE pre-candidate or candidate status, the final two academic years of which must be completed at South University School of Pharmacy.
4. Have completed all Interprofessional Education and Community Service requirements.
5. Have completed all legal and financial requirements of the School of Pharmacy.
6. Have exhibited the ethical, professional, behavioral, and personal characteristics necessary for the practice of pharmacy.
7. Have completed an exit interview with the Office of Financial Aid if the student is a recipient of any form of financial aid.

Posthumous Degrees

South University will award a posthumous degree if a student, at the time of his/her death, had not completed degree requirements but was actively enrolled at the University, was in good academic standing, and had completed approximately two-thirds of the requirements for the program. Next of kin of the deceased student may request, in writing, consideration for a posthumous degree to the College/School Dean. If the degree is awarded, and the next of kin desires, the deceased student's name can be read at the next commencement ceremony. In such cases a diploma will be provided free of charge.

Policies for Second Degrees

Requirements for a Second Undergraduate Degree

Students may earn a second baccalaureate degree by fulfilling all of the degree requirements for both degrees including all general education and program requirements. Meeting the requirements for the second baccalaureate degree includes earning a minimum of 64 credit hours beyond those required for the first degree, with a minimum of 244 credit hours total earned for both baccalaureate degrees. Students are subject to the satisfactory academic progress, graduation requirements, and all other academic policies and procedures of the first baccalaureate degree until those requirements for the first degree are complete. Once the first baccalaureate degree is complete, students are subject to the satisfactory academic progress, graduation requirements, and all other academic policies and procedures of the second baccalaureate degree until those requirements for the second degree are complete.

Students must declare their intent to seek a second baccalaureate degree in writing to the registrar for campus-based students or their Academic Counselor for student in online programs and the program director so that they may be properly advised as to the requirements for both baccalaureate degree programs. Once the requirements for each baccalaureate degree are successfully completed, the student's transcript will show the degree's completion and a diploma will be issued for the degree. Note that South University does not allow double baccalaureate majors.

Students may earn a second associate's degree by fulfilling all of the degree requirements for both degrees including all general education and program requirements. Meeting the requirements for the second associate's degree includes earning a minimum of 24 credit hours beyond those required for the first degree, with a minimum of 116 credit hours total earned for both associate's degrees. Students are subject to the satisfactory academic progress, graduation requirements, and all other academic policies and procedures of the first associate's degree until those requirements for the first degree are complete. Once the first associate's degree is complete, students are subject to the satisfactory academic progress, graduation requirements, and all other academic policies and procedures of the second associate degree until those requirements for the second degree are complete.

Students must declare their intent to seek a second associate's degree in writing to the registrar for campus-based students or their Academic Counselor for student in online programs and the program director so that they may be properly advised as to the requirements for both associate's degree programs. Once the requirements for each associate's degree are successfully completed, the student's transcript will show the degree's completion and a diploma will be issued for the degree. Note that South University does not allow double associate's degree majors.

Students may earn a second specialization or concentration within a degree program by completing the courses required for both specializations or concentrations. However, completion of the courses required for a second specialization or concentration within a degree program does not satisfy the requirements for a second degree. Requests for completing a second specialization or concentration must be submitted to the Program Director in consultation with the Campus Dean of Academic Affairs and Operations for campus-based students or the Assistant Vice Chancellor for Online Academic Operations for students in online programs prior to the student's graduation.

Students who have previously earned a degree at another institution may not seek a second degree from South University at the same degree level and in the same program.

Requirements for a Second Graduate Degree

Students may normally earn only one graduate degree at South University. Students may request permission to pursue a second graduate degree in a field of study unrelated to their first program of study, but must do so in writing and receive approval from the Vice Chancellor for Academic Affairs. No more than 12 credit hours of previously earned coursework may be applied to the second degree.

Students may earn a second specialization or concentration within a degree program by completing the courses required for both specializations or concentrations. However, completion of the courses required for a second specialization or concentration within a degree program does not satisfy the requirements for a second degree. Requests for completing a second specialization or concentration must be submitted to the Program Director in consultation with the Campus Dean of Academic Affairs and Operations for campus-based students or the Assistant Vice Chancellor for Online Academic Operations for students in online programs prior to the student's graduation.

Students who have previously earned a degree at another institution may not seek a second degree, from South University at the same degree level and in the same program. For example, students with a Master of Business Administration may not apply to South University's Master of Business Administration program.

Satisfactory Academic Progress Policy

Summary

A student must demonstrate Satisfactory Academic/Financial Aid Progress by successfully completing courses attempted. Completing courses with "C" or better grades indicates academic progress. Poor performance such as receiving "D" or lower, withdrawing from a course, and/or being dismissed from a course may put students at risk. Poor performance may lead to an academic/financial aid warning and/or academic dismissal from the University. It is very important that students attend all registered courses and complete them successfully.

The following criteria are used to determine whether or not a student is making academic/financial aid progress, where a student must be able to:

- Maintain a minimum acceptable cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Administrative actions will be taken when a student fails to meet the minimum standards of any of the above criteria. If the action results in academic dismissal from the University, a student may appeal the dismissal. If the appeal is denied, the student will be academically dismissed from the University.

Periods of attendance when a student does not receive financial aid are included in determining academic/financial aid progress. Periods of nonattendance are not included in determining Satisfactory Academic/Financial Aid Progress. While the terms Academic Warning/Financial Aid Warning and Academic Probation/Financial Aid Probation are used, the status applies to all students whether receiving financial aid or not.

Regardless of a student's status in relation to academic/financial aid progress, the student must meet the graduation requirements for his/her specific program in order to graduate from the University.

The Satisfactory Academic Progress Policy contains the following sections:

I. Criteria for Honor Designations
II. Minimum Standards for Undergraduate Satisfactory Academic/Financial Aid Progress and
III. Consequences for Failing to Meet Minimum Standards
IV. Minimum Standards for Graduate Satisfactory Academic/Financial Aid Progress and Consequences for Failing to Meet Minimum Standards
V. Procedures for Appealing Academic/Financial Aid Dismissal
VI. Procedures for Readmission after Academic/Financial Aid Dismissal
VII. Explanations of Related Issues

The University has the right to modify the Satisfactory Academic/Financial Aid Progress policy at any time.

I. Criteria for Honor Designations

South University is proud to honor those students who demonstrate outstanding academic achievement in their programs of study. Honors are evaluated during a student's academic program (for undergraduate students only) and after successful completion of his/her academic program. Only courses taken at South

University will be considered in evaluating and computing honors.

a.) Honors during a Student's Academic Program

South University honors undergraduate students for their periodic outstanding academic achievement through the President's List and the Dean's List. To be eligible for the President's List, a student must achieve a grade point average of 4.00 for the courses completed during the evaluation period. To be eligible for the Dean's List, a student must achieve a grade point average greater than or equal to 3.50 and less than 4.00 for the courses completed during the evaluation period.

For undergraduate students in term-based programs, the President's and Dean's Lists are published quarterly. To be eligible for the President's List, a student must complete a minimum of 12 credit hours (non-developmental courses) during the quarter and earn the appropriate grade point average specified above. To be eligible for the Dean's List, a student must complete a minimum of 12 credit hours (non-developmental courses) during the quarter and earn the appropriate grade point average specified above.

For undergraduate students in non-term based programs, eligibility for the President's or Dean's List is considered at the end of each payment period. At the end of a payment period, the grade point average at the end of the student's payment period will be evaluated for the grade point average levels as specified for the President's or Dean's List. A student is only evaluated once for periodic outstanding academic achievement at the end of a payment period.

After attempting the total number of credit hours specified, the grade point average for a student's most recently attempted 18 credit hours are evaluated for the grade point average levels as specified for the President's or Dean's List. A student is only evaluated once for periodic outstanding academic achievement at each evaluation point.

b.) Honors at Graduation

South University honors students for their outstanding academic achievement upon successful completion of all graduation requirements. All non-developmental courses taken at South University will count in the calculation of the cumulative grade point average for honors at graduation. The calculation will include original and repeated course grades.

For students in undergraduate programs, honors at graduation include:

- Summa Cum Laude: Undergraduate degree students graduating with a grade point average greater than or equal to 3.90 through 4.00 will be graduated Summa cum Laude.
- Magna Cum Laude: Undergraduate degree students graduating with a grade point average greater than or equal to 3.70 but less than 3.90 will be graduated Magna cum Laude.
- Cum Laude: Undergraduate degree students graduating with a cumulative grade point average greater than or equal to 3.50 but less than 3.70 will be graduated Cum Laude.

For students in graduate programs, honors at graduation include:

- Honors: Graduate degree students graduating with a cumulative grade point average of 3.75 through 3.89 will be graduated with Honors.
- High Honors: Graduate degree students graduating with a cumulative grade point average of 3.90 through 4.00 will graduate with High Honors.

II. Minimum Standards for Undergraduate Academic/Financial Aid Progress and Consequences for Failing to Meet Minimum Standards

To maintain academic progress, each undergraduate student must meet the required minimum standards of the following three criteria:

- Maintain a minimum acceptable cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

a) All Undergraduate Term-Based Programs (Except BS to MS in Accounting (see section III. below), Nursing, Occupational Therapy Assistant and Physical Therapist Assistant)

Students in term-based undergraduate programs who start or re-enter at mid-quarter will have that mid-quarter count as an entire quarter for Satisfactory Academic/Financial Aid Progress purposes.

The following evaluation points and minimum standards are used to assess each undergraduate student's academic performance. The evaluation points are at every academic year:

- After attempting his/her first academic year (an academic year is three quarters in which courses are attempted in each quarter), a student must achieve a minimum CGPA of 1.50 and an ICR of 33.33 percent. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be academically dismissed from the University.
- After attempting his/her second academic year, a student must achieve a minimum CGPA of 2.0 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be academically dismissed from the University.
- Starting the quarter after the second academic year, and every subsequent quarter, a student must achieve a minimum CGPA of 2.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

Students in term-based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first two quarters of attendance. Students in online programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first four sessions of attendance. Such students must successfully complete any required developmental course within their first three attempts of that course or the student will be academically dismissed from the University. Students in term-based programs who have not attempted all required developmental courses by the end of their second quarter of enrollment, or students in non-term based programs who have not attempted all required developmental courses by the end of their first four sessions of attendance will be academically dismissed from the University.

Students in term-based programs who have not successfully completed all required developmental courses by the end of their fourth quarter of enrollment will be academically dismissed from the University. Students in non-term based programs who have not successfully completed all required developmental courses by the end of their eighth session of enrollment will be academically dismissed from the University. Students who receive a WX in a developmental course are considered to have not attempted the course since they registered for the course but never attended. Students who receive a WV in a course are considered to have not attempted the course; WV does not affect ICR/MTF/CGPA and does not count as an attempt for programmatic progressions.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

b) Bachelor of Science in Nursing

For undergraduate students in the Bachelor of Science in Nursing program and Nursing RN to BSN program, the following evaluation points and minimum standards are used to assess each student's academic performance. The evaluation points are at every academic year:

- After attempting the 1st quarter of the nursing program a student must achieve a minimum CGPA of 2.75 and an ICR of 50%. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting the 2nd quarter a student must achieve a minimum CGPA of 2.75 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.
- After attempting each subsequent quarter a student must achieve a minimum CGPA of 2.75 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

Students in term-based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first two quarters of attendance. Students in non-term based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first four sessions of attendance. Such students must successfully complete any required developmental course within their first three attempts of that course or the student will be academically dismissed from the University. Students in term-based programs who have not attempted all required developmental courses by the end of their second quarter of enrollment, or students in non-term based programs who have not attempted all required developmental courses by the end of their first four session of attendance will be academically dismissed from the University.

Students in term-based programs who have not successfully completed all required developmental courses by the end of their fourth quarter of enrollment will be academically dismissed from the University. Students in non-term based programs who have not successfully completed all required developmental courses by the end of their eighth session of enrollment will be academically dismissed from the University. Students who receive a WX in a developmental course are considered to have not attempted the course since they registered for the course but never attended. Students who receive a WV in a course are considered to have not attempted the course; WV does not affect ICR/MTF/CGPA and does not count as an attempt for programmatic progressions.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

c) RN to Bachelor of Science in Nursing

For undergraduate students in the Bachelor of Science in Nursing program and Nursing RN to BSN program, the following evaluation points and minimum standards are used to assess each student's academic performance. The evaluation points are at every academic year:

- After attempting the 1st quarter of the nursing program (for term-based students) or first payment period of the nursing program (for non-term based students), a student must achieve a minimum CGPA of 2.5 and an ICR of 50%. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting the 2nd quarter (for term-based students) or second payment period (for non-term based students), a student must achieve a minimum CGPA of 2.5 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.
- After attempting each subsequent quarter (for term-based students) or subsequent payment period (for non-term based students), a student must achieve a minimum CGPA of 2.50 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

Students in term-based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first two quarters of attendance. Students in non-term based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first four sessions of attendance. Such students must successfully complete any required developmental course within their first three attempts of that course or the student will be academically dismissed from the University. Students in term-based programs who have not attempted all required developmental courses by the end of their second quarter of enrollment, or students in non-term based programs who have not attempted all required developmental courses by the end of their first four session of attendance will be academically dismissed from the University.

Students in term-based programs who have not successfully completed all required developmental courses by the end of their fourth quarter of enrollment will be academically dismissed from the University. Students in non-term based programs who have not successfully completed all required developmental courses by the end of their eighth session of enrollment will be academically dismissed from the University. Students who receive a WX in a developmental course are considered to have not attempted the course since they registered for the course but never attended. Students who receive a WV in a course are considered to have not attempted the course; WV does not affect ICR/MTF/CGPA and does not count as an attempt for programmatic progressions.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

d) Associate of Science or Associate of Applied Science in Occupational Therapy Assistant

For undergraduate students in the Associate of Science or Associate of Applied Science in Occupational Therapy Assistant program, the following evaluation points and minimum standards are used to assess each student's academic performance.

- After attempting his/her first academic year (an academic year is three quarters in which courses are attempted in each quarter) a student must achieve a minimum CGPA of 2.50 and an ICR of 66.67 percent. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be academically dismissed from the University.

  NOTE: The minimum CGPA required to be eligible to apply to the professional phase of the OTA program is 2.85.

- After attempting his/her second academic year, a student must achieve a minimum CGPA of 2.50 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be dismissed from the university.

  NOTE: If a student is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 50 percent. In some cases, the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

- Starting the quarter after the second academic year, and every subsequent quarter, a student must achieve a minimum CGPA of 2.50 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

Students in term-based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first two quarters of attendance. Students in non-term based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first four sessions of attendance. Such students must successfully complete any required developmental course within their first three attempts of that course or the student will be academically dismissed from the University. Students in term-based programs who have not attempted all required developmental courses by the end of their second quarter of enrollment, or students in non-term based programs who have not attempted all required developmental courses by the end of their first four sessions of attendance will be academically dismissed from the University.

Students in term-based programs who have not successfully completed all required developmental courses by the end of their fourth quarter of enrollment will be academically dismissed from the University. Students in non-term based programs who have not successfully completed all required developmental courses by the end of their eighth session of enrollment will be academically dismissed from the University. Students who receive a WX in a developmental course are considered to have not attempted the course since they registered for the course but never attended. Students who receive a WV in a course are considered to have not attempted the course; WV does not affect ICR/MTF/CGPA and does not count as an attempt for programmatic progressions.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

e) Associate of Science and Associate of Applied Science in Physical Therapist Assistant

For undergraduate students in the Associate of Science and Associate of Applied Science in Physical Therapist Assistant, the following evaluation points and minimum standards are used to assess each student's academic performance.

- After attempting the 1st quarter a student must achieve a minimum CGPA of 2.0 and an ICR of 33.33 percent. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

- After attempting the 2nd quarter a student must achieve a minimum CGPA of 2.25 and an ICR of 50 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/ financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

  NOTE: If a student is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 50 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.
- After attempting each subsequent quarter a student must achieve a minimum CGPA of 2.50 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

NOTE: The minimum CGPA required to be eligible to apply to the technical phase of the PTA program is 2.85.

Students in term-based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first two quarters of attendance. Applicants who are required to take developmental coursework in English (ENG0099 Principles of Composition) or Mathematics (MAT0099 Principles of Algebra) are also required to take Strategies for Success (UVC1000). Such students must successfully complete any required developmental course within their first three attempts of that course or the student will be academically dismissed from the University. Students in term-based programs who have not attempted all required developmental courses by the end of their second quarter of enrollment, or students in non-term based programs who have not attempted all required developmental courses by the end of their first four session of attendance will be academically dismissed from the University.

Students in term programs who have not successfully completed all required developmental courses by the end of their fourth quarter of enrollment will be academically dismissed from the University. Students in online programs who have not successfully completed all required developmental courses by the end of their eighth session of enrollment will be academically dismissed from the University. Students who receive a WX in a developmental course are considered to have not attempted the course since they registered for the course but never attended. Students who receive a WV in a course are considered to have not attempted the course; WV does not affect ICR/MTF/CGPA and does not count as an attempt for programmatic progressions.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid. An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

f) All Undergraduate programs for students in non-term programs (Except Nursing, Occupational Therapy Assistant and Physical Therapist Assistant)

The following evaluation points and minimum standards are used to assess each undergraduate student's academic performance. The evaluation points are at the successful conclusion of every payment period.

- After attempting his/her first payment period, a student must achieve a minimum CGPA of 1.25 and an ICR of 33.33 percent. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting his/her second payment period, a student must achieve a minimum CGPA of 1.50 and an ICR of 50 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid

warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

- After attempting his/her third payment period, a student must achieve a minimum CGPA of 1.75 and an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.
- After attempting his/her fourth payment period, a student must achieve a minimum CGPA of 2.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

NOTE: If a student is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 66.67 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

- After attempting each subsequent payment period, a student must achieve a minimum CGPA of 2.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

Students in term-based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first two quarters of attendance. Students in non-term based programs who require a developmental course or courses (ENG0099 or MAT0099 or both) must enroll in those courses during their first four sessions of attendance. Such students must successfully complete any required developmental course within their first three attempts of that course or the student will be academically dismissed from the University. Students in term programs who have not attempted all required developmental courses by the end of their second quarter of enrollment, or students in online programs who have not attempted all required developmental courses by the end of their first four sessions of attendance will be academically dismissed from the University.

Students in term-based programs who have not successfully completed all required developmental courses by the end of their fourth quarter of enrollment will be academically dismissed from the University. Students in non-term based programs who have not successfully completed all required developmental courses by the end of their eighth session of enrollment will be academically dismissed from the University. Students who receive a WX in a developmental course are considered to have not attempted the course since they registered for the course but never attended. Students who receive a WV in a course are considered to have not attempted the course; WV does not affect ICR/MTF/CGPA and does not count as an attempt for programmatic progressions.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

III. Minimum Standards for Graduate Academic/Financial Aid Progress and Consequences for Failing to Meet Minimum Standards

To maintain academic progress, each graduate student must meet the required minimum standards of the following three criteria:

- Maintain a minimum acceptable cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Students in on-campus programs who start or re-enter at mid-quarter will have that mid-quarter count as an entire quarter for Satisfactory Academic/Financial Aid Progress purposes.

a) All Graduate Programs (Except for the Bachelor of Science to Master of Science in Accounting, Master of Medical Science in Anesthesia Science, Master of Science in Physician Assistant, RN to Master of Science in Nursing, Doctor of Business Administration, Doctor of Ministry and Doctor of Pharmacy Programs).

For all graduate students (except for those graduate students in the Master of Medical Science in Anesthesia Sciences, Master of Science in Physician Assistant, RN to Master of Science of Nursing, Doctor of Business Administration, Doctor of Ministry and Doctor of Pharmacy programs described in b)., c)., d)., e)., f)., and g) below the following evaluation points and minimum standards are used to assess each student's academic performance. The evaluation points are at every quarter (for students in on-campus programs) or at the successful conclusion of every payment period (for students in online programs):

- After attempting his/her first quarter (for term-based students) or first payment period (for non-term based students), a student must achieve a minimum CGPA of 3.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting his/her second quarter (for term-based students) or second payment period (for non-term based students), a student must achieve a minimum CGPA of 3.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.
- After attempting each subsequent quarter (for term-based students) or subsequent payment period (for non-term based students), a student must achieve a minimum CGPA of 3.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

NOTE: If a student is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 66.67 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

A graduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

b) Bachelor of Science to Master of Science in Accounting (BS to MS in Accounting)

For students in the Bachelor of Science to Master of Science (BS to MS in Accounting) program, the following evaluation points and minimum standards are used to assess each student's academic performance. The evaluation points are at the successful conclusion of every quarter.

If a student does not meet the standards stated in the Minimum Standards policy or the Progression Requirements policy for the BS to MS in Accounting, the student may be eligible to change their program to the corresponding undergraduate degree.

- After attempting his/her first quarter (for term-based students) or first payment period (for non-term based students) in the BS to MS in Accounting program, a student must achieve a CGPA of 1.25 and an ICR of 33.33 percent. A student not achieving these minimum standards of satisfactory academic progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting his/her second quarter (for term-based students) or second payment period (for non-term based students) in the BS to MS in Accounting program, a student must achieve a CGPA of 1.50 and an ICR of 50 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.
- After attempting his/her third quarter (for term-based students) or third payment period (for non-term based students) in the BS to MS in Accounting program, a student must achieve a CGPA of 1.75 and an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.
- After attempting his/her fourth quarter (for term-based students) or fourth payment period (for non-term based students) in the BS to MS in Accounting program, a student must achieve a CGPA of 2.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/ financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.
- After attempting his/her fifth quarter (for term-based students) or fifth payment period (for non-term based students) in the BS to MS in Accounting program, a student must achieve a CGPA of 2.50 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/ financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

NOTE: If a student is on academic warning/ financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 66.67 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

- After attempting each subsequent quarter (for term-based students) or payment period (for non-term based students) in the BS to MS in Accounting program, a student must achieve a CGPA of 3.0 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

Students in online programs enrolled in an undergraduate course (including the developmental courses of ENG0099 and MAT0099) must successfully complete the course within their first three attempts or the student will be academically dismissed from the University.

Maximum Time Frame (MTF): An undergraduate student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

c) Master of Medical Science in Anesthesia Science

For graduate students in the Master of Medical Science in Anesthesia Sciences program, the following evaluation points and minimum standards are used to assess each student's academic performance:

- After attempting his/her first quarter, a student in the Master of Medical Science in Anesthesia Sciences program must achieve a minimum CGPA of 2.50, achieve an academic quarter minimum GPA of 2.50, not receive a final grade of "F" for any course taken during the current quarter, not receive a final grade of "D" for any two courses taken during the current quarter, achieve satisfactory clinical performance, and receive an ICR of 50.00 percent. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting his/her second quarter, and each subsequent quarter, a student in the Master of Medical Science in Anesthesia Sciences program must achieve a minimum CGPA of 2.50, achieve an academic quarter minimum GPA of 2.50, not receive a final grade of "F" for any course taken during the quarter, not receive a final grade of "D" for any two courses taken during the quarter, achieve satisfactory clinical performance, and receive an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, s/he will be academically dismissed from the University.

NOTE: If a student in the Master of Medical Science in Anesthesia Science program is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 66.67 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

A graduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

d) Master of Science in Physician Assistant

For graduate students in the Master of Science in Physician Assistant program, the following evaluation points and minimum standards are used to assess each student's academic performance:

- After attempting his/her first quarter, a student in the Master of Science in Physician Assistant program must achieve a minimum CGPA of 3.00 and an ICR of 100 percent. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

- After attempting each subsequent quarter, a student in the Master of Science in Physician Assistant program must achieve a minimum CGPA of 3.00 and an ICR of 100 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, s/he will be academically dismissed from the University.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

A graduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

e) RN to Master of Science in Nursing

For students in the RN to Master of Science in Nursing, the following evaluation points and minimum standards are used to assess each student's academic performance.

- After attempting his/her first quarter of the RN to MSN program (for term-based students) or first payment period of the RN to MSN program (for non-term based students), a student must achieve a minimum CGPA of 2.5 and an ICR of 50 percent. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting his/her second quarter (for term-based students) or second payment period (for non-term based students), a student must achieve a minimum CGPA of 2.5 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.
- After attempting his/her third quarter (for term-based students) or third payment period (for non-term based students), a student must achieve a minimum CGPA of 2.5 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.
- After attempting his/her fourth quarter (for term-based students) or fourth payment period (for online non-term based students), a student must achieve a minimum CGPA of 2.75 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.
- After attempting each subsequent quarter (for term-based students) or subsequent payment period (for non-term based students), a student must achieve a minimum CGPA of 3.0 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything

in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

A graduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

f) Doctor of Business Administration and Doctor of Ministry

For graduate students in the Doctor of Business Administration and Doctor of Ministry programs, the following evaluation points and minimum standards are used to assess each student's academic performance:

- After attempting his/her first quarter, a student must achieve a CGPA of 3.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of satisfactory academic progress will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting his/her second quarter, a student must achieve a CGPA of 3.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of satisfactory academic progress will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, he or she will be academically dismissed from the University.
- After attempting each subsequent quarter, a student must achieve a CGPA of 3.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of satisfactory academic progress will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, he or she will be academically dismissed from the University.
- The grade of LP for final project and dissertation courses are exempted from the CGPA for SAP purposes.

g) Doctor of Pharmacy

For graduate students in the Doctor of Pharmacy program, the following evaluation points and minimum standards are used to assess each student's academic performance:

- After attempting his/her first quarter, a student in the Doctor of Pharmacy program must achieve a minimum CGPA of 2.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of Satisfactory Academic Progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting his/her second quarter, a student in the Doctor of Pharmacy program must achieve a minimum CGPA of 2.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, s/he will be academically dismissed from the University.
- After attempting each subsequent quarter, a student in the Doctor of Pharmacy program must achieve a minimum CGPA of 2.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, s/he will be academically dismissed from the University.

NOTE: If a student in the Doctor of Pharmacy program is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 66.67 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

A graduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

g) All Graduate Programs

Maximum Time Frame (MTF): A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF. Dismissal for violating the maximum timeframe (MTF) can occur at any time.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

A graduate student in the Master of Medical Science in Anesthesia Sciences program may be placed on academic warning/financial aid warning not more than two separate times (but not for two consecutive quarters) during his/her academic program. A graduate student in the Doctor of Pharmacy program may be placed on academic warning/financial aid warning not more than three separate times (but not for two consecutive quarters) during his/her academic program.

A graduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

IV. Procedures for Appealing Academic/Financial Aid Dismissal

Undergraduate and graduate students in on-campus programs wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their campus Dean of Academic Affairs and Operations. Undergraduate and graduate students in online programs wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their Academic Counselor. Graduate students in the Anesthesiologist Assistant program (Anesthesia Science (MMSc) degree program) wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to the Progress and Promotions Committee within the Department of Anesthesiologist Assistant Studies. Graduate students in the Doctor of Pharmacy program wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to the Professional Performance Committee within the School of Pharmacy.

The student's written appeal (including emails from a student's email account bearing his/her electronic signature) must state the mitigating circumstances that contributed to the dismissal. The appeal must be supported with appropriate written documentation of the mitigating circumstances with explanation on how the circumstances have been remedied or changed that will allow the student to meet academic/financial aid progress. Mitigating circumstances are events that are outside the student's control and are unavoidable. Following is an example list of events that indicate there may be a mitigating circumstance that has negatively impacted academic/financial aid progress:

- Death of an immediate family member.
- Serious or chronic student illness (this includes mental health issues).
- Illness of an immediate family member where the student is a primary caretaker.
- Illness of an immediate family member where the family member is the primary financial support.
- Abusive relationships.
- Divorce proceedings.

- Previously undocumented disability.
- Natural disaster.
- Financial hardship such as foreclosure or eviction.
- Special Circumstances
- Military deployment of the student, his/her spouse, or a dependent student's parent.
- Military Permanent Change of Station (PCS).

NOTE: A student's life issues and the student's transition to college are not considered mitigating circumstances under this policy since a student has at least two quarters/two payment periods to adjust to college life.

The campus Dean of Academic Affairs and Operations (for students in on-campus programs), The Associate Vice Chancellor for Academic Affairs, Online (for students in online programs), the Progress and Promotions Committee (for students in the Master of Medical Science in Anesthesia Science program), the Student Progress Committee (for students in the Master of Science in Physician Assistant program), or the Professional Performance Committee (for students in the Doctor of Pharmacy program) will review the student's appeal and related written documentation to determine whether the circumstances and academic status warrant consideration for granting the appeal. Any consideration of mitigating circumstances not specified above should be discussed with relevant College/School Dean. The Vice Chancellor for Academic Affairs is the final authority to which an academic dismissal can be appealed.

Failure to provide an adequate written appeal and supporting documentation will result in the student's appeal not being considered. The student will be notified in writing that the appeal is not being considered and what additional information is needed for the appeal to be considered. This is not considered a denial of an appeal which would force the student to wait a year before appealing again.

A student who submits a written appeal and is granted the appeal will be placed on academic probation/financial aid probation at the start of the quarter or course session in which s/he resumes coursework. A student is on probation for one quarter in a term-based program or one payment period in a non-term based program. During the probationary period a student may receive (if otherwise eligible) financial aid for one quarter.

Prior to and during the probationary period, the student must agree with and sign a written academic plan developed by the University on how the student will achieve specific minimum CGPA, ICR, and other applicable SAP standards associated with the appropriate evaluation points by end of either the Academic/Financial Aid Probation period or by the end of the quarter included in the Academic Plan. The Academic Plan must detail specific time frames and student success measures and cannot be greater than two (2) quarters for the student to meet the minimum requirements of Satisfactory Academic Progress. The Academic Plan must be reviewed with the student so that designated Academic Plan is being met and the student will remain on track to achieve the success measures within the approved timeframe. For students in degree programs that may have an Academic Plan for more than one quarter, the student must meet the academic targets of the Academic Plan at the end the first quarter when the student is on Academic/Financial Aid Probation and by the end of the Academic Plan, the student must meet the minimum requirements of Satisfactory Academic Progress. If the student meets the academic goals and requirements under the Academic Plan for the first quarter while on Academic/Financial Aid Probation, he or she may complete the second quarter under the Academic Plan and be eligible to receive financial aid. Failure to meet the established goals included in the Academic Plan will result in Academic/Financial Aid Dismissal.

A student who submits a written appeal and is denied the appeal cannot re-appeal for one year after the quarter or course session in which the appeal was denied however the passage of time by itself does not impact the Appeal Committee's decision.

An individual graduate program may have additional specific procedures for appealing an academic dismissal/financial aid dismissal which are more stringent than the above Procedures for Appealing Academic/Financial Aid Dismissal.

Students dismissed for violating the maximum allowable timeframe (MTF), may appeal to the Vice Chancellor for Academic Affairs.

The result of the appeal (whether granted or denied) will be provided in writing to the student and recorded in the student's academic file by the University.

V. Procedures for Readmission after Academic/Financial Aid Dismissal

After one year of remaining out of the University, undergraduate and graduate students can submit an additional written appeal for reinstatement. Undergraduate or graduate students in on-campus programs wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their campus Dean of Academic Affairs and Operations. Undergraduate and graduate students in online programs wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their Academic Counselor. Graduate students in the Master of Medical Science in Anesthesia Sciences program and the Master of Science in Physician Assistant Studies programs cannot submit such an appeal for reinstatement. Graduate students in the Doctor of Ministry program must do so in writing to the Progress and Promotions Committee of the College of Theology. Graduate students in the Doctor of Pharmacy program wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to the Professional Performance Committee within the School of Pharmacy.

The second written appeal must be accompanied by a written discussion (and demonstration) of accomplishments or changes made in the prior year that will allow the student to meet academic/financial aid progress. In addition they must demonstrate how former mitigating circumstances will no longer impact their academic performance.

A student who submits a second written appeal and is granted the appeal will be placed on academic probation/financial aid probation at the start of the quarter or course session in which s/he resumes coursework. During the probationary period (which lasts up to one quarter for a student in a term-based program or one payment period for a student in a non-term based program), a student may receive (if otherwise eligible) financial aid. Prior to and during the probationary period, the student must agree with and sign a written academic plan developed by the University on how the student will achieve specific minimum CGPA, ICR, and other applicable SAP standards associated with the appropriate evaluation points.

For students in degree programs that may have an Academic Plan for more than one quarter or payment period, the student must meet the academic targets of the Academic Plan at the end the first quarter or payment period when the student is on Academic/Financial Aid Probation and by the end of the Academic Plan, the student must meet the minimum requirements of Satisfactory Academic Progress. If the student meets the academic goals and requirements under the Academic Plan for the first quarter or payment period while on Academic/Financial Aid Probation, he or she may complete the second quarter or payment period under the Academic Plan and be eligible to receive financial aid. Failure to meet the established goals included in the Academic Plan will result in Academic/Financial Aid Dismissal.

Should the student have his/her second appeal denied, the student will be permanently dismissed from the University. The result of the second appeal (whether granted or denied) will be provided in writing to the student and recorded in the student's academic file by the University.

VI. Explanations of Related Issues

a.) Calculation of Cumulative Grade Point Average (CGPA)

A student's cumulative grade point average (CGPA) is calculated by:

- Multiplying credits for each course by grade points associated with the grade earned;
- Totaling the grade points earned for all the courses; and
- Dividing total grade points earned by the total number of quality credits.
- Grades of "A", "B", "C", "D", "F", "LP", "NCF" and "WF" in c) below are included in a student's CGPA.
- Grades and symbols of "EX", "PR", "TR", "P", "AU", "W", "WP", "WX", "I", and "^" in c) below are not included in a student's CGPA.

b.) Calculation of Incremental Completion Rate (ICR)

A student's incremental completion rate (ICR) is calculated by:

- Totaling the number of credit hours attempted;
- Totaling the number of credit hours successfully completed; and
- Dividing the total number of credit hours successfully completed by the total number of credit hours attempted.
- Grades and symbols of "A", "B", "C", "D", "F", "LP", "NCF", "TR", "W", "WP", "WF", "P", "I" and ^ in c) below are included in a student's ICR.
- Grades of "EX", "PR", "AU", and "WX", in c) below are not included in a student's ICR.

c.) Grading System

Grade A
Quality Points 4.0
Range 90-100
Interpretation: Excellent

Grade B
Quality Points 3.0
Range 80-89
Interpretation: Above Average

Grade C
Quality Points 2.0
Range 70-79
Interpretation: Average

Grade D
Quality Points 1.0
Range 60-69
Interpretation: Minimum Passing

Grade F
Quality Points 0.0
Range 0-59
Interpretation: Failure

Grade WF
Quality Points 0.0
Range 0
Interpretation: Withdraw/Failure

Grade NCF
Quality Points 0.0
Range 0
Interpretation: Non-Completion Failure

Grade LP*
Quality Points 0.0
Range 33-79
Interpretation: Limited Progress

*Note: The grade of LP may be awarded in Pass/Fail courses. Students who complete the remaining assignments in the extension course receive a letter grade or grade of P and the grade for the original dissertation course is changed to a letter grade or to P. Students who complete at least half of the remaining assignments may be awarded the grade of LP and then register for a subsequent extension course. Students who do not make adequate progress receive a grade of F and the grade for the original dissertation course is changed to a grade of F.

The following symbols are used on grade reports, but are not used in the determination of a student's grade point average:

EX
Interpretation: Course exempted

PR
Interpretation: Course credit earned through credit by examination

TR
Interpretation: Course credit earned through transfer

P
Interpretation: Pass

AU
Interpretation: Audit

W
Interpretation: Withdrawal, no grade penalty

WP
Interpretation: Withdraw/Passing

WV
Waiver for a course; does not affect ICR/MTF/CGPA, does not count as an attempt for programmatic progressions

WX
Interpretation: Withdrawal, never attended but registered (no course credit or residence credit)

I
Interpretation: Incomplete

^
Interpretation: Caret symbol, which denotes a developmental course grade

d.) Course Attempts

A course attempt includes any time a student receives a grade for a course. This includes the letter grades of "A" through "F", a passing grade of "P", an incomplete grade of "I", a withdrawal while passing the course of "WP", a withdrawal while failing the course of "WF", and a withdrawal with no grade penalty of "W". Courses for which a student enrolls but then drops during the drop/add period at the beginning of a quarter or course session is not counted as a course attempt.

e.) Maximum Allowable Timeframe (MTF)

A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in the student's academic dismissal from the University. The appeal process and related procedures are the same as those described in sections III., IV., and V. above.

f.) Developmental Courses

South University requires academic placement tests. Depending on test scores, students may be required to take developmental courses (i.e., ENG0099 and MAT0099). If so required, a student must successfully complete such courses in order to progress within the program. Developmental course credits do not count towards the total number of credits for graduation nor do they count in the CGPA; however, they do count in determining the maximum time frame and the ICR.

g.) Repeated Courses and Grades

Grades achieved in repeated classes will replace withdrawn or failing grades. Withdrawn and failing grades are included in the maximum allowable time frame and ICR. The grade "I" indicates Incomplete and is calculated as if it is an "F" for CGPA and ICR purposes until it is changed to another grade. A student may also retake a class in which s/he received a passing grade in order to improve his/her CGPA. An undergraduate student enrolled in developmental coursework (ENG0099 and MAT0099) must be able to pass the courses within three attempts or the student will be academically dismissed. Note that graduate students enrolled in the Doctor of Pharmacy program will have all course grades (including repeated courses) included in the calculation of the CGPA.

h.) Remediation of Academic Deficiencies

It is strongly recommended that any student with withdrawn or failing grades register for the same course(s) in the subsequent quarter or course session to improve his/her academic performance.

i.) Transfer Credits

Credits from transfer courses are calculated in the maximum allowable credits or ICR requirements. Grades for credits transferred from any postsecondary institution will be recorded as "TR" and will not affect the student's CGPA. Grades from courses taken in a program within the same school group, if applicable to a transfer program, will be recorded as earned credit and will affect the student's CGPA.

Students Transferring Between a Campus Program and an Online Program

A student who transfers from a campus program to an online program or who transfers from an online program to a campus program is subject to the following SAP policies and procedures:

- A student who is in good standing per SAP in his/her term-based program transferring to either a campus term-based program or an online term-based program, will be evaluated according to the SAP policies and procedures for term based programs.
- A student who is in good standing per SAP in his/her non-term based program transferring to either a campus term-based program or an online term-based program, will be evaluated according to the SAP policies and procedures for term based programs

Note that the evaluation criteria and period of time until the next applicable evaluation point may differ from the SAP policies and procedures of the student's original program. The student should work closely with his/her academic advisor or academic counselor to understand the SAP implications (including financial aid implications) of his/her transfer before taking any action.

Student Progression Policies by Program

College of Business Progression Standards

Doctor of Business Administration (DBA) Progression Policy

All course and program requirements must be completed satisfactorily in order for the student to be eligible for graduation.

1. Students must complete all coursework in the program with a grade of B or better. Students will be permitted to repeat coursework in a single occurrence in which they scored lower than the required letter grade the next quarter or session that the course is offered. No course may be retaken more than once. Students who fail to successfully complete courses will be dismissed from the program.
2. All students must take BUS7000 Introduction to the Professional Doctorate in their first quarter/term. If the course is not passed with a grade of B or better, the course must be retaken and no other courses may be taken until the course is successfully completed after no more than one attempt. Students who fail to successfully complete BUS7000 will be dismissed from the program.
3. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress Policy (SAP). Failure to meet the SAP standards may result in dismissal from the DBA program.
4. The comprehensive examination must be successfully completed prior to beginning the dissertation phase. The successful completion of the comprehensive examination indicates the student's broad expertise of the degree's content focus and readiness to undertake and complete the dissertation concluding the program of study. The exam includes four individual tests, each of which must be passed successfully within two attempts. Students who fail to pass the comprehensive exam after two attempts will be dismissed from the program.

Progress through the dissertation phase of the DBA program includes a sequence of four required, 4-credit courses and up to four, 4-credit extension courses.

Progression Policy Requirements:

- A student can earn a grade of Pass (P), Limited Progress (LP), or Fail (F) in the dissertation courses. The Dissertation Committee determines one of these outcomes for each course, including extension courses, in the dissertation sequence that corresponds to the grading scale in this way:
    - Approved = P
    - Approved with minor revisions = P
    - Not approved with major revisions = LP
    - Not approved because more than 50% of the course outcomes have not been met = F
- Students who receive a grade of "F" in a non-extension course will be required to repeat the non-extension course and will be allowed only one repeated attempt of that course.
- An extension course in the dissertation sequence can be repeated one time.
- While enrolled in the dissertation phase of the DBA program, students who earn three grades of "F" will be dismissed from the program.

<u>Course #1--BUS8100, Doctoral Dissertation Research Development</u>

Students enrolled in BUS8100, Doctoral Dissertation Research Development, must have completed these outcomes before progressing to the next course in the series:

1. Propose an acceptable dissertation topic.
2. Justify a research problem statement.
3. Compose a research purpose statements.
4. Formulate preliminary research questions that align with the problem and purpose statement.
5. Develop an abridged literature review.

6. Prior to collecting data, seek approval from the Institutional Review Board (IRB), including required certifications (e.g., CITI, NIH, HIPAA), if the research to be conducted for the dissertation includes human subjects.

The Dissertation Committee will take one of the following actions:

- Approved
- Approved with minor revisions
- Not approved with major revisions
- Not approved because more than 50% of the course outcomes have not been met

In order to progress to the next course in the sequence, the Dissertation Committee must approve and accept the student's work submitted or approve the work submitted with minor revisions.

If the Dissertation Committee has determined that the student's work requires major revisions, the student will receive a grade of Limited Progress (LP) and will be required to enroll in BUS8100E, Doctoral Dissertation Research Development Extension.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the non-extension course will receive a grade of "F" in the course and will be required to repeat the non-extension course.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the extension course will receive a grade of "F" in the extension course.

Course #2-BUS8105, Doctoral Dissertation Proposal

Students enrolled in BUS8105, Doctoral Dissertation Proposal, must have completed these outcomes before progressing to the next course in the series:

1. Complete a literature review and establish a theoretical perspective to support the research design process.
2. Create a working bibliography of academic and professional titles.
3. Select an appropriate research method to support the dissertation topic and design process.
4. Identify appropriate data collection method(s).
5. Finalize the dissertation topic proposal.
6. Successfully defend Dissertation Proposal to the Dissertation Committee.

The Dissertation Proposal is reviewed and acted upon by the Dissertation Committee. The Dissertation Committee will take one of the following actions:

- Approved
- Approved with minor revisions
- Not approved with major revisions
- Not approved because more than 50% of the course outcomes have not been met

If the Dissertation Committee has determined that the student's work requires major revisions, the student will receive a grade of Limited Progress (LP) and will be required to enroll in BUS8105E, Doctoral Dissertation Proposal Extension.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the non-extension course will receive a grade of "F" in the course and will be required to repeat the non-extension course.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the extension course will receive a grade of "F" in the extension course.

Course #3-BUS8115, Doctoral Dissertation Preparation

Students enrolled in BUS8115, Doctoral Dissertation Preparation, must have completed these outcomes before progressing to the next course in the series:

1. Collect data through the previously identified method(s).
2. Analyze the data collected through the previously identified method(s).
3. Draw conclusions based on the analysis of data.
4. Draft a reporting and discussion of the research results.
5. Draft a discussion of the conclusions and recommendations based on the data analysis.

The Dissertation draft document is reviewed and acted upon by the Dissertation Committee. The Dissertation Committee will take one of the following actions:

- Approved
- Approved with minor revisions
- Not approved with major revisions
- Not approved because more than 50% of the course outcomes have not been met

In order to progress to the next course in the series, the Dissertation Committee must approve the student's work submitted or approve the work submitted with minor revisions.

If the student's final Dissertation has not been approved by the Dissertation Committee, the student will receive a grade of Limited Progress (LP) and will be required to enroll in BUS8115E, Doctoral Dissertation Preparation Extension.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the non-extension course will receive a grade of "F" in the course and will be required to repeat the non-extension course.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the extension course will receive a grade of "F" in the extension course.

Course #4--BUS8120, Doctoral Dissertation Defense

Student enrolled in BUS8120, Doctoral Dissertation Defense, must have completed these outcomes:

1. Analyze the data collected through the previously identified method(s).
2. Draw conclusions based on the analysis of data.
3. Finalize a reporting and discussion of the research results.
4. Finalize a discussion of the conclusions and recommendations based on the data analysis.
5. Successfully defend final Dissertation to the Dissertation Committee.

The final Dissertation is reviewed and acted upon by the Dissertation Committee. The Dissertation Committee will take one of the following actions:

- Approved
- Approved with minor revisions
- Not approved with major revisions
- Not approved because more than 50% of the course outcomes have not been met

If the student's final Dissertation has not been approved by the Dissertation Committee, the student will receive a grade of Limited Progress (LP) and will be required to enroll in BUS8120E, Doctoral Dissertation Defense Extension.

Students who are not able to complete the final Dissertation while enrolled in the extension course will be dismissed from the program.

Appeals

Students enrolled in the DBA program seeking to challenge a grade will follow the university procedure. Refer to this section in the South University catalog: Grade Challenges for All Programs Except School of Pharmacy.

Students enrolled in the DBA program seeking to appeal a SAP dismissal decision will follow the university procedure. Refer to this section in the South University catalog: Procedures for Appealing Academic/Financial Aid Dismissal.

Bachelor of Science in Accounting to Master of Science in Accounting (BSA to MSA) Progression Policy

Students must meet these requirements in order to enroll in graduate level accounting courses:

- The student must have earned a grade of "C" or better in ACC1001, ACC1002, and ACC1003.
- The student must have earned a cumulative GPA of at least 2.7 on undergraduate coursework.

Students may appeal the minimum CGPA requirement to the Dean of the College of Business.

College of Health Professions Progression Standards

Associate of Science in Medical Assisting Formative Progression Standards

To be eligible for graduation, all course and clinical education requirements must be completed satisfactorily. Course and clinical requirements are published in the course syllabi. These are provided to each student, for each course, before or during the first class contact. Medical assisting program faculty will comply with all published requirements for satisfactory student progress, course syllabi and course goals and objectives described in the program.

1. Students in medical assisting coursework (AHS classes), must achieve a minimum grade of C in all courses. Students will be permitted to repeat a course in which they scored lower than a C, during the next quarter the course is offered. When a student repeats a course they must achieve a minimum grade of B. This repeat option will be offered only once.
2. To assist students' achievement of entry-level knowledge, the following remediation procedure will be followed in all AHS classes. Students scoring less than 80 percent on any written examination will be expected to remediate that examination. The remediation plan will be cited in the course syllabi and the following will be required:
    a. A written counseling procedure will be developed by the course instructor.
    b. All incorrect answers will be corrected by the student, with citation of the correct answer (textbook and page number) in the format determined by the course instructor. Failure to comply with the written counseling procedures will result in a grade of Incomplete for the course. Refer to the University catalog for resolution of an incomplete grade.
3. Medical assisting coursework must be completed meeting minimal competency standards as listed in the section on Entry-Level Competencies for the Medical Assistant as listed in the program student handbook. Failure to receive a passing grade for a required competency will require that the student repeat the course. Repeated AHS courses will require a learning contract with the student. This contract will describe the conditions under which the student may continue in the Medical Assisting program.
4. Students who are dismissed from an extern site will be suspended from the program while a faculty committee, chaired by the program director, investigates the reason for the dismissal. If the committee deems the dismissal a substantial indicator that the student will not succeed in the profession, the student will be dropped from the program. If the committee feels that despite dismissal from a particular clinical rotation the student has a high probability of entering the profession as a safe, proficient practitioner, the student will be provided the opportunity to continue with the

practicum program. If the student is dismissed a second time while at an extern site the student will be dropped from the program.

Associate of Science and Associate of Applied Science in Occupational Therapy Assistant Program Progression Standards

OTA program faculty must comply with published syllabi, course goals and objectives as well as with published requirements for satisfactory progress throughout the program.

1. Students in the Professional Curriculum of the OTA Program must achieve a minimum grade of C in each course *and* maintain a required minimum GPA of 2.50 in all courses with an OTA prefix.
    a. Students in good standing in the OTA Program who achieve a score below 75% on a major assignment, written exam or lab practical exam must receive remediation as determined by the course instructor (e.g., counseling, meeting to review work, remediation session, learning contract). Failure of the student to comply with a remediation plan may result in a failing grade.

    b. If a student achieves a grade below a C, that student will not be allowed to progress in the OTA Program. The student is permitted to repeat the course(s) in which s/he achieved a grade below a C the next time the course is offered and based on space availability in the cohort. This repeat course option is only offered once during the Professional Curriculum (twice if the courses involve co-requisites OTA 2380/2385 or OTA 2390/2395)

    In collaboration with the course instructor, the Program Director will generate a re-entry plan for students that may include the review of any OTA courses already taken to minimize knowledge erosion and/or assignments to strengthen weak areas. Before re-entry, faculty reserve the right to assess the student's retention of previously learned OT content to further identify areas needing improvement. This information may form the basis of a learning contract.

    c. Any student achieving a grade below a B (80%) when retaking an OTA course is dismissed from the OTA Program and is not eligible for reinstatement. Students dismissed from the OTA Program may appeal their dismissal to the OTA Committee on Progression and Appeals, as described in the *OTA Student Handbook*.

    d. Students will be dismissed from the OTA Program if they receive more than one D or F in any quarter in any course with an OTA prefix. The Program Director will notify students in writing. Students dismissed from the OTA Program may appeal their dismissal to the OTA Committee on Progression and Appeals, as described in the *OTA Student Handbook*.

    e. A student may withdraw from any course with an OTA prefix only once. If a student withdraws from an OTA course more than once, that student will be dismissed from the OTA Program. Students dismissed from the OTA Program must apply for readmission.

2. Level II Fieldwork experiences A and B must be completed within 24 months of the first day of the cohort's originally scheduled Level II Fieldwork A placement.

    Level II Fieldwork A and B are completed meeting competency standards mandated by the most current American Occupational Therapy Association's Fieldwork Performance Evaluation Form. All Level II Fieldwork is Pass/Fail.

3. A student is permitted only one opportunity to repeat a Level I or Level II Fieldwork A or B placement upon approval of the OTA Program Director, under advisement of the OTA Committee on Progression and Appeals. A student who fails a second Level I or Level II Fieldwork A or B placement will be dismissed from the OTA Program. Students dismissed from the OTA Program may appeal their dismissal to the OTA Committee on Progression and Appeals, as described in the *OTA Student Handbook*.

4. If the student is dismissed from Level I, Level II A or Level II B Fieldwork a second time, the student will be permanently dismissed from the OTA program.

5. Students dismissed from a Level I, Level II A or Level II B Fieldwork placement by the Fieldwork Educator or by the Academic Fieldwork Coordinator prior to completing the placement will be required to sit out from the fieldwork experience while the Program Director and OTA Committee on Progression and Appeals investigates the reasons for the dismissal.
    a. If the Program Director and/or committee determine that the dismissal is an indicator that the student will not succeed in the profession, the student will be dismissed from the OTA Program.

    b. If the Program Director and/or committee determine the student has a high probability of entering the profession as a safe, proficient practitioner despite the dismissal from a fieldwork placement, the student may be permitted to repeat the Level I, Level II A or Level II B Fieldwork placement *when placements are available*.

6. If a student is dismissed or withdraws from a Level I or Level II Fieldwork A or B placement, the student can be provided with a remediation plan and a directive to sit out until the course is next offered. Or, the student can be dismissed from the OTA Program, depending on the reason for the withdrawal. Students dismissed from the OTA Program may appeal their dismissal to the OTA Committee on Progression and Appeals, as described in the *OTA Student Handbook.*

7. Students may be dismissed from the OTA Program for nonacademic issues including, but not limited to, unprofessional conduct, insubordination, violation of the university's Code of Conduct Policy and noncompliance with other university or program policies and procedures.

    a. Infractions may result in progressive disciplinary action that includes, but is not limited to, feedback on continuing student review forms, counseling, verbal warning, written warning or dismissal from the OTA Program.
    b. If a student receives two or more written warnings, the case will be considered by the OTA Progressions Committee in an advisory capacity to the OTA Program Director, who will make the final decision.
    c. If an infraction from unprofessional behavior places the well-being of any individual at risk or violates the ethical code of the occupational therapy profession, the student will be dismissed immediately from the OTA Program. Students dismissed from the OTA Program because of a nonacademic issue may appeal their dismissal to the Campus Dean of Student Affairs, as described in the South University Campus Handbook.

8. If a student is eligible for re-entry into the OTA Program, that student has up to one year from the date of last attendance to re-enter the OTA Program without having to reapply as a new student.

9. If a student is eligible for re-entry into the OTA Program and it is more than one year from date of last attendance, the student must reapply for admission to the university and into the Professional Curriculum of the OTA Program as a new student, regardless of grades obtained during prior enrollment.

Reinstatement

Students who have withdrawn from the Professional Curriculum of the OTA Program and wish to be considered for reinstatement must reapply using the process described below.

The reinstatement process will be offered only once to a student. There is no guarantee of reinstatement into the OTA Program. Students who have been dismissed from the OTA Program for any reason and whose appeals for re-entry have been denied are not eligible for re-instatement.

1. No later than the third week of the academic quarter before the quarter in which the student wishes to reenroll, the student must submit a written letter to the Program Director requesting reinstatement in the OTA Program.

The reinstatement letter *must* include the following:

- reasons why student was unsuccessful in the past, supported by documentation (e.g., letter from physician, notice of death
- in family, eviction notice from landlord)
- what has changed to lead the student to believe success is possible examples of *how* student plans to ensure future success

2. The OTA Committee on Progression and Appeals will review reinstatement letters and advise the Program Director.
3. No later than midterm in the quarter before the student seeks to reenroll, the OTA Program Director will determine whether reinstatement into the OTA Program is warranted.

The decision will be based on availability of space in the cohort and on the student's potential to achieve success in the OTA curriculum, as determined by the Program Director.

Students may appeal decisions made by the OTA Program Director to the Campus Dean of Academic Affairs and Operations; an appeal to the Dean for the College of Health Professions is the next line of appeal.

Associate of Science and Associate of Applied Science in Physical Therapist Assistant Program Progression Standards

Physical Therapist Assistant (PTA) students are required to satisfactorily complete all technical phase course and clinical education requirements in order to remain in good standing and to be eligible for graduation. Students and program faculty must comply with published programmatic policies, syllabi, course goals and objectives, as well as published University requirements to ensure satisfactory student progress through the technical phase.

The PTA Progressions Committee (PC) is responsible for monitoring the technical phase progressions and reinstatement policies, which include academic, clinical, and conduct domains related to the PTA program. The PC reviews the progress of each student no less than once per quarter and more frequently as indicated. The PC will recommend an appropriate action for each student based on his/her academic, clinical, and professional performance. These actions may include progression to the next quarter, graduation, probation, continued probation, removal from probation, suspension, or dismissal. The PC may recommend other actions including, but not limited to, remediation or repetition of coursework and participation in academic tutoring.

The policies described below either clarify, operationalize, or augment the South University Satisfactory Academic Progress Policies.

Good Standing Status - Students must meet all of the following criteria while in the technical phase of the program:

1. Maintain the minimum cumulative grade point average (CGPA) of 2.50 for all technical PTA designated courses during each quarter of the technical phase. (Note: PTA1001 will be included in GPA calculations for the first quarter of the technical phase even if the student takes the course prior to entry into the technical phase.)
2. Successfully complete academic coursework by achieving a minimum grade of "C" (70%) in all PTA designated courses. If a course has a lab element, the evaluation requirements are divided into lecture and laboratory components. In order for a final grade to be calculated, student must achieve a minimum average of 70% in EACH individual component. Averages below 70% in either the lecture or laboratory component will result in a "D" or "F" grade. If BOTH components meet the minimum 70%, they will be averaged together and then professional behavior points will be added to assign the final course grade.
    a. Students who do not achieve a minimum grade of "C" in any PTA course are unable to continue in the curriculum and will be immediately dismissed. Please refer to the PTA Dismissal and Withdrawal Process below.
    b. Remediation While in Good Standing:
        i. Remediation is mandatory if a student scores less than 75% on a written exam or if the student fails to demonstrate all designated critical safety elements in a practical examination. Failure to

remediate via the format prescribed by the instructor (or PC) will result in an incomplete grade. Refer to the University catalog for the requirements for resolution of an incomplete grade.

ii. A written remediation plan (e.g., Student Counseling Report, Student Learning Contract, etc.) is initiated when a student's average is nearing or below a failing grade for the course. Failure to comply with a remediation plan is likely to result in a failing grade.

3. Successfully complete clinical coursework with a grade of pass (P). To receive a passing grade (P), students must meet minimal competency standards and successfully complete all course requirements as published in clinical course syllabi.
    a. If the student fails to receive a passing grade in any clinical course or if they are removed or withdraw from a clinical affiliation, they will proceed to Level Two: Suspension.
4. Student Code of Conduct/Professional Behavior
    a. Students will abide by the University Code of Conduct (see Campus Student Handbook) and PTA Professional Conduct Code below.

PTA Professional Conduct Code

The PTA faculty consider professional behavior as one of the most important components in the education of PTA students. Students enrolled in the PTA program are expected to abide by all of the following:

1) the South University Code of Conduct,
2) the American Physical Therapy Association's (APTA) Guide for Conduct of the PTA,
3) the APTA's Standards of Ethical Conduct for the PTA, and
4) additional programmatic and instructor policies (e.g., attendance policies, lab rules, etc.) as published in the PTA Program Student Handbook and course syllabi.

Code of Conduct violations will be referred to the Dean of Student Affairs and addressed according to the disciplinary procedures published in the Campus Student Handbook. All other violations will be referred to the Program Director and may result in a written remediation plan, referral to the Progressions Committee (PC), and/or referral to the Dean of Student Affairs.

PTA Dismissal and Withdrawal Process

1. Level One: "Warning"
   Failure to maintain the minimum CGPA of 2.50 will result in the student being placed on programmatic warning. The student will be permitted to remain on warning for a maximum of one quarter (but no later than the first full-time externship). If this requirement is not met, the student will be dismissed from the program (see Level Three: Immediate Dismissal).

2. Level Two: "Suspension"
   Withdrawal or removal from a clinical course or receipt of a failing grade in a clinical course will result in suspension while the PC investigates the situation. The PC will choose one of the following actions within 14 calendar days of the occurrence:

    a. If the committee determines that the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the clinical course. The PC will outline requirements for completion of the course in conjunction with the Program Director and Academic Coordinator for Clinical Education (ACCE). The option to repeat a clinical course will be offered only once for any student while in the technical phase of the program.
    b. If the committee deems the withdrawal/removal or failing grade a substantial indicator that the student will not succeed in the profession, the student will proceed to Level Three: Immediate Dismissal.

3. Level Three: "Immediate Dismissal"
   Students are immediately dismissed when any of the following occur:

a. Failure to achieve a CGPA of 2.50 within one quarter of being placed on warning status.
b. Failure to achieve a CGPA of 2.50 prior to the first full-time externship.
c. Receipt of "D" or "F" grades in one or more academic courses.
d. The PC recommends dismissal in the case of an incomplete clinical course or failed clinical course.
e. The PC recommends dismissal in the case of a significant policy, Code of Conduct, or PTA Professional Conduct Code violation.

The Program Director will notify students in writing if they are dismissed from the program. PTA students wishing to appeal their dismissal must do so in writing. Academic appeals will be handled in accordance with Grade Challenges as published in the Academic Catalog. Student Code of Conduct and PTA Professional Conduct Code appeals must be received within 7 calendar days of receipt of the dismissal letter and will be handled in accordance with the University Code of Conduct policy published in the Campus Student Handbook.

Students who have withdrawn from the program or who have been dismissed from the program may be eligible for reinstatement in the future. Please see the PTA Reinstatement Policy for more information. Note: If the student is dismissed a second time while in the technical phase, the student will be permanently dismissed from the program and will not be eligible for readmission into any South University PTA program. Students should be aware that withdrawing from any course within the PTA curriculum schedule automatically withdraws the student from the PTA program.

PTA REINSTATEMENT POLICY

Students who wish to be considered for reinstatement should reapply using the following procedure. The reinstatement process will only be offered once. There is no guarantee of reinstatement for any student. Note that any appeals must be concluded prior to initiating the reinstatement process.

To begin the reinstatement process, the student must apply in writing to the Progressions Committee (via the Program Director) requesting reinstatement in the program. The letter must include the date the student wishes to return and a rationale describing how the student plans to complete the program successfully. The letter must be received by the Program Director no later than 60 calendar days prior to the first day of the academic quarter into which the student wishes to reenroll. The Progressions Committee (PC) will meet within 21 calendar days of receipt of the letter to consider the reinstatement request and complete a plan of action to address the reasons for withdraw/dismissal. The student may be required to attend this meeting.

The PC will formally notify the student of their decision and plan of action within 7 calendar days of the meeting. If remediation or other action is warranted, it must be successfully completed no less than 7 calendar days prior to the start of the quarter in which the student wishes to reenroll. If this does not occur, the student must reinitiate the reinstatement process. The final decision for acceptance into the next cohort will be based upon available slots in the cohort, successful completion of any actions required by the PC, and a reasonable expectation that the student in question has potential to succeed in the program.

Reinstatement Procedure

1. If the student withdrew or was dismissed during the first quarter of the technical phase, the PC may elect to have the student enter the ranking process to gain admission to the next cohort. The student will be required to follow the same application process as all other applicants. If the student gains admission to the technical phase, he/she will repeat all previously attempted PTA coursework.
2. If the student withdrew or was dismissed after completing one or more quarters of the technical phase, the PC will determine what coursework, if any, must be repeated upon reinstatement. The student must repeat any course in which he/she did not achieve a minimum grade of "C" (70%), however the PC may also require a student to repeat coursework that was completed successfully if it is deemed to be critical to the success of the student (see financial aid for costs associated with retaking coursework). The PC may also require actions including, but not limited to, remediation, competency checks, and/or written or didactic exams to determine if the student is suitable to return to the program and to help ensure student success.
    a. When a student repeats a course he/she must achieve a minimum grade of B (80%) to continue in the curriculum. If the course has a lab element, students must achieve a minimum average of 80% in EACH

individual component (i.e., lecture and lab). If the student fails to achieve a minimum grade of B in repeated coursework, he/she will be dismissed from the program and is not eligible for reinstatement.

3. Students who are eligible for reinstatement and who have been out of the program for longer than one year must reapply for admission to the university and meet the current admissions requirements of the technical phase of the PTA program.
4. The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during his/her absence from the program.
5. If a student is dismissed a second time while in the technical phase, the dismissal is permanent and the student is not eligible for reinstatement into any South University PTA program.

The decision for reinstatement of any student is made at the discretion of the PC. Students wishing to appeal this decision must do so in writing to the Dean of Academic Affairs and Operations within 7 calendar days of receipt of the decision letter. If the student is not satisfied with the results of the appeal, he/she may file an appeal with the Dean of the College of Health Professions within 7 calendar days of receipt of the decision letter. The decision of the Dean of the College of Health Professions is final.

Master of Science in Physician Assistant Program Progression Policy

1. Students must maintain an overall GPA of 3.0 or higher. (Refer to Satisfactory Academic Progress Policy for further details.)
2. Didactic Phase Evaluation- An overall minimum grade of "C" in courses utilizing the letter grading system or a "Pass" in courses utilizing the Pass/Fail grading system or is required for satisfactory completion of each course. If a student receives a course grade below a "C" or a "Fail" he/she will be dismissed from the South University, Physician Assistant program.
1. Clinical Phase Evaluation- An overall minimum grade of "C" is required for satisfactory completion of each clinical rotation course. If a student does not earn a course grade of a "C" on any clinical rotation, he/she will be required to repeat that rotation. Failure to earn a grade of "C" on the repeat rotation or any subsequent rotation will result in dismissal from the program.

   Any other circumstance that causes a student not to successfully complete a rotation will require the student to meet with the Progress Committee.

Deceleration Policy

If for any academic or nonacademic reason a student in good standing elects to withdraw from the Physician Assistant Program, the student will be required to abide by the South University withdrawal policies and procedures in the University catalog.

If a student withdraws from the program in good standing, the student may be allowed to re-enter the program at a later time. Under no circumstances may a student re-enter the program if they have been withdrawn for more than four (4) consecutive academic quarters.

The decision to allow a student to re-enter the program is made by the program's Progress Committee and approved by the campus Dean of Academic Affairs and Operations (DOAAO). A student may be allowed to re-enter at a decelerated pace at the discretion of the Progress Committee.

If a student is allowed to re-enter the Physician Assistant program at a later date, the program's Progress Committee will create a re-entry plan for that student. This plan must be approved by the campus DOAAO. The student will be required to review and sign the re-entry plan. The plan will be maintained in their permanent record.

As part of the re-entry plan the student may be required to participate in course work or other educational activities to ensure retention of essential knowledge and skills required of a PA student.

If an enrolled student is unable to maintain the typical pace of the program curriculum, that student may be allowed to decelerate his/her progression through the program. The decision to allow a student to decelerate his/her pace of progression is at the discretion of the program's Progress Committee. The final decision to allow a decelerated pace is made by the campus DOAAO. A deceleration plan will be written by the program's Progress Committee and approved by the campus DOAAO. The student will be required to review and sign the re-entry plan it will be maintained in their permanent record.

A student not currently in good standing in the program will not be allowed to decelerate his/her pace of progression.

Regardless of the reason for withdrawal/deceleration, a student of the Physician Assistant Program, must complete all curricular requirements within 45 months of their initial matriculation into the South University PA program.

Program Completion Deadline

The typical pace of the Physician Assistant program curriculum is 27 months. Students must complete all graduation requirements for the Master of Science of Physician Assistant Degree within 45 months of their initial matriculation into the South University PA program.

Doctor of Occupational Therapy Student Progressions Committee

The Student Progressions Committee is chaired by the Program Director who serves as a non-voting member of the committee. A quorum (defined as a simple majority of voting core faculty members) must be present to commence the Student Progressions Committee meeting.

Doctor of Occupational Therapy Student Progressions Committee Procedure

The Student Progressions Committee meets at least quarterly, or more often as needed, to review each Satisfactory Academic Progress (SAP), professionalism evaluations, and other information that may be available to aid in evaluation of each student. For procedures on students not meeting SAP standards, see above.

At the quarterly meeting, the Student Progressions Committee makes one of the following recommendations to the Program Director for each student's clinical and professional progress in the program:

- Advance in good standing
- Advance on professional/clinical probation
- Suspension
- Expulsion

If a student is being considered for placement in a status other than advance in good standing, he/she will be asked to speak formally to the Student Progressions Committee before a final decision is rendered by the committee.

Any student not recommended to advance in good standing will be notified within 72 hours (3-business days) by the Program Director. The Program Director will notify the Dean of the College of Health Professions and the Dean of Academic Affairs and Operations on all recommendations of the Student Progressions Committee other than advance in good standing and provide details and justification for the recommendation.

In cases where professional/clinical probation is recommended by the Student Progressions Committee, the Program Director may require the student to meet with the academic advisor to define an exact remediation strategy or corrective action plan (CAP). Any remediation strategy may be approved by the Program Director. The Student Progressions Committee will continue to assess the student's progress under the plan provided to the Student Progressions Committee.

In addition to quarterly meetings, the Student Progressions Committee may be convened on an ad hoc basis at any time to address specific student issues.

Appeals of the Doctor of Occupational Therapy Student Progressions Committee Decisions

In cases where students do not meet Satisfactory Academic Progress, appeals will be handled according to the SAP policy.

Students may appeal decisions of the Student Progressions Committee on issues regarding clinical performance or professionalism. Any student wishing to appeal a decision of the Student Progressions Committee other than those based on the SAP policy must do so in writing to the Dean of Academic Affairs and Operations. Written appeals must be made within seven (7) business days of being notified of the decision of the Student Progressions Committee. Appeals submitted after this time will not be considered. Written appeals will only be considered for claims of the following:

- Failure of the program or University to follow due process
- New evidence pertinent to the student's case that has come to light after the committee's final decision was handed down.
- Punishment not appropriate for the situation

The Dean of Academic Affairs and Operations will review the student's appeal and will determine whether the circumstances and academic status warrant reconsideration of the decision of the Student Progressions Committee.

The student may be asked to appear in person during the review process when deemed necessary by the Dean. The Dean of Academic Affairs and Operations will send formal notification to the student and appropriate academic offices of his/her decision.

The final level of appeal is to the Dean of the College of Health Professions. The Dean will use the reports from the Student Progressions Committee and the Dean of Academic Affairs and Operations and will consult with the Program Director and Dean of Academic Affairs and Operations to reach a conclusion regarding the student's disposition. The Dean of the College of Health Professions will send formal notification to the student and appropriate academic offices.

A student who has been expelled whose appeal is granted may be reinstated and, if otherwise eligible, receive financial aid; however, the student will be placed on professional probation at the start of the academic term. The granting of appeals for decisions other than suspension or expulsion may stipulate certain conditions as deemed necessary by the party granting the appeal for a student to continue in the program.

College of Nursing and Public Health Progression Standards

RN to MSN, Master of Science in Nursing, Post-Graduate Certificate and Doctor of Nursing Practice Programs Progression Standards**

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practical requirements are published in the course syllabi and expanded upon in the Student Handbook. Course syllabi are provided to each student before or during the first class contact for each course. Student Handbooks are given to students after acceptance into the nursing program. Nursing program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program. NOTE: The minimum CGPA of 3.0 is required to enroll in NSG5000 (Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice) or higher level courses.

1. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progression Policy. Failure to meet the SAP standards may result in dismissal from the nursing program.

2. Students admitted to the graduate program, including the RN to MSN program must earn a B or better in all courses through the entire program of study (inclusive of undergraduate and graduate nursing courses). Students will be permitted to repeat coursework in a single occurrence in which they scored lower than the required letter grade the next quarter or session that the coursework is offered. When a student repeats a course the student must achieve a minimum grade of B or higher. The repeat option will be offered only once. Students who receive more than one incidence of less than a "B" in any nursing course will be removed from the nursing program.
3. Students who are removed from a clinical affiliation prior to completing the rotation will be suspended from the program while the Program Director/Chair investigates the reasons for the removal. If the Program Director/Chair deems the removal is warranted, the student will be removed from the nursing programs.
4. If the Program Director/Chair determines that despite removal from a particular clinical rotation the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the clinical course when space permits. If the student is removed a second time while in advanced standing, the student will be removed from the program.
5. Campus-based students may appeal decisions to the Dean of Academic Affairs and Operations and then the College Dean. Online students may appeal to the Associate Vice Chancellor for Academic Affairs, Online and then the College Dean. The decision of the College Dean is final.

Additional Program Progression Policy for Family Nurse Practitioner and Adult Gerontology Nurse Practitioner Students

All FNP and AGNP Nurse Practitioner students will complete a formal review course during their program of study. Every nurse practitioner student will receive access to the review course via an online video or a CD/review book. This will happen during their final course in their specialty track.

After the fourth nursing course within the MSN program, NP students will have to successfully complete a formative evaluation tied into a zero credit course. If not successful they will be placed on a remediation plan and will be allowed to retake a formative evaluation. If not successful on the second attempt the student will be dismissed from the Nurse Practitioner specialization. This formative evaluation is done after completion of the following courses: NSG5000, NSG5002, NSG5003 and NSG6002.

Prior to the first practicum course (NSG6320 or NSG6420) in the NP program all students must complete the 3 P Exam administered in a zero credit course. This exam is created to determine readiness for practicum courses.

This course provides evaluation in pharmacology, Pathophysiology and advanced physical assessment.

All Nurse Practitioner students must take this exam. Students must successfully pass this exam in order to continue progression within the program.

If they are unsuccessful after the first attempt they will be enrolled in a remediation course (2 credits) and be provided faculty driven remediation and allowed to retake the exam.

Students who are unsuccessful during their second attempt of the 3 P Exam will be Dismissed from the Nurse Practitioner Programs but may transfer to the non-clinical specializations such as Nurse Educator, Nurse Administrator or Nurse Informatics.

During the final Practicum course, NSG6440 or NSG6340, the students will take the APEA predictor exam. This exam account for a percentage of the quiz grade in the course as defined in the ACO. Students unsuccessful in obtaining a positive predictive score will meet with their faculty of record and enter into a formal remediation plan using My Q Bank. During the final 2 weeks of last practicum course, NSG6340 or NSG6440, the student will take an exit predictor exam. Detailed information will be provided to the students to guide review. This will be tied in to the final exam grade as defined in the course ACO.

All students who were in dismissal/remediation status for longer than 6 months must complete and successfully pass the appropriate evaluation to determine readiness to progress. For example, if dismissal occurred prior to NSG6020 they must successfully complete the formative evaluation prior to class enrollment. If dismissal status occurred after NSG6020 they must successfully complete the 3 P exam prior to being enrolled in class.

RN to MSN, Master of Science in Nursing, Post-Graduate Certificate and Doctor of Nursing Practice Programs Reinstatement Policy

This procedure applies to readmission for students who withdraw from any course in the Nursing program, who withdraw from the Nursing program, or who receive less than the required letter grade in any course in any given quarter in the Nursing program. Students who receive more than one incidence of less than a "B" letter grade will be removed from the program. The final decision for acceptance into the next cohort is provided by the Program Director/Chair based on available slots in the cohort and a reasonable expectation that the student in question has potential to succeed in the program. The reapplication process will only be offered once. There is no guarantee of reinstatement for a student who withdraws from the Nursing program.

Timing for Reinstatement (Term-Based Programs)

No later than the 3rd (third) week of the academic term preceding the term into which the student wishes to reenroll, the student must apply in writing to the Program Director and/or Dean of Academic Affairs requesting reinstatement in the program.

No later than the 5th (fifth) week of the academic term preceding the term into which the student wishes to re-enroll, the student must meet with the Program Director and/or Dean of Academic Affairs to complete a plan of action to address the reasons for the failure or withdrawal.

By the end of the academic term proceeding the term into which the student wishes to reenroll, the Program Director and/or Dean of Academic Affairs will determine the appropriateness of reinstatement into the program. The decision will be based on the availability of space in the cohort and on the Program Director/Dean of Academic Affairs' judgment of the student's potential to achieve success in the curriculum. Students may appeal decisions to the Dean of Academic Affairs and Operations and then the College Dean.

The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during their absence from the program. Students who are eligible for readmission and who have been out of the program for any reason longer than one year must reapply for admission to the university and the RN to MSN, Master of Science in Nursing, Post-Graduate Certificate and Doctor of Nursing Practice Programs.

Any student reinstated in the program for academic reasons (failure to obtain the minimum final letter grade or withdrawal from the program with less than the required minimum academic achievement at the time of withdrawal) will be required to obtain a minimum final grade of B, determined as described in the university catalog, in any repeated courses in order to continue in the curriculum.

Reapplication Timeline for the RN to MSN, MSN and DNP Programs

REAPPLICATION TIMELINE	10 and 11 WEEK DEADLINE	5 WEEK DEADLINE
Student must apply in writing to Program Director and/or Dean of Academic Affairs	By 3rd week of preceding term	By 1st week of preceding term
Student must communicate with Program Director and/or Dean of Academic Affairs	By 5th week of preceding term	By 2nd week of preceding term
Program Director or Dean of Academic Affairs will notify the student of the decision.	By 8th week of preceding term	By 4th week of preceding term

Timing for Reinstatement for the RN to MSN, MSN, PGC and DNP Programs (Non-Term Based Programs)

Students wishing to re-enroll must apply in writing to the Program Director/Chair six (6) weeks prior to their desired reentry date.

Bachelor of Science in Nursing (BSN) Program Progression Standards

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practice requirements are published in the course syllabi and expanded upon in the Nursing Student Handbook. Course syllabi are provided to each student before or during the first class contact for each course.

Student Handbooks are available electronically to students after acceptance into the nursing program. Nursing program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program.

NOTE: Admission into the BSN program requires a cumulative GPA (CGPA) of 2.75 or better on a 4.0 scale in the nursing pre-requisite courses. Students with a CGPA of 2.5-2.74 may be considered for provisional acceptance in Spring of 2018 only.

1. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progression Policy. Failure to meet the SAP standards may result in dismissal from the nursing program.
2. Students who earn less than a C in undergraduate nursing course(s) will not be allowed to progress in the program. Students may be allowed to apply for readmiision. If approved, the students will be permitted to repeat the course(s) in which they scored lower than the required letter grade of C the next quarter that the course is offered. When a course is repeated, the students must achieve a minimum grade of C or higher. Failure to obtain a grade of C or higher in the repeated course will result in the student being permanently dismissed from the program without the option to return. The repeat option will be offered only once. Please refer to the Undergraduate Nursing Programs Withdrawal Policy found in the Undergraduate Nursing Student Handbook.
3. Students enrolled in the BSN program must maintain a cumulative GPA (CGPA) of 2.75 in nursing courses every quarter. Failure to maintain the CGPA in nursing courses will result in academic probation for the following quarter. A student on academic probation who does not acheive the required CGPA of 2.75 in nursing courses will be dismissed from the nursing program. A student who is placed on academic probation must obtain a CGPA of 2.75 in nursing courses the by the end of the quarter or the student will be dismissed from the nursing program. A student who fails to achieve the CGPA of 2.75 in nursing courses for a second time, will be permanently dismissed from the nursing program without the option to return.
4. Students are required to apply knowledge learned in the classroom to the care and treatment of patients. Laboratory or clinical experience courses will have grades reported as pass (P) or fail (F). Grades for practicum/laboratory courses are calculated using written and other appropriate methods of assessing clinical competence. Students are required to obtain a minimum grade of "P" (pass) in the laboratory/clinical course as well as the classroom courses. For purposes of progression, failure of practicum/laboratory courses carries thesame consequences as those courses with letter grades.
5. Remediation is mandatory if a student scores less than the stated percentage on any ATI assessment as outlined in the course syllabi. Please refer to the nursing student handbook for details or course syllabi for detailed explanation.
6. Students who are removed from a clinical affiliation prior to completing the rotation will be suspended from the program while the Program Director/Chair investigates the reasons for the removal. If the Program Director/Chair deems the removal is warranted, the student will be dismissed from the nursing programs.
7. If the Program Director/Chair determines that despite removal from a particular clinical rotation the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the

clinical course when space permits. If the student is removed a second time, the student will be expelled from the program.

8. Campus-based students may appeal decisions to the Dean of Academic Affairs and Operations and then the College Dean. The decision of the College Dean is considered final.

Bachelor of Science in Nursing (BSN) Program Reinstatement Policy

This procedure applies to reinstatement for students who withdraw from any course in the Nursing program, who withdraw from the Nursing program, or who receive less than the required letter grade in any course in any given quarter in the Nursing program. The final decision for acceptance into the next cohort is provided by the Program Director/Chair based on available space in the cohort and a reasonable expectation that the student in question has potential to succeed in the program. The reapplication process will only be offered once. There is no guarantee of reinstatement for a student who withdraws from the Nursing program.

1. No later than the 3rd (third) week of the academic term preceding the term into which the student wishes to return, the student must apply in writing to the Program Director/Chair requesting reinstatement in the program.
2. No later than the 4th (fourth) week of the academic term preceding the term into which the student wishes to reenroll, the student must communicate with the Program Director/Chair to complete a plan of action to address the reasons for the failure or withdrawal.
3. By the end of the academic term proceeding the term into which the student wishes to reenroll, the Program Director and/or Chair will determine the appropriateness of reinstatement into the program. The decision will be based on the availability of space in the cohort and on the Program Director/Chair judgment of the student's potential to achieve success in the curriculum. Students may appeal decisions to the Dean of Academic Affairs and Operations and then the College Dean.
4. The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during their absence from the program.
5. Students who are eligible for readmission and who have been out of the program for any reason longer than one year must reapply for admission to the university and the Nursing program.

Reapplication Timeline for the BSN Program

REAPPLICATION TIMELINE	11 WEEK DEADLINE
Student must apply in writing to Program Director and/or Dean of Academic Affairs	By 3rd week of preceding term
Student must communicate with Program Director and/or Dean of Academic Affairs	By 5th week of preceding term
Program Director or Dean of Academic Affairs will notify the student of the decision.	By 8th week of preceding term

Nursing (RN to BSN) Nursing Program Progression Standards

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practice requirements are published in the course syllabi and expanded upon in the Student Handbook. Course syllabi are provided to each student before or during the first class contact for each course. Student Handbooks are given to students after acceptance into the nursing program. Nursing program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program.

NOTE: The minimum CGPA requirement for full admission into the RN to BSN program is 2.50. Provisional acceptance may be permitted for those students with a CGPA of 2.0-2.49.

1. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progression Policy. Failure to meet the SAP standards may result in dismissal from the nursing program.
2. Students may have one quarter for term-based students, or one session for students in non-term based programs with a grade of less than C in undergraduate nursing courses. Students will be permitted to repeat course(s) in which they scored lower than the required letter grade of C the next quarter or session that the coursework is offered. When a student repeats a course the student must achieve a minimum grade of C or higher. Failure to obtain a grade of C or higher in the repeated course will result the student being permanently dismissed from the program. The repeat option will be offered only once. Please refer to the Undergraduate Nursing Programs Withdrawal Policy found in the Undergraduate Nursing Student Handbook.
3. Satisfactory completion of general education requirement and 3000 level nursing courses is required before progression to 4000 level nursing courses.
4. Students who are removed from a clinical affiliation prior to completing the rotation will be suspended from the program while the Program Director/Chair investigates the reasons for the removal. If the Program Director/Chair deems the removal is warranted, the student will be removed from the nursing programs.
5. If the Program Director/Chair determines that despite removal from a particular clinical rotation the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the clinical course when space permits. If removed a second time, the student will be dismissed from the nursing programs.
6. Students who have been removed from the program may reapply after one year from the time that they were dismissed from the program. Readmission will be based on all applicable admissions criteria at the time of application for readmission.

Nursing Program (RN to BSN) Reinstatement Policy

This procedure applies to readmission for students who are dismissed from the nursing program, or who receive less than the required letter grade in any course in any given quarter in the Nursing program The final decision for acceptance into the next available term is provided by the Program Director/Chair based on space availability and a reasonable expectation that the student in question has potential to succeed in the program. The reapplication process will only be offered once. There is no guarantee of reinstatement for a student who withdraws from the Nursing program. Students who voluntarily withdraw from the Nursing Completion Program are not guaranteed readmission due to lack of space.

Timing for Reinstatement (Term-Based Programs)

1. No later than the 3rd (third) week of the academic quarter preceding the quarter into which the student wishes to reenroll, the student must apply in writing to the Program Director/Chair requesting reinstatement in the program.
2. No later than the 5th (fifth) week of the academic quarter preceding the quarter into which the student wishes to reenroll, the student must communicate with the Program Director/Chair to complete a plan of action to address the reasons for the failure or withdrawal.
3. By the end of the academic term proceeding the term into which the student wishes to reenroll, the Program Director/Chair will determine the appropriateness of reinstatement into the program. The decision will be based on the availability of space in the cohort and on the Program Director/Chair judgment of the student's potential to achieve success in the curriculum. Students may appeal decisions to the Dean of Academic Affairs and Operations and then the College Dean.
    a. The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during their absence from the program. Students who are eligible for readmission and who have been out of the program for any reason longer than one year must reapply for admission to the university and the Nursing program.

Reapplication Timeline

REAPPLICATION TIMELINE	11 WEEK DEADLINE
Student must apply in writing to Program Director and/or Dean of Academic Affairs and Operations	By 3rd week of preceding term
Student must communicate with Program Director and/or Dean of Academic Affairs and Operations	By 5th week of preceding term
Program Director or Dean of Academic Affairs and Operations will notify the student of the decision.	By 8th week of preceding term

Timing for Reinstatement (Non-Term Based Programs)

Students wishing to reenroll must apply in writing to the Program Director/Chair six (6) weeks prior to their desired re-entry date.

College of Theology Progression Standards

Doctor of Ministry Program Progression Standards

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practical requirements are published in the course syllabi and expanded upon in the Student Handbook. Course syllabi are provided to each student before or during the first class contact for each course. Student Handbooks are given to students after acceptance into the program. D.Min. program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program. NOTE: The minimum CGPA required to be eligible to apply to the Standard Track of the D.Min. program is 2.7; the minimum CGPA for the Advanced Track is 3.0.

1. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress Policy (SAP). Failure to meet the SAP standards may result in dismissal from the D.Min. program.
2. All students must take MIN7000 Learning Skills for Ministry and MIN7001 Academic Writing in the first quarter/term. Students who take only one course should take MIN7001 Academic Writing first. If the courses are not passed with a grade of C or better (or P for MIN7001), the course must be retaken and no other courses may be taken until the course is successfully completed after the second attempt. Students who fail to successfully complete these will be dismissed from the program.
3. Students may elect to test out of MIN7001 Academic Writing by taking the WritePlacer Writing Test before registering for courses. The test is administered once at admission. Students who achieve a passing score of 6 or higher on the WritePlacer test do not have to take MIN7001 Academic Writing and may replace the course with an elective.
4. All students must take the Computer Skills Proficiency test before registering for courses in their first quarter/term. Students who do not achieve a score of 85% for the CSP test are required to attend a computer skills workshop before or during their first quarter/term and may retake the CSP test up to three times. Students who do not attend the workshop and/or do not achieve a score of 85% by the third attempt will be dismissed from the program at the end of the first quarter.
5. Students must complete all coursework in the program with a grade of C or better. Students will be permitted to repeat coursework in a single occurrence in which they scored lower than the required letter grade the next quarter or session that the course is offered. No course may be retaken more than once (except MIN7000 Learning Skills for Ministry). Students who fail to successfully complete courses will be dismissed from the program.

6. Standard Track students must successfully complete a portfolio review at the mid-point of the program (48 credits completed) and at the end of the program (96 credits). Advanced Track students must complete a portfolio review at the end of the program (40 credits). Students who do not successfully complete the portfolio review will be placed on programmatic probation for one quarter to complete assigned tasks. Students who have not completed this task at the end of the probationary quarter will be dismissed from the program.
7. Standard Track students should plan to enroll in practicum courses after the fifth quarter/term. Students should plan to begin ministry internships or ministry mentor opportunities after the start of the first course in the chosen practicum sequence (MIN7590 Ministry Practicum I or MIN7591 Clinical Pastoral Education, Level 1A or MIN7592 Clinical Pastoral Education, Level 2A) and to finish them before the end of the second course in the chosen practicum sequence (MIN7690 Ministry Practicum II or MIN7691 Clinical Pastoral Education, Level 1B or MIN7692 Clinical Pastoral Education, Level 2B.
8. Students must successfully complete MIN7500 Theology and Research in Ministry before enrolling in any final project course.
9. Students must meet ethical and professional standards as identified by the College of Theology, the American Association of Pastoral Counselors (AAPC), the Association of Professional Chaplains (APC), and South University.

Programmatic Probation

A student will be placed on probation in the following situations:

1. Inadequate practicum performance.
2. Violation of the Graduate Honor Code.
3. Breach of ethical, moral, or professional conduct.

Students who do not meet remediation expectations after two quarters of programmatic probation will be dismissed from the program. Note: A student cannot be placed on programmatic probation more than once.

Reinstatement Policy

Students who are placed on programmatic probation will be given a remediation plan developed by their Program Director and approved by the Department Chair and/or College Dean. The plan may include academic and non-academic requirements appropriate to the reason for probation. A written evaluation will be submitted to the Department Chair and/or College Dean at the completion of the plan, who will then notify the Registrar to reinstate the student or continue the student on probation. Students who are alleged to have violated the Graduate Honor Code or the standards of ethical professional conduct adopted by the College of Theology will be referred to the Graduate Honor Council.

Appeal of Programmatic Probation or Dismissal

Students may appeal the decision to be placed on programmatic probation to the College Dean or his/her designee. The student should provide any necessary documentation along with a letter of appeal. The College Dean will review the case and interview participants. The student may appeal the decision of the College Dean to the Vice Chancellor for Academic Affairs or his/her designee. The decision of the Vice Chancellor (or designee) is final. The appeal process for programmatic probation or dismissal for violations of the Graduate Honor Code or violations of ethical and professional standards is found in the Graduate Honor Council section of the D.Min. Student Handbook.

The Family Educational Rights and Privacy Act of 1974, as amended

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information South University may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the registrar. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure of Educational Records

South University generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

1. To South University officials who have been determined by the school to have legitimate educational interests in the records. A school official is:
    a. a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
    b. a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.
    c. Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for South University has a legitimate educational interest.

2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the school.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.

11. To persons in addition to the victim of a crime of violence or non-forcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The school, in such instances, may only disclose the name of the perpetrator not the name of any other student, including a victim or witness without the prior written consent of the other student(s)).
    a. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.
12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (see Section IV below).
14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and South University will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to South University officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), South University will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information

South University designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

1. Student's name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received.
13. The height and weight of athletic team members.

Notice of these categories and of the right of an individual in attendance at to request that his/her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by

specifying nondisclosure, in writing, to the Office of the Registrar, as listed in the Appendix of this catalog. . Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

V. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. South University may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, South University will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of South University. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.
4. South University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
5. If, as a result of the hearing, South University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
6. If, as a result of the hearing, South University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.
7. If a statement is placed in the education records of a student under paragraph 6 above, South University will:
    a. maintain the statement with the contested part of the record for as long as the record is maintained; and
    b. disclose the statement whenever it discloses the portion of the record to which the statement relates.

VI. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by South University to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Please see the Appendix located at the end of this catalog which includes a list of specific contact information by location.

Retention of Student Records

Transcripts and other student records are retained in paper and/or electronic form on each campus. In the event that a campus has changed locations or ceased operations in a geographical area, students should contact the South University central office, 912-201-8134 at the Savannah campus for access to their records.

Military and Veteran Students

Minimum Academic Achievement Standards for Student Receiving Department of Defense Tuition Assistance

In addition to the University's Standards of Satisfactory Academic Progress Policy, in order for a Service member student to continue to receive Tuition Assistance (TA) military education benefits for TA-funded courses, the following minimum academic standards must be achieved.

The Department of Defense requires reimbursement from the Service member if a successful course completion is not obtained. For the purpose of reimbursement, a successful course completion is defined as a grade of "C" or higher for undergraduate courses, a "B" or higher for graduate courses and a "Pass" for "Pass/Fail" grades. Reimbursement will also be required from the Service member if he or she fails to make up a grade of "I" for incomplete within the time limits stipulated by the educational institution or 6 months after the completion of the class, whichever comes first.

Students using TA must maintain a cumulative grade point average (GPA) of 2.0 or higher after completing 15 semester hours/23 quarter hours, or equivalent, in undergraduate studies, or a GPA of 3.0 or higher after completing 6 semester hours/9 quarter hours, or equivalent, in graduate studies, on a 4.0 grading scale. If the GPA for TA funded courses falls below these minimum GPA limits, TA will not be authorized and Service members will use alternative funding (such as financial aid or personal funds) to enroll in courses to raise the cumulative GPA to 2.0 for undergraduate studies or 3.0 for graduate studies.

The Secretary of the Military Department will establish recoupment processes with the Service member directly for unsuccessful completion of courses.

Advising Point of Contact

Military students are encouraged to ask about academic support, financial aid advising, disability services or career counseling that is made available on campus. Students in on-campus programs should contact the Financial Aid department for financial aid advising, their Academic Advisor for academic support and the Dean of Student Affairs or the Dean of Academic Affairs and Operations for disability services and career counseling. Students in online programs should request information from their Academic Counselor, Student Finance Counselor or Assistant Director of Admissions.

Education Plans for Military Service Members and Veterans

Educational plans will be developed and reviewed with all of our military service members and veteran students by the Registrar's office. The educational plan will detail how the student will fulfill all of the requirements to graduate from the educational program as well as the expected timeline of program completion.

A second, updated student educational plan, will be provided to the student within 60 days after full acceptance to the University or after all required academic transcripts are received by the school or the student completes 9 quarter credit hours, whichever is achieved first.

A subsequent educational plan will be provided should the student change programs or if anything changes to the student's education goals. The plan will be provided to the student within 60 days of the change occurring.

The student is responsible for keeping appointments with his/her academic advisor to review this important information. Educational plans are being provided to new and reentry students who are expected to receive military benefits and who started courses on or after July 1, 2013. If you are a student receiving military benefits and started classes before July 1, 2013, please contact the Registrar's office to receive more information or for the development of an education plan.

The student should be cognizant of the length of time it is expected for you to complete the program, as well as the remaining number of months the student may be eligible to receive military education benefits. The student may need to adjust the number of hours you schedule each term or period to assure maximization of your education benefits.

Voluntary Intent to Continue

Campus-Based Programs and term-based online programs

Students in Campus-based programs and term-based online programs who are in the first session of the quarter, or students in Accelerated Graduate programs who are in the first or second session of the quarter, and who drop/withdraw or are administratively dropped from all of their courses in that session must have a Voluntary Intent to Continue Form on file in order to enroll in additional courses in the same quarter and not be withdrawn from the University. Students will have 4 business days from their date of determination to submit the Voluntary Intent to Continue Form. Students who do not have a Voluntary Intent to Continue Form on file after the fourth business day and are dropped from all of their courses will be administratively withdrawn from the University.

University Holidays

A South University course may begin, end, or include an official campus holiday. If such a holiday occurs, the class meeting would not occur on that date and course assignments due on that date would shift as follows:

- The holiday occurs on the first day of the course term: Assignments shift to the following day.
- The holiday occurs during the course term: Assignments shift to the following day.
- The holiday occurs on the last day of the course term: Assignments shift to the previous day.

Students in online programs follow the official Savannah campus holiday schedule. Individual on-campus programs may have specific policies as to effect of holidays on class meetings, course assignments, and program requirements.

Withdrawal and Drop/Add Policies

Official Withdrawals from the Institution

Official Withdrawals from On-campus Programs

To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw. New students who withdraw from the institution before the end of the first week of class will have no attempted courses shown on their record.

Students who officially withdraw or are administratively withdrawn from a course after the Drop/Add period and before day 31 of a 5.5-week, or day 28 of a 5-week course, will receive a W grade. Students who officially withdraw or are administratively withdrawn after day 31 of a 5.5-week course, or day 28 of a 5-week course, will receive a WF grade. Students who officially drop withdraw or are administratively withdrawn from an course after the Drop/Add period and before day 58 of an 11-week class, or day 53 of a 10-week class, will receive a W grade. Students who officially withdraw or are administratively withdrawn after day 58 of an 11-week class, or after day 53 of a 10-week class will receive a WF grade. Students should consult with their Financial Aid Advisor to determine the implications of adding or dropping a course.

Students who withdraw or are administratively withdrawn from all courses in a quarter will be withdrawn from the University. Students who fail to registrar for a quarter will be withdrawn from the University.

Official Withdrawals from Accelerated Graduate Programs

To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw. New students who withdraw from the institution before the end of the first week of class will have no attempted courses shown on their record.

Students who officially withdraw or are administratively withdrawn from a course before the end of the 22nd day of class the student will receive a W grade, if a student withdraws or is administratively withdrawn after the 22nd day of the class a WF is assigned.

Official Withdrawal from Online Programs

Students enrolled in term-based or non-term based programs who wish to officially withdraw from the institution must contact their Academic Counselor. New students who officially withdraw from the institution or stop attending in the first 21 days of class will have no attempted courses shown on their record, their enrollment will be cancelled, and all tuition and related fees removed. A non-term student, who is out-of-attendance more than 29 consecutive calendar days, will be administratively withdrawn from the University

Students who officially withdraw or are administratively withdrawn from a course before the 22nd day of a 4 week class, or the 28th day of a 5 week class the student will receive a W grade (if after the 22nd day of a 4 week class, or the 28th day of the 5 week class, a WF grade is assigned). Students who officially withdraw or are administratively withdrawn from a course before the 53rd day of a 10 week class, will receive a W grade (if after the 53rd day in a 10 week course or after the 58th day in an 11 week course, a WF grade is assigned).

Veterans

Veterans in either on-campus or online programs should be aware that the Veterans Administration will not pay for a course that a student drops after the first week of class unless extreme circumstances justify course withdrawal. Veterans should consult their Financial Counselor before withdrawing from any class after the first week of the session. Students who are veterans should also contact the Veterans Administration before withdrawing from school.

Administrative Withdrawals from Non-Term Based Programs

A student who is out-of-attendance more than 29 consecutive calendar days will be administratively withdrawn from the University.

Dropping and Adding a Course

Drop/Add Period (Term-Based Programs)

Campus-based students have only one Drop/Add period each quarter. Continuing student's Drop/Add period is the first week of the main quarter start. New and Reentry student's Drop/Add period is the first week of their quarter or mid-quarter start. Students in Accelerated Graduate Programs Drop/Add period is the first four (4) days of their quarter or mid-quarter start. Campus-based students may not add an online course that begins later in the quarter after the drop/add period.

Students in Accelerated Graduate Programs Drop/Add period is the first four (4) days of their quarter or mid-quarter start.

Campus-based students may not add an online course to their schedule after day three (3) of the online class.

Students in Online Programs may drop or add a course at the start of each session within their quarter. Each session within a quarter will have a drop/add period of three calendar days.

Drop/Add period:

- 4 week course: Days 1, 2 and 3 of the course.
- 5 week course: Days 1, 2, and 3 of the course.
- 10 week course: Days 1, 2, and 3 of the course.

For students in online programs, adding a course must be made through their Academic Counselor Students may not be added to a current course after the defined Drop/Add period. However, students may add a course that begins in a future session.

Drop/Add (Term-Based Programs)

Students may adjust their schedules without penalty by dropping and/or adding courses during the Drop/Add period. Specific dates are reflected on the academic calendar or can be obtained through the Registrar's office. Students officially withdrawing or administratively withdrawn from a course by the end of the Drop/Add period shall receive a 100% refund of all monies paid for the course and will have that course removed from their academic transcripts. Students are encouraged to consult the professor and/or department chair before dropping any course.

All schedule revisions must be made through the registrar's office, where an official Drop/Add Form must be completed. For students in online programs, schedule revisions must be made through their Academic Counselor Students should consult with financial aid to ascertain implications of schedule changes. Courses cannot be added after the late registration period indicated on the University calendar

Drop/Add (Non-Term Programs)

Students who officially drop from a course during the Drop/Add period will have that course removed from their academic transcripts. Students who are officially withdrawing or administratively withdrawn from a course by the end of the Drop/Add period shall receive a 100% refund of all monies paid for the course and will have that course removed from their academic transcripts.

Drop/Add period:

- 4 week course: Days 1, 2 and 3 of the course.
- 5 week course: Days 1, 2, and 3 of the course.
- 10 week course: Days 1, 2, and 3 of the course.

For students in online programs, adding a course must be made through their Academic Counselor. Students may not be added to a current course after the defined Drop/Add period. However, students may add a course that begins in a future session.

Dropping Courses (Term-Based Programs)

Courses that are dropped after the Drop/Add period but the 22nd day of a 4-week class, or the 28th day of a 5 week class the student will receive a W grade (if after the 22nd, day of a 4-week class, or the 28th day of the 5 week class, or after the 31st day of the 5.5 week class, a WF grade is assigned). Courses that are dropped before the 53rd day of a 10 week class will receive a W grade (if after the 53rd day in a 10 week course a WF grade is assigned).

Dropping Courses (Accelerated Graduate Programs)

Courses that are dropped after the Drop/Add period but before the end of the 22nd day of the class, will result in a grade of "W." Courses that are dropped after the Drop/Add period but before the end of the

22nd day of the class will also result in a grade of "W." Courses dropped after this point will result in the grade of a "WF."

Dropping Courses (Non-Term Based Programs)

Courses that are dropped after the Drop/Add period but before the 22nd day of a 4-week class, or the 28th day of a 5 week class, or the 31st day of 5.5 week class the student will receive a W grade (if after the 22nd, day of a 4-week class, or the 28th day of the 5 week class, or after the 31st day of the 5.5 week class, a WF grade is assigned). Courses that are dropped before the 53rd day of a 10 week class, or before the 58th day of an 11 week class, will receive a W grade (if after the 53rd day in a 10 week course or after the 58th day in an 11 week course, a WF grade is assigned).

Institutional Review Board (IRB)

The mission of South University's IRB is to protect the rights and welfare of human participants in research by reviewing all proposed research to be conducted by or with faculty, staff, and/or students of South University. The IRB will ensure that participants are treated in an ethical manner that is also in compliance with federal regulations and the principles outlined in the Belmont Report. Oversight of the IRB will be maintained by the Vice Chancellor for Academic Affairs (VCAA). This role will include coordination and consultation with the College and School Deans. Direct oversight of the IRB is maintained by the IRB Director of Training and Compliance, Assistant Director of Training and Compliance, and the IRB committee. According to HHS guidelines, an IRB should contain at least five members who are sensitive to community attitudes and knowledgeable about institutional commitments and regulations and as well as applicable laws and standards of professional conduct. There should be at least one member with a nonscientific concern, at least one member with a scientific concern, and at least one member from the community who is not otherwise affiliated with the institution. IRB information is available at the inside South University website. Research applications are submitted to the IRB (irb@southuniversity.edu) and reviewed at regularly scheduled committee meetings.

Intellectual Property Policy

As a creative community of teachers, artists and scholars, South University is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of South University itself, which supports this creative and scholarly work.

I. Purpose and Scope

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for

students or employees of educational university, however, and whether the use of copyrighted material without permission falls with "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law. A violation of South University's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from South University.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

South University's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using South University's information technology system. South University's policies prohibit use of South University's computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

As a creative community of teachers, artists and scholars, South University is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of South University itself, which supports this creative and scholarly work.

This document expresses South University's policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of South University - faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with South University, and this Policy governs in all circumstances, unless South University has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between South University and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit "fair use" as defined by U.S. laws.

II. Definitions (if applicable)

The following terms are used throughout the Policy and are defined as follows:

A. *Copyright* - Copyright is the intangible property right granted for a limited period of time by federal statute (Title 17 of the U.S. Code) for an original work of authorship fixed in any tangible form of expression. Copyright provides the owner with five exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly and to perform the work publicly (if relevant).
B. *Commissioned Work* - A Commissioned Work is defined as a Work (as defined in paragraph K) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph D) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract.
C. *Independent Academic Effort or Creative Activity* - Independent Academic Effort or Creative Activity is defined as the inquiry, investigation, research, or creative activity that is carried out by faculty, staff and Students of the Institution

working on their own, that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff member(s), or Student(s) without the direct assignment, supervision, or involvement of the Institution.

D. *Institutional Employee* - An Institutional Employee is a full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, or fellow (as defined in the Faculty Handbook), or a full-time or part-time staff member (as defined in the Staff Handbook), or Student, who is employed by the Institution or who is working under an Institution contract, either expressed or implied.

E. *Intellectual Property* - Means: (i) trademarks, service marks, brand names, trade dress, assumed names, trade names, slogans, URLs, domain names, logos and other indications of source, sponsorship or affiliation, together with all associated goodwill (whether the foregoing are registered, unregistered or the subject of a pending application for registration); (ii) inventions, developments, improvements, discoveries, know how, concepts and ideas, whether patentable or not, in any jurisdiction; (iii) patents, patent applications and patent disclosures; (iv) trade secrets and proprietary or confidential information; (v) writings and other works of authorship, whether subject to copyright protection or not, in any jurisdiction, including but not limited to literary works (such as books, scholarly articles, journal articles and other articles, theses, research, course syllabi, curricula, exams, instructional and evaluation materials for classes, courses, labs or seminars, study guides, student rosters and attendance forms, grade reports, assessment of student work and projects, course or program proposals, software, data and databases, lecture and presentation materials); musical works (including any accompanying words); dramatic works (including any accompanying music); pantomimes and choreographic works; pictorial, graphic, and sculpture works (including graphic designs; illustrations, photographs, paintings, sculptures and other works of art); motion pictures and other audiovisual works (including films, audio and video recordings and multimedia projects); sound recordings; architectural works; and compilations; and (vi) copyrights, copyright registrations and applications for registration of copyrights in any jurisdiction.

F. *Patent* - A United States patent is a grant which gives the owner of the patent the right to exclude all others from making, using, or selling the claimed invention in the United States for a set period of time. Similar rights are granted in other countries, but the discussion of Patents in this Policy will focus specifically on United States patent rights.

G. *Sponsored Work* - Sponsored Work is a Work (as defined in paragraph K) that is produced or created under an agreement between the Institution and a sponsor which provides the Institution with ownership and/or usage rights to the Work and Intellectual Property produced under the agreement. Sponsored works do not include works created through independent academic effort or creative activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.

H. *Student* - A Student is a regularly registered, full- or part-time, undergraduate or graduate at the Institution, including students attending the Institution as "special status students": e.g., as participants in Professional Institute for Educators (PIE), Continuing Education (CE), the Pre-College or Saturday programs, or in exchange programs or through special grants or fellowships.

I. *Substantial Institutional Resources* - Any substantial use of Institution equipment, facilities, time, personnel, or funds, and use of Institution resources that are not "commonly provided", is considered a use of "Substantial Institutional Resources." This use does not include resources commonly provided to Institution faculty and staff, such as offices, library facilities, basic artistic facilities, and everyday telephone, computer, and computer network support. However, substantial time spent in the use of these latter resources may constitute the use of "Substantial Institutional Resources." Resources not considered "commonly provided" include specially procured equipment or space, additional staffing or personnel, utilization beyond normal work hours of Institution personnel, and monetary expenditures that require a budget. Faculty may use the basic artistic facilities unless use infringes on student use of those facilities for coursework.

J. *Trademark and Service Mark* - A trademark or service mark is any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party's goods or services from those of others.

K. *Work* - The term "Work" as used in this Policy shall be defined to include all of the items identified in Sections (i), (ii), (iv) and (v) of the definition of Intellectual Property in paragraph E.

L. *Work Made for Hire* - A "Work Made for Hire" is defined as a Work (as defined in paragraph K) prepared by an employee within the scope of his or her employment.

Consistent with the Copyright Act of 1976, as amended, a Work Made for Hire under this Policy also includes a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as

a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire.

Examples of works made for hire include software programs created within the scope of an employee's duties by a staff programmer, a newspaper article written by a staff journalist for the newspaper that employs him/her, and a musical arrangement or ditty written for a music company by a salaried arranger on its staff.

III. Policy Provisions

The Rights of the Creator of Intellectual Property

A. Faculty, Staff and Student Works

1. General Rule
   Subject to the exceptions noted in this Policy, as a general rule, South University does not claim ownership of Intellectual Property developed through Independent Academic Effort or Creative Activity and that is intended to disseminate the results of academic research and scholarship, and/or to exhibit forms of artistic expression on the part of faculty, staff, and Students.

2. Exceptions to the General Rule.
   Exceptions to the general rule set forth in III.A.1 above include Intellectual Property developed by faculty, staff, Students and Institutional Employees under any of the following circumstances:

   a. The Intellectual Property is developed as a Sponsored Work.
   b. The Intellectual Property is developed as a Commissioned Work.
   c. The Intellectual Property is developed using Substantial Institutional Resources.
   d. The Intellectual Property is developed by the creator within the scope of his or her employment with South University and constitutes a Work Made for Hire.
   e. The Intellectual Property is developed by a creator who is assigned, directed or funded by South University to create the Intellectual Property.
   f. The Intellectual Property is developed under a grant, program or agreement which provides South University with ownership rights, in whole or in part, to the Intellectual Property.
   g. Under the circumstances described in Section III.A.2 (a) through (f) above, the Intellectual Property shall be owned by South University (or by South University and any other party as specified in any written grant, program or agreement).

   The creator of any Intellectual Property that is or might be owned by South University under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by South University's Chancellor, and to execute any document deemed necessary by South University to perfect legal rights in South University and enable South University to file applications for registration when desired.

3. Ownership Rights in Specific Types of Works.
   For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:

   a. Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by South University. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to South University.
   b. Unless developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, scholarly articles and papers written for publication in journals, presentations and scholarly

papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by South University as Works Made for Hire or otherwise.

c. If any Intellectual Property to be owned by South University under Section III.A.2 (a) through (f) above is developed jointly with a non-Institution party, the parties' respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a written agreement.
d. Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of South University will develop a written agreement with the user of those resources, which must be executed by the parties before use of the resources, to identify the nature and terms of the use, including possible reimbursements or other systems of compensation back to South University.
e. Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty.
f. Unless the Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, Intellectual Property created by a Student working on his or her own, or developed in the context of a course, is owned by the Student and South University will not use the Student's Work without the Student's permission to do so.
g. Students working on a project governed by an existing written agreement to which South University is a party are bound by all terms of that agreement.
h. Students hired to carry out specific tasks that contribute to Intellectual Property of South University retain no rights of ownership in whole or in part to that Intellectual Property or to the Student's contribution to that work.
i. Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to South University outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.
j. The rights of South University to a perpetual, worldwide license (exclusive or nonexclusive, as South University deems necessary), to use and reproduce copyrighted materials for educational, research, and promotional purposes must be included in any agreement with a non- Institution sponsor.

B. Independent Contractor Works

As a general rule, South University will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or South University has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If South University does not own the Intellectual Property created by an independent contractor, it shall have a right or license to use any Work produced by the independent contractor in the course of performance of the contract, in accordance with the parties' agreement.

IV. Institution's Usage Rights

To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, South University shall have a permanent, non-exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related accreditation or promotion of South University . Where practicable, South University will use best efforts to cite the creator of the Work if South University exercises such usage rights.

V. Institution's Marks

Intellectual Property comprised of or associated with South University 's Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the "Marks") belongs exclusively to South

University and/or its affiliates. This Policy is designed to protect the reputation of South University and its affiliates, and to prevent the illegal or unapproved use of South University's Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of South University. However, faculty, staff, and Students may identify their status or professional affiliation with South University as appropriate, but any use of South University's Marks in this regard must avoid any confusing, misleading or false impression of affiliation with, or sponsorship or endorsement by, South University. No products or services may be marked, offered, sold, promoted or distributed with or under South University's Marks without South University's prior written permission and compliance with the licensing policies of South University. All requests for use of Institution Marks must be submitted in writing to an officer designated by the President. The designated Institution officer retains information concerning what marks, names, logos, symbols, insignias, and related words, phrases, and images currently comprise South University's Marks.

VI. Substantial Use of Institution Resources

Although "Substantial Institutional Resources" is defined (see Section II. Terminology), it is acknowledged that such resources and their use may change over time, with changes in technology, physical infrastructure of South University, modes of employment, etc. Therefore, this Policy allows the Academic Policy Advisory Committee to review the definition of "substantial use" from time to time and implement any changes or clarification to the definitions which South University deems necessary in order to establish an appropriate standard.

VII. Review Scheme

Questions concerning this Intellectual Property Policy should be addressed to the Dean of Academic Affairs and Operations on South University campuses and the Assistant Vice Chancellor of Online Academic Operations for Online.

VIII. Reservation of Rights

South University reserves the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. South University agrees, however, that it will endeavor to notify the entire Institution community through both print and electronic means of its intention to make modifications and/or changes to the Policy at least 30 working days before their enactment.

IX. Effective Date

This Policy supersedes any preexisting Intellectual Property policy of South University and will remain in effect until modified or revoked by South University. This Policy will be binding on all parties who create Intellectual Property after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with South University changes or terminates.

X. Governing Law

This Policy shall be governed by and interpreted under applicable federal laws pertaining to intellectual property and applicable state law, without regard to choice of law provisions.

Student Affairs

The Office of Student Affairs is responsible for offering programs and services that augment academic programs by stimulating the personal and professional development of students at South University. The Office of Student Affairs also acts as an point of contact for military and veteran students as well as eligible family members.

Program Outcomes

As an extension of the philosophy and mission of South University, the student affairs program strives to inform, educate, and encourage students in their endeavors. In order to achieve its goals, the Office of Student Affairs provides the following in particular:

- A fair and sound entrance testing program.
- An orientation that will inform students of university policies, programs, and activities.
- Support and assistance to students in making realistic decisions about academic and nonacademic concerns.
- Career services and resources.
- Academic accommodations to students with disabilities in the classroom.
- Programs and activities that will encourage student involvement and participation in campus life.

The student development program is designed to enhance student life by offering programs and services that add to the classroom experience and encourage personal and professional development.

Specifically, the Student Affairs staff is responsible for the following: bookstore, testing, orientation, counseling services, disability support services, organizations and activities, graduation, career services, and student conduct.

These student services are described in more detail below. Also included in this section are services offered by the University that do not fall under the supervision of the office of student affairs but are considered to be in the category of student services.

Student Responsibility

Students are responsible for properly completing their academic programs, being familiar with all requirements of the University catalog under which they intend to graduate, maintaining the required grade point average, and meeting all program and course requirements. They are encouraged to seek counsel from faculty advisors or other staff members, but the final responsibility for fulfilling academic requirements remains that of the student.

Students have a right in an academic environment to reserve judgment about matters of opinion and to express their views in a responsible manner. Orderly procedures are provided to allow students the opportunity to question academic evaluations.

Student Services

Advising Services

Short-term counseling services are available to assist students in resolving academic, career, and personal problems. University personnel can help students plan their educational programs, as well as adjust to the demands of university level studies. Personal advising is provided for any student who seeks aid in solving and understanding individual problems. Advising services are available at all campuses during the day and in the evening by appointment through the

dean of student affairs. Students identified as needing additional counseling resources will be referred to external agencies.

Fully online students should contact their Academic Advisor to obtain advising services information.

Declaration of Major

A major is an area of focused study in a degree program approved by the board of trustees. A major curriculum leading to a baccalaureate degree requires a minimum of 180 credit hours in specific courses or approved elective courses. A major curriculum leading to an associate's degree requires a minimum of 90 credit hours in specific courses or approved elective courses.

Students are requested to declare their academic majors before initial university enrollment. The appropriate form for this procedure is distributed during the admissions process and must be completed and returned to the registrar no later than registration. Students should then follow the requirements of their program of study found in the University catalog. The registrar must be informed of any anticipated changes in a student's academic plans. A student changing a major must complete the Program Change form (available through the registrar's office) at the beginning of the term. The decision to change majors should be made as early as possible to avoid taking unnecessary courses and lengthening the time required to complete a program.

Students using veteran benefits must consult with the campus veteran's affairs officer for advisement before changing their majors.

Military and veteran students are encouraged to ask about academic support, financial aid advising, disability services, or career counseling that is made available on campus. Students should contact Student Affairs on campus for further guidance and information. Fully online students should request information from their Graduation Team.

Bookstore

All campuses are transitioning to electronic books in all classes. Digital textbooks, for courses using digital textbooks, will be charged in addition to tuition unless the student chooses to opt out. The opt-out option is not available for digital textbooks used in the Doctorate of Ministry program.

Not all courses include a Digital Textbook. Courses that include a Digital Textbook will be noted in the registration material. Students who do not opt out will not need to purchase print textbooks for courses using a Digital Textbook. The purchase of the Digital Textbook is not refundable. Students who do opt out will be responsible for purchasing the required textbook. If a course does not use a Digital Textbook, the student is responsible for purchasing the required textbook.

The price of books and supplies is not included in the tuition.

Digital Bookshelf and Digital Textbooks

South University is in the process of enhancing the learning experience by converting traditional textbooks to electronic media. Students are responsible for reading the Digital Bookshelf and eBook User's Manual publication, which describes the media, access to the materials and the student's rights and responsibilities related to Digital Bookshelf. In the event that a digital textbook is not available, students may need to purchase a traditional textbook.

Digital Bookshelf Preferred Requirements:

Preferred Software Specifications:
Mac OSX 10.5 or 10.6
- OR -
Windows 7 or Vista with Microsoft .Net 3.5 SP1
Latest version of Safari Browser, Mozilla Firefox, or Internet Explorer

Preferred Hardware Specifications:
2.0 GHz INTEL processor
1 GB of RAM

Graphics card capable of 1024 x 768 resolution or larger

Soundcard & speakers
High speed internet access

Digital Bookshelf Minimum Requirements:

Minimum Software Specifications:
Apple Mac OSX 10.4
- OR -
Microsoft Windows XP SP2 or higher
with Microsoft .Net 3.5 SP1
Safari browser 3.0.4 or higher, Mozilla Firefox 2.0 or higher, Internet Explorer 6 or higher

Minimum Hardware Specifications:
1.0 GHz processor
512 MB of RAM

Graphics card capable of 1024x768 screen resolution

Dial-up internet access is the minimum standard, however, a higher speed is recommended

Digital Bookshelf Recommended Plug-ins or Downloads:

The course instructor may employ technology in the eCollege classroom that requires one of these recommended plug-ins or downloads in order to function properly. If the instructor uses the ClassLive technology, Java will be required. If your instructor provides PDF files, Adobe Reader may be required to open and view those files. You can download these items at the time that you need them.

Java

- If Mac - MacOS Classic Java (MRJ 2.2.5) (http://developer.apple.com/java/index.html)
- If Windows - Sun's Java 2 SDK (Java 1.5 or Java 1.6) (http://www.java.com)
- Adobe Reader (http://get.adobe.com/reader/)

Recommendation regarding "Netbooks"

Students often see "Netbooks" (small laptop computers primarily designed for web browsing and emailing) as an affordable option when looking to purchase a computer for classwork. However, it is strongly recommend that students do not purchase a Netbook.

Purchasing a low-price laptop or desktop computer that meets the system requirements outlined above is a much better solution for classwork. While newer Netbooks may meet resolution and screen size requirements for reading your eBooks, much like some older laptops, some older Netbooks may not be able to graphically handle

these sites. This means that reading e-texts and participating in the classroom could become difficult. It may be challenging to scroll through your readings and effectively and efficiently work through the material.

Career Services

While the primary focus of the Career Services office is to assist students upon graduation, any enrolled student may seek employment information through this office. Although South University does not guarantee employment, it is vitally important to both the graduate and the University that each student obtains appropriate employment. Therefore, as students approach the final year of their programs, specific and personalized assistance is provided in the preparation of professional resumes and cover letters, as well as in job search strategies and interviewing skills. Career services are provided to South University graduates at no additional charge.

Please see the Director of Career Services or Dean of Student Affairs for assistance or information.

Campus Security

South University publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Affairs office during regular business hours. Copies of the Crime Report are available on the University's website in the Student Consumer Information section.

In addition to the annual security report, South University maintains a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at the Student Affairs office. South University will report to the campus community concerning the occurrence of any crime includable in the annual security report that is reported to campus security or local police and that is considered to be a threat to students or employees.

South University reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

Campus	Crime Report Link
South University, Atlanta Learning Site	https://content.dcedh.org/assets/documents/su/crime-report-atlanta.pdf
South University, Austin	https://content.dcedh.org/assets/documents/su/crime-report-austin.pdf
South University, Cleveland	https://content.dcedh.org/assets/documents/su/crime-report-cleveland.pdf
South University, Columbia	https://content.dcedh.org/assets/documents/su/crime-report-columbia.pdf
South University, High Point	https://content.dcedh.org/assets/documents/su/crime-report-high-point.pdf
South University, Montgomery	https://content.dcedh.org/assets/documents/su/crime-report-montgomery.pdf
South University, Novi	https://content.dcedh.org/assets/documents/su/crime-report-novi.pdf
South University, Online Programs	https://content.dcedh.org/assets/documents/su/crime-report-savannah.pdf
South University, Orlando Learning Site	https://content.dcedh.org/assets/documents/su/crime-report-orlando.pdf
South University, Richmond	https://content.dcedh.org/assets/documents/su/crime-report-richmond.pdf
South University, Savannah	https://content.dcedh.org/assets/documents/su/crime-report-savannah.pdf
South University, Tampa	https://content.dcedh.org/assets/documents/su/crime-report-tampa.pdf
South University, Virginia Beach	https://content.dcedh.org/assets/documents/su/crime-report-virginia-beach.pdf
South University, West Palm Beach	https://content.dcedh.org/assets/documents/su/crime-report-west-palm-beach.pdf

Disability Services

South University provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at South University.

Students who seek reasonable accommodations should notify the Dean of Student Affairs who serves as the Disabilities Services Coordinator at their location, as listed in Appendix A of the catalog, of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with the Disability Services Coordinator to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please contact the Disability Coordinator at your location as listed in Appendix A if the catalog. Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment. Please click here to see the Appendix for specific contact lists for each campus and online.

Health Services

South University does not provide health services. Referrals will be made upon request.

Housing

There are currently no residence hall facilities available at South University campuses. Independent housing brochures are available through the offices of the Dean of Student Affairs or the Director of Admissions.

Library Services

South University provides a library for its students at each of its campuses. The libraries are easily accessible and house general and reference books, pamphlets, periodicals, multimedia software, online services, and other non-print media to assist students in their studies. Through intercollegiate borrowing agreements, South University libraries are able to expand their patrons' access to resources outside of their own facilities. In addition, Internet access affords students the opportunity to locate and/or retrieve information from libraries, colleges, database services, and various other institutions throughout the world.

A library manual of policies and procedures is available upon request at the circulation desk. This manual informs students how to use the library at their campus, how the books are arranged, the policy for overdue books, and how to check out materials. Library resources are reserved for use by South University students, faculty and administrative staff.

A library orientation is given each quarter to all students enrolled in UVC1000 Strategies for Success classes. Students are informed of the types of books, periodicals, and multimedia available, how to use the online catalog in locating information, and how to use library resources to the greatest advantage.

The individual campuses post specific library hours.

Organizations

Each student organization must be registered with the office of student affairs, be approved by the dean, and have an approved faculty advisor. The Dean of Student Affairs will assist in obtaining an advisor if necessary. Students who are interested in forming a recognized student organization should see the Dean of Student Affairs for information on how to start a new student organization.

Orientation

The University provides an orientation program each term. The program acquaints new students with academic life and university services. All new students are required to attend. The Student Handbook and information regarding alcohol and drug abuse and the campus security report are available electronically. Information sheets that contain the exact URL (electronic address on the web) are distributed to all students at orientation. Students may request a paper copy of these documents from the Dean of Student Affairs.

All new fully online students are required to complete an online orientation course before starting classes. This orientation covers the expectations, policies, and procedures associated with online learning at South University and provides students with an opportunity to practice working within the online classroom environment. It is absolutely necessary that students are prepared to begin working within the online classroom environment on the first day of class, as they will not have the time to orient themselves once classes are underway.

ROTC

Reserve Officer Training Corps (ROTC) studies in Aerospace Science (US Air Force) and Military Science (US Army, Navy Marine Corps) are available to South University Tampa students.

Students are responsible for registering for the appropriate courses and maintaining compliance with ROTC regulations.

Veteran and Military Services

A Veterans Affairs (VA) school certifying official is available at each campus to assist students with benefit information. The financial aid office can direct students to the appropriate University personnel.

South University is required to obtain and evaluate all previous post-secondary and military transcripts for students using Department of Veterans Affairs (VA) and Department of Defense (DoD) education benefits. For all students receiving VA and DoD education benefits, it is the student's responsibility to provide official transcripts from all post-secondary educational institutions and military training and experience. For students attending schools located in the states of Alabama, Florida, North Carolina and South Carolina, the VA State Approving Agency in these states require South University to hold certification of enrollment to the VA for students who have failed to provide official transcripts by the completion of the second term.

Policies

Inclement Weather Policy

In the event of severe weather conditions, students will be notified of the cancellation or delay of classes via the South University Emergency Alert System. Whenever possible, notification of cancelled or delayed courses will occur at least

three (3) hours prior to the course start time. Cancelled courses may require make-up course meeting times, or additional assignments. Faculty will notify students at the next regularly scheduled class meeting how the missed class time will be made up, if warranted.

Students in online courses are expected to meet the weekly attendance requirements. Failure to meet weekly attendance in an online course may result in the student's administrative withdrawal from the course and the University. In the event that a severe weather event prohibits a campus-based student from attending an online class, the student is expected to communicate with the appropriate faculty member(s) as quickly as is reasonable, and should contact the Registrar's office. Students in online programs should contact their faculty member(s) as quickly as is reasonable, and their Academic Counselor. Please review the University Attendance Policy for more information.

If classes are not canceled despite inclement weather, students are responsible for any academic work they miss as a result of the weather.

Students may sign up for their campus Emergency Alert system via the student portal.

Immunization Policy

The South University shall recognize all state and federal vaccination and immunization requirements and are responsible for ensuring compliance with applicable requirements. Information regarding immunization requirements is published on South University website, under the Student Consumer Information pages, and if applicable in the Student Handbook or during enrollment or orientation, where appropriate.

North Carolina Immunization Requirement

All students enrolling in a campus in North Carolina must provide proof of immunization as required by North Carolina law. Students must provide the required immunization records within 10 weeks of their start date. Failure to provide the appropriate documentation may result in student being unable to register for class.

Immunization Policy (AI Campuses)

The Art Institute Campuses shall recognize all state and federal vaccination and immunization requirements and are responsible for ensuring compliance with applicable requirements. Information regarding immunization requirements is published on The Art Institute Campuses' websites, under the Student Consumer Information pages, and if applicable in the Student Handbook or during enrollment or orientation, where appropriate.

Student Email Communication Policy

South University will provide all applicants and current students a southuniversity.edu email account. This will be considered the student's primary email account while enrolled at South University. All email communication from the University will be sent to the primary email account. Students may add a secondary email account to their record, however, the University will not send official communications to a secondary account. Students have the option of having email forwarded from the primary account to their secondary account.

Code of Conduct

Each student who enters South University commits, by the act of enrolling, to full acceptance of the University Code of Conduct. For ease of reference, the Student Handbook contains the Code of Conduct, disciplinary procedures, and the appeals process.

Professors are not expected to jeopardize the progress of a class by permitting the continued presence of any student whose behavior in any way could adversely affect the class. Inappropriate behavior includes disruptive behavior, or other actions that are not considered proper conduct for a University student. The Code of Conduct also applies to inappropriate actions on campus outside of the actual classroom or while participating in University sponsored activities off campus. The Code of Conduct also applies to online activities that occur on South University websites.

Alleged violations of the conduct code will be referred to the Dean of Student Affairs. See the Disciplinary Procedures section of the Student Handbook for specific details. Violations of the code of conduct may result in disciplinary probation, suspension or dismissal. A full copy of the code of conduct is available in the South University Student Handbook.

General Complaint Procedures

If you have a complaint or problem you are encouraged to follow this procedure:

1. You should discuss complaints with the individual(s) within the appropriate department. Initial discussion should be with the person most knowledgeable of the issues involved or with immediate decision-making responsibility.
2. If you feel that the complaint has not been fully addressed, a written account should be submitted to the Dean of Student Affairs if related to non-academic issues or to the Dean of Academic Affairs for academic issues. The written account should indicate your name, phone number, and ID and discuss the steps you have taken to remedy the situation.
3. The appropriate South University staff member or department will be notified of the complaint. A follow-up meeting with you and the Dean of Student Affairs and/or Dean of Academic Affairs and Operations will be held within ten school days of the date of the written complaint in an effort to resolve the issue.
4. If you are not satisfied with the results, you may file an appeal with the President's Office. The appeal should be in writing and contain your name and phone number. You should summarize the steps you have taken to remedy the situation and indicate why the results are not satisfactory. You will hear the results of the appeal within ten class days from the date the appeal is received.
5. If you follow this complaint procedure and still feel dissatisfied with the results you may send a written copy of the complaint to:

Alabama Students
Consumer Protection Section
Office of the Alabama Attorney General
P.O. Box 300152
Montgomery, AL 36130

Arizona Students
Arizona State Board for Private Post-Secondary Education
1740 West Adams Street, Suite 3008
Phoenix, AZ 85007
(602) 542-5709
Website: http://www.ppse.az.gov

Arkansas Students
Arkansas Department of Higher Education
423 Main Street Suite 400
Little Rock, AR 72201
Phone: 501-371-2000
website: www.adhe.edu

Florida Students
Florida Department of Education, Commission for Independent Education

325 West Gaines St, Suite 1414
Tallahassee, FL 32399-0400
(850) 245-3200

Georgia Students
Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084
(770) 414-3300
website: www.gnpec.org

Iowa Students
Iowa College Student Aid Commission
430 E. Grand Ave., 3rd floor
Des Moines, IA 50309
Toll-free telephone (877) 272-4456
https://www.iowacollegeaid.gov/sdrf-start

Kansas Students
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612
785-430-4288

Maryland Students
If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the:

Maryland Attorney General
Consumer Protection Division
200 St. Paul St.
Baltimore, MD 21202
410-528-8662/888/743/0823 (toll free)

Michigan Students
Department of Licensing and Regulatory Affairs Bureau of Commercial Services Enforcement Division
PO Box 30018
Lansing, MI 48909
(517) 241-9202

Ohio Students
Ohio State Board of Career Colleges and Schools
30 East Broad St, Suite 2481
Columbus, OH 43215
(614) 466-2752

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
(614) 466-6000

New Mexico Students

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the New Mexico Higher Education Department, 2048 Galisteo Street, Santa FE, NM 87505-2100, Phone:505-476-8400 Fax: 505-476-8433, www.hed.state.nm.us.

North Carolina Students
University of North Carolina General Administration
910 Raleigh Rd
PO Box 2688
Chapel Hill, NC 27514
(919) 962-1000

South Carolina Students
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
(803) 737-2260

Students should go the following site, to access South Carolina Complaint procedures and form.
http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf

Texas Students
Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78752
PO Box 12788
Austin, TX 78711-2788
(512) 427-6101

The Texas Higher Education Coordinating Board's rules governing student complaints (Title 19 of the Texas Administrative Code, Sections 1.110-1.120) can be reviewed at:
http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=1&rl=116.

A description of the Texas Higher Education Coordinating Board's complaint procedure and online forms can be found at: http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9.

Utah Students
Utah students may contact the Utah Division of Consumer Protection at any time to file a complaint. The Utah Division of Consumer Protection does not require Utah students to go through South University's complaint procedure. Utah Division of Consumer Protection (160 East 300 South, Salt Lake City, Utah 84111, 801-530-6601; consumerprotection@utah.gov; http://consumerprotection.utah.gov/complaints/index.html

Virginia Students
State Council of Higher Education for Virginia Private and Out-of-State Postsecondary Education
101 N. 14th Street, 9th Floor - James Monroe Building
Richmond, VA 23219
(804) 225-2600

Student Grievance Procedure for Internal Complaints of Discrimination and Harassment

Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the procedure outlined below. (Please note that students who believe they have been subjected to sexual harassment should follow the reporting process in the Sexual Misconduct & Relationship Violence Policy below.) This complaint procedure is intended to provide a fair, prompt and reliable determination about whether the campus Non-Discrimination Policy has been violated.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so either with the campus Dean of Student Affairs or with the campus Dean of Academic Affairs and Operations. Online students should file complaints with studentcomplaints@southuniversity.edu. The complaint should be presented in writing and it should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.
2. South University will investigate the allegations. **Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only South University's final determination with respect to the alleged offense and any sanction that is imposed against the accused.** Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator's sole discretion.
3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with school policies protecting individuals' privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.
4. The decision of the Investigator may be appealed by petitioning the President's Office of South University. The written appeal must be made within twenty calendar days of receipt of the determination letter. The President, or his or her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The President's decision shall be final.
5. South University will not retaliate against persons bringing forward allegations of harassment or discrimination.
6. Matters involving general student complaints will be addressed according to the Student Complaint Procedures, a copy of which can be found in the Student Handbook or Academic Catalog.
7. For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education or visit the website at http://www.ed.gov/ocr.

Arizona Residents-If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 West Adams Street, Suite 3008, Phoenix, AZ 85007, phone 602-542-5709, website address: www.ppse.az.gov.

Arkansas Students-Right to Appeal: If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the Arkansas Department of Higher Education 423 Main Street Suite 400, Little Rock, AR 72201; Phone: 501-371-2000, website: www.adhe.edu.

Maryland Residents-If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the Office of the Attorney General or the Maryland Higher Education Commission. Complaints should be directed to: Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202, 410-528-8662/888/743/0823 (toll free). South University is subject to investigation of complaints by the Office of the Attorney General of the Maryland Higher Education Commission.

New Mexico Residents-If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the New Mexico Higher Education Department, 2048 Galisteo Street, Santa FE, NM 87505-2100, Phone: 505-476-8400 Fax: 505-476-8433, www.hed.state.nm.us.

Utah students may contact the Utah Division of Consumer Protection at any time to file a complaint. The Utah Division of Consumer Protection does not require Utah students to go through South University's complaint procedure. Utah Division of Consumer Protection (160 East 300 South, Salt Lake City, Utah 84111, 801-530-6601; consumerprotection@utah.gov; http://consumerprotection.utah.gov/complaints/index.html.

Virginia Residents-Complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the State Council of Higher Education for Virginia, 101 N. 14th Street, 9th Floor, James Monroe Building, Richmond, VA 23219.

Non-Discrimination Policy

South University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran's status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing foreword allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy. Please see the Appendix at the end of the catalog for contact information for each South University location.

No Harassment Policy

South University is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business.

Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law. (Please note that sexual harassment is more thoroughly addressed in the Sexual Misconduct & Relationships Violence Policy below.)

Sexual Misconduct & Relationship Violence Policy; Procedures for Handling Sexual Misconduct and Relationship Violence Complaints

Note: Please click here to see the appendix for specific contact lists for each campus and online

South University values civility, dignity, diversity, education, honesty, and safety and is firmly committed to maintaining a campus environment free from all forms of sex discrimination, sexual harassment, and sexual assault. Sexual Misconduct and Relationship Violence, defined more specifically below, are inconsistent with these values, violate institutional policy, and will not be tolerated at South University and are expressly prohibited. Similarly, retaliation for having brought forward a concern or allegation or for participating in an investigation of a report of Sexual Misconduct or Relationship Violence is also expressly prohibited and is grounds for disciplinary action.

This Policy provides information regarding how an individual - whether a student, faculty member, or staff member - can make a report of Sexual Misconduct or Relationship Violence impacting a student and how South University will proceed once it is made aware of any such report.

For faculty and staff members who believe they are the victim of sexual misconduct, please follow our No Harassment policy in the Employee Handbook.

I. Preliminary Issues & Important Definitions

This Policy prohibits "Sexual Misconduct" and "Relationship Violence," broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone, including third parties, and can occur between people of the same sex or different sexes and regardless of one's biological sex or transgendered sex. This policy applies to Sexual Misconduct and Relationship Violence that is committed against a student when that Sexual Misconduct or Relationship Violence occurs: (i) on campus; (ii) off-campus if in connection with a University-sponsored program or activity or in student housing; or (iii) off-campus if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student reasonably believes that the off-campus conduct has created a hostile educational environment.

A. What is "Sexual Misconduct"?

Sexual Misconduct includes:

- Sexual Assault: Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.
- Non-Consensual Sexual Contact: Any intentional sexual touching with any body part or object by any person upon any person without Consent.
- Sexual Exploitation: An act attempted or committed through the abuse or exploitation of another person's sexuality. Examples include, but are not limited to, prostituting another student; inducing a student into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person's knowledge.
- Indecent Exposure: the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.
- Sexual Harassment: unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

B. What is "Relationship Violence"?

Relationship Violence includes:

- Domestic Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.
- Dating Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.
- Stalking: A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person's property.

The following also constitute violations of this Policy:

- Complicity: Assisting, facilitating, or encouraging the commission of a violation of this Policy.
- Retaliation: Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation, or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. To be clear, retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.

C. Who are "Complainants" and "Respondents"?

South University is not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that s/he has experienced Sexual Misconduct as a "Complainant" and to anyone who reportedly has engaged in Sexual Misconduct as a "Respondent."

D. Defining Consent

In many cases of Sexual Misconduct, the central issue is consent or the ability to give consent. Consent is a voluntary agreement to engage in sexual activity. Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Past Consent does not imply future Consent, and Consent to engage in one form of sexual activity does not imply Consent to engage in a different form of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Consent must be knowing and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of her/his actions. Individuals who are physically or mentally incapacitated cannot give Consent.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force, threats, or coercion is alleged, the absence of resistance does not demonstrate Consent. Force, threats, or coercion invalidates Consent. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one's responsibility to obtain Consent or negate one's intent.

Consent to engage in sexual activity may be withdrawn by either person at any time. Once withdrawal of Consent has been clearly expressed, the sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give Consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, due to an intellectual or other disability that prevents the student from having the capacity to give Consent, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he or she demonstrates that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators that an individual is incapacitated may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, lack of awareness of circumstances or surroundings, or inability to perform other physical or cognitive tasks without assistance.

E. Title IX Coordinator & Deputy Coordinators

The Title IX Coordinator for South University is: Alisa Krouse, Assistant Chancellor for Student Affairs. The Title IX Coordinator is responsible for, among other things, coordinating the campus's efforts to comply with and carry out the campus's responsibilities under Title IX of the Education Amendments of 1972, including compliance with this policy. The Title IX Coordinator will help to coordinate any investigations under this Policy.

In addition, the University has other individuals who serve as Deputy Title IX Coordinators to help oversee investigations and determination proceedings under this Policy.

II. Reporting & Confidentiality

We encourage victims of Sexual Misconduct & Relationship Violence to talk to somebody about what happened - so they can get the support they need, and so the University can respond appropriately.
Different employees on campus have different abilities to maintain confidentiality:

- CONFIDENTIAL REPORTING: Some individuals are required to maintain near complete confidentiality. These include professional counselors such as those provided by Talk One2One counselling services. These individuals can provide resources and generally talk to a victim without revealing any personally identifying information about an incident to the University. A victim can seek assistance and support from these individuals without triggering a University investigation.
- NON-CONFIDENTIAL REPORTING. Other than professional counsellors defined above, most other employees and contractors are required to report all the details of an incident to the Title IX coordinator. A report to these employees (called "responsible employees") constitutes a report to the University and generally obligates the University to investigate the incident and take appropriate steps to address the situation. The following campus employees (or categories of employees) are examples of responsible employees: the Title IX Coordinator, all Deputy Title IX Coordinators, President, Dean of Student Affairs, other Student Affairs staff, Housing staff, Academic Advisors, the Security Team (including contract security personnel), all full-time and adjunct Faculty, Human Resources, and Employee Relations.

The University will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the University's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

The University will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide the interim measures or remedies.

In addition to internal reporting, the University strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. Collection and preservation of evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. Designated staff will, upon request, assist an individual in making a report to law enforcement as necessary and appropriate.

Although we strongly encourage complainants to report to local law enforcement, such a report is not a prerequisite to the University's review and investigation of any complaint covered by this Policy. The University will honor a Complainant's request not to report the matter to local law enforcement UNLESS we have a reasonable basis to believe that the safety and security of the campus community is at risk. In this event, the University will endeavor to notify a Complainant or Reporter of the institution's intent to report the matter to law enforcement in advance of any such report.

The University does not limit the time frame for reporting under this Policy, although a delay in reporting may impact the University's ability to take certain actions.

Other Code of Conduct Violations: The University encourages students who have been the victim of Sexual Misconduct or Relationship Violence to come forward. Students should not be discouraged from reporting such incidents because they fear discipline for their own violations of the Student Code of Conduct, such as use of alcohol in University housing. Therefore, the University has discretion not to pursue other violations of the Student Code of Conduct that occurred in the context of the reported incident of Sexual Misconduct or Relationship Violence.

III. Response Procedure

Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator, Deputy Title IX Coordinator, the Dean of Student Affairs, or the Campus President. If a report is made verbally, the University will request a written statement by the student.

Upon receipt of a report, the University will generally proceed as described below.

A. Investigation Commencement

The University will provide a timely and thorough investigation. Barring exigent circumstances, cases of Sexual Misconduct and Relationship Violence will generally be resolved within a 60 day period once the incident has been reported. An extension of time may be necessary if witnesses are unavailable or uncooperative or due to other extenuating circumstances beyond the control of the investigator.

B. Initial Response

Once the University is put on notice of possible Sexual Misconduct and Relationship Violence, the Complainant will be offered appropriate confidential support, accommodations, and other resources and will be notified of applicable policies and procedures. Accommodations include the ability to move to different housing, to change work schedules, to alter academic schedules, to withdraw from/retake a class without penalty, and to access academic support. The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

C. Interim Intervention

Pending a final determination, the Title IX Coordinator and/or Student Affairs staff will take appropriate interim measures. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications. Student Affairs staff may limit a student or organization's access to certain University facilities or activities pending resolution of the matter. The University may impose an Interim Suspension on the Respondent pending the resolution of an alleged violation when the University determines, in its sole discretion, that it is necessary in order to protect the safety and well-being of members of the campus community.

D. Decision to Proceed to Investigation

If the Complainant is willing to participate in the review and investigation process, the University will proceed as described below in Section III (E).

If the Complainant requests a confidential investigation, the University will seek to protect the privacy and confidentiality of the Complainant to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the University's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

If a confidential investigation is requested and agreed to, the University will investigate without revealing the name of the Complainant in any interview or email and will not ask questions that inadvertently or reasonably could reveal the identity of the Complainant.

If the Complainant asks that the report of sexual misconduct not be pursued, the University will consider the interests of the Complainant, the campus community, law enforcement, and/or other appropriate interests under the circumstances. The University, in consultation with the Title IX Coordinator, will make a final decision on whether and to what extent it will conduct an investigation, and notify the Complainant promptly.

In the event that a campus-wide alert related to the incident is deemed necessary, the campus shall generally attempt to notify the Complainant of the alert and its content before it is circulated. If the campus is unable to contact the Complainant in a timely fashion, or otherwise deems it necessary, the message may be sent without his/her review.

E. Investigation Procedure

Investigators do not function as advocates for either Complainants or Respondents. Investigators can, however, identify advocacy and support resources for either Complainants or Respondents.

The Respondent will receive written notice of the report and the nature of the alleged misconduct. He/She will be advised in writing of the investigation process and opportunity to provide any relevant evidence.

The Investigation will generally be conducted by the Dean of Student Affairs for the campus (or any other individual appointed by the Title IX Coordinator) if the Respondent is a student. If the Respondent is a faculty or staff member, Employee Relations will also participate in the investigation.

The investigator will separately interview both Complainant and Respondent. Both parties will be able to provide evidence and suggest other witnesses to be interviewed. The investigator will interview other relevant witnesses and review any other available relevant evidence. Both the Complainant and Respondent can have another individual present during their own respective interviews. If the Complainant or Respondent elects, they may have an attorney present during their own interview, but said attorney may not advocate during the interview.

F. Determinations

1. For cases where the Respondent is a student.

   The investigator will present all evidence to the Title IX Coordinator (or his/her designated Deputy Title IX Coordinator). In all cases, the Title IX Coordinator or the designated Deputy Title IX Coordinator will be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases.

   The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will make a determination of whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

   The University reserves the right to convene a Determination Panel to review the evidence and make the determination in appropriate circumstances.

2. For cases where the Respondent is a Faculty or Staff Member.

   The investigator will present all evidence to the Ethics Committee of DCEH. The Ethics Committee will be appropriately trained regarding handling and adjudicating sexual misconduct and relationship violence cases. The Ethics Committee will weigh the evidence presented and make a determination whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

G. Standard of Proof

In all cases under the Sexual Misconduct policy, the Title IX Coordinator (or designee) or the Ethics Committee will determine if a violation of policy has occurred by the preponderance of evidence standard. Thus, they will determine whether it is more likely than not that a violation has occurred.

H. Potential Sanctions

If a violation of policy has been found, the Title IX Coordinator or the Ethics Committee will impose appropriate sanctions, including but not limited to coaching, training, probation, suspension, or expulsion in the case of students or coaching, training, written warning, demotion, or termination in the case of employees.

I. Outcome Notifications

Both the Complainant and Respondent will be notified in writing of the outcome of the investigation and of the sanctions imposed, if any.

J. Appeals

If the Complainant or Respondent is a student, he or she may appeal the outcome determination by written appeal to the Campus President within 15 days of notification of the outcome. An appeal may be made based only on one or more of the following reasons:

1. New and significant evidence appeared that could not have been discovered by a properly diligent charged student or complainant before or during the original investigation and that could have changed the outcome.
2. The Finding is Arbitrary and Capricious: Reading all evidence in the favor of the non-appealing party, the finding was not supported by reasonable grounds or adequate consideration of the circumstances. In deciding appeals, the Campus President is allowed to make all logical inferences in benefit of the non-appealing party.
3. Disproportionate Sanctions: The sanctions were disproportionate to the findings.
4. The appeal shall consist of a written statement requesting review of the conduct decision or sanction and explaining in detail the basis for the appeal. The Campus President, or designated representative, will notify the non-appealing party of the request for an appeal. Within five working days of receipt of the notice, the non-appealing party may submit a written statement to be included in the case file. The appeal may proceed without the non-appealing party's written statement if it is not submitted within the designated time limit.

The Campus President will endeavor to make a determination of the appeal within 15 business days of receipt. The President's decision is final.

Notice of South University's Policies to Comply with the Higher Education Opportunity Act of 2008

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is generally illegal therefore to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a 'fair use" and therefore may be a violation of the law.

A violation of the institution's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging from $750 to $30,000 per work for a non-willful infringement and up to $150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys' fees. The government also can file criminal charges that can result in fines and imprisonment.

South University's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the institution's information technology system. South University's policies prohibit use of the South University computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files, without permission.

Governance and Ownership

The South University Board of Trustees has approval authority over new campuses, senior administrative officers, the Strategic Plan, the annual budget, and further authority as outlined in the Bylaws of the South University Board of Trustees. The position of Chancellor is the highest administrative position at South University. The Vice Chancellor for South University Campuses report to the Chancellor. Campus presidents report to the Vice Chancellor.

South University Board of Trustees: 2017-2018

Eric R. Winger, Chairman
Former President and CEO, Savannah Economic Development Authority

Pam Carter-Mendenhall
Principal and Owner, Mendenhall Interiors; Professional Interior Designer

Holden T. Hayes
Regional President, The Savannah Bank

William W. Hubbard
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Charles F. McMillan
President, McMillan & Associates

John T. South, III
Chancellor, South University

Dream Center Education Holdings Board of Managers

Dream Center Education Holdings, LLC

Brent Richardson - Co-Chairman
Randall K. Barton - Co-Chairman
Rev. Matthew Barnett – Co Founder of the Dream Center Foundation

Independent Directors

Dr. Rufus Glasper
Timothy Slottow
Jack DeBartolo
Vacant

Dream Center Education Holdings

Dream Center Education Holdings, LLC ("DC Education"), a nonprofit Arizona LLC, is headquartered at 7135 East Camelback Road, Suite F 240, Scottsdale, AZ 85251. The single member of Dream Center Education Holdings, LLC is The Dream Center Foundation, a California non-profit corporation, located at 2301 Bellevue Avenue, Los Angeles California, 90026.

The Dream Center Foundation, a California non-profit corporation

2301 Bellevue Avenue
Los Angeles, CA 90026-4017
213.273.7000
http://www.dreamcenter.org/about-us/foundation/

Ownership

South University, Austin is owned by DC South Education – Texas, LLC, which through various intermediary companies is a subsidiary of Dream Center Education Holdings, LLC. Dream Center Education Holdings, LLC is located at 1400 Penn Avenue, Pittsburgh, Pennsylvania 15222.

South University, Cleveland is owned by South University of Ohio, LLC, which through various intermediary companies is a subsidiary of Dream Center Education Holdings, LLC. Dream Center Education Holdings, LLC is located at 1400 Penn Avenue, Pittsburgh, Pennsylvania 15222.

South University, Columbia is owned by South University of Carolina, LLC, which through various intermediary companies is a subsidiary of Dream Center Education Holdings, LLC. Dream Center Education Holdings, LLC is located at 1400 Penn Avenue, Pittsburgh, Pennsylvania 15222.

South University, High Point is owned by DC South University of North Carolina, LLC, which through various intermediary companies is a subsidiary of Dream Center Education Holdings, LLC. Dream Center Education Holdings, LLC is located at 1400 Penn Avenue, Pittsburgh, Pennsylvania 15222.

South University, Montgomery is owned by South University of Alabama, LLC, which through various intermediary companies is a subsidiary of Dream Center Education Holdings, LLC. Dream Center Education Holdings, LLC is located at 1400 Penn Avenue, Pittsburgh, Pennsylvania 15222.

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South University, Virginia Beach is owned by DC South University of Virginia, LLC, which through various intermediary companies is a subsidiary of Dream Center Education Holdings, LLC. Dream Center Education Holdings, LLC is located at 1400 Penn Avenue, Pittsburgh, Pennsylvania 15222.

South University, West Palm Beach is owned by DC South University Florida, LLC, which through various intermediary companies is a subsidiary of Dream Center Education Holdings, LLC. Dream Center Education Holdings, LLC is located at 1400 Penn Avenue, Pittsburgh, Pennsylvania 15222.

South University Campuses

South University's campuses are located in:

- South University, Austin (Round Rock, TX)
- South University, Cleveland (Warrensville, OH)
- South University, Columbia (Columbia, SC)
- South University, High Point (High Point, NC)
- South University, Montgomery (Montgomery, AL)
- South University, Novi (Novi, Michigan)
- South University, Richmond (Glen Allen, VA)
- South University, Savannah (Savannah, GA)
  - South University, Atlanta Learning Site
- South University, Tampa (Tampa, FL)
  - Orlando Learning Site (Orlando, FL)
- South University, Virginia Beach (Virginia Beach, VA)
- South University, West Palm Beach (Royal Palm Beach, FL)

For all the campuses listed above; On-campus classes are offered days, evenings, and Saturdays and online 24 hours a day, seven days a week. Class schedules vary according to individual programs of study and by campus.

Campus facilities include faculty offices, lecture classrooms, and labs. To enhance South University's progressive learning environment, campuses are equipped with technology including wireless network, multiple student computer labs featuring Mac and PC work stations, and "smart" classrooms with remote A/V technology. On all its campuses, the University also provides amenities, including a bookstore for the purchase of textbooks and supplies, as well as a student lounge with vending machines.

Campus libraries provide scholarly resources and information services to support the curricula and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and lifelong learning by students. Library facilities offer comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. Open-stack book collections provide access to reference and circulating materials, and program-specific resources to support class assignments. In addition, all authorized students and faculty have 24/7 access, on and off campus, to the University's online library portal with more than 60 databases in all disciplines, along with more than 50,000 digital textbooks, video clips, images, and full-text dissertations. On all its campuses, South University strives to create a comfortable atmosphere that supports and enhances student learning experiences. Faculty members serve as academic advisors to help students meet their individual goals for graduation. In addition, staff members are attuned to students needs outside the classroom. An annual Student Services survey is circulated to the student body on each campus. Students' responses to questions about the quality of campus services, activities, and amenities help the University administration address issues and prioritize concerns raised by students.

South University also offers:

- South University, Online Programs

South University, Austin

1220 W. Louis Henna Blvd.
Round Rock, TX 78681
Phone: 512-516-8800
Toll-Free: 877-659-5706
Fax: 512-516-8680
www.southuniversity.edu/austin
The University's Austin campus is conveniently located off Louis Henna Blvd. the intersection of I-35 and TX-45 in Round Rock just north of Austin. The facility includes faculty offices, lecture classrooms, and computer lab space. To enhance students' learning experience, the Austin campus is equipped with wireless internet access, video conferencing equipment, "smart" classroom technology, and student computer labs.

The Austin campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and life-long learning by students. The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program specific resources to support class assignments. An online library portal with access to over 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 digital textbooks, video clips, images and full text dissertations are also included in the library offerings.

South University, Austin offers students a broad-based core curriculum designed to promote critical thinking and effective verbal and written communication. The Austin campus provides a comprehensive education and gives students an opportunity to experience a philosophy that values both learning and a contribution and commitment to the advancement of community.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.

South University, Cleveland

4743 Richmond Road
Warrensville Heights, OH 44128
Phone: 215-755-5000
Toll-Free: 855-398-9280
Fax: 216-755-5190
www.southuniversity.edu/cleveland

This campus facility is conveniently located in Warrensville Heights, part of the Cleveland, Ohio, metropolitan area southeast of the city. Warrensville bills itself as "The Friendly City" and is within comfortable distance of downtown Cleveland and Lake Erie. The campus location also offers quick and easy access to interstates 480 and 271.

The Cleveland campus facility includes faculty offices, lecture classrooms, and technology to enhance learning, including wireless internet access, video conferencing equipment, "smart" classroom technology, and student computer labs.

The Cleveland campus library is designed to support general education and the programs to be offered at the Cleveland campus. The library provides comfortable seating and study space and includes print and online books, periodicals, journals, CDs, videos,

newspapers, and numerous databases. Reviews, catalogs, publisher/vendor recommendations, faculty/student recommendations, comparisons with holdings of other libraries, and identifying and acquiring resources are methods used in collection development to ensure collections support the Cleveland campus's programs at all levels.

South University, Cleveland offers students a broad-based core curriculum designed to promote critical thinking and effective verbal and written communication. The Cleveland campus provides a comprehensive education and give students an opportunity to experience a philosophy that values both learning and a contribution and commitment to the advancement of community.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

South University, Columbia

9 Science Court
Columbia, SC 29203
Phone: 803-799-9082
Toll-Free: 866-629-3031
Fax: 803-935-4382
www.southuniversity.edu/columbia

The University's Columbia campus has a diverse student body enrolled in both day and evening class schedules. The wide range of academic offerings serves students with a variety of interests and provides an engaging mix of backgrounds that enhance the classroom experience.

South University's Columbia campus relocated to the Carolina Research Park in northeast Columbia in fall 2006. The campus features spacious classrooms, multiple computer labs, a fully equipped medical lab, and a student lounge. In 2010, South University opened a new facility on the Columbia campus to house the School of Pharmacy's second location.

Like other South University campuses, the Columbia campus is equipped with technology to support a progressive learning environment, a wireless network, multiple student computer labs featuring Mac and PC computers, and smart classrooms featuring remote A/V technology. The Columbia campus embodies South University's dedication to continually "set the standard for excellence," as evidenced by the resources and services provided for its students.

The library at the Columbia campus is designed to provide a pleasant environment where students may work, research and study and receive reference, technical, and interlibrary loan assistance from a capable library staff. The book collection provides access to reference, reserve, and circulating materials, program-specific resources to support class assignments, tutorial aides, and current events and recreational reading. The Academic Learning Center, which is located in the library, gives students a quiet environment to study and receive assistance.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

South University, High Point

3975 Premier Drive
High Point, NC 27265
Phone: 336-812-7200
Toll-Free: 855-268-2187
Fax: 336-812-7390
www.southuniversity.edu/high-point

South University's campus in High Point, NC, is conveniently located in the northeast portion of the city. Known as North Carolina's International City™, High Point is minutes from Winston-Salem and Greensboro as well as interstates 40 and 85 for easy driving access to and from the campus.

The campus facility at High Point includes faculty offices, lecture classrooms, and advanced technology to enhance learning including wireless Internet access, video conferencing equipment, "smart" classroom technology, and student computer labs.

As keeping with South University's commitment to its students, special attention has been given to the library at the High Point campus in order to support general education and the specific programs offered on site. Comfortable seating and study space is available throughout the library to encourage use of print and online books, periodicals, journals, CDs, videos, newspapers, and numerous databases. To ensure full support of the High Point facility's programs at all levels, South University employs a variety of methods to identify and acquire resources for the library's collections. As the campus library's collection is developed, the staff will consider reviews, catalogs, publisher/vendor and faculty/student recommendations, and comparisons with holdings of other libraries, among numerous other resources.

South University's High Point campus offers students a broad-based core curriculum designed to promote critical thinking and effective verbal and written communication skills. The High Point campus provides a comprehensive education to students based on a philosophy that values learning as well as community advancement through personal contribution and commitment.

South University, Montgomery

5355 Vaughn Road
Montgomery, AL 36116-1120
Phone: 334-395-8800
Toll-Free: 866-629-2962
Fax: 334-395-8859
www.southuniversity.edu/montgomery

South University's campus in Montgomery, AL, is located on the rapidly growing east side of the state's capital city. Montgomery is a hub of government, banking, and law, as well as one of the state's cultural and entertainment centers. Montgomery is situated in the middle of the southeastern states, less than a three-hour drive from Atlanta, Birmingham, and the Gulf of Mexico.

The Montgomery campus is located in two buildings on a 3.75 acre campus. The facilities include nursing, computer and health professions labs, comfortably outfitted classrooms, a student center, and a bookstore as well as faculty and administrative offices. A new facility housing the nursing and health science classrooms and labs opened in 2010.

The Montgomery campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and life-long learning by students. The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 digital textbooks, video clips, images and full-text dissertations are also included in the library offerings.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

South University, Novi

41555 Twelve Mile Road
Novi, MI 48377
Phone: 248-675-0200
Toll-Free: 877-693-2085
Fax: 248-675-0190
www.southuniversity.edu/novi

The City of Novi is northwest of Detroit and near the Ann Arbor, MI, area. South University campus facility in Novi occupies more than 30,000 square feet including classrooms, labs and a library. The Novi campus provides students with technology to

enhance learning and is equipped with wireless technology, video conferencing equipment, "smart" classroom technology, and student computer labs.

The Novi campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and lifelong learning by students. The library provides comfortable seating and study space, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 digital textbooks, video clips, images, and full-text dissertations are also included in the library offerings.

The physical facilities of the University's Novi campus are designed specifically to support the faculty, students, and the education programs offered by South University, Novi. The academic programs to be offered at the Novi campus, especially through the College of Health Professions, require specialized classroom and laboratory facilities. The Novi campus will include faculty offices, lecture classrooms, along with computer, nursing, health science, and physical therapy labs.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

South University, Richmond

2151 Old Brick Road
Glen Allen, VA 23060
Phone: 804-727-6800
Toll-Free: 888-422-5076
Fax: 804-727-6790
www.southuniversity.edu/richmond

South University's campus in Richmond, VA, is located in the Short Pump area northwest of the city on a 115-acre mixed-use tract containing retail businesses, offices, apartments, and condominiums. The campus occupies almost 30,000 square feet in a building constructed specifically for South University. The facility includes classrooms equipped with the latest technology, as well as specialized laboratories for the Health Sciences, Nursing and Clinical Mental Health Counseling programs, a library, student lounge, computer lab and a bookstore, and faculty and administrative offices. Committed to help students accomplish their individual educational goals, faculty and staff interact with students in a friendly and professional academic environment.

South University's Richmond campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and life-long learning by students. The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 digital textbooks, video clips, images and full-text dissertations are included in the library offerings.

Computers for student use are available in the library, as well as in two computer labs with 48 work stations. Each workstation offers Internet access, online database services, a suite of office software, tutorials and class support-software.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

South University, Savannah

709 Mall Boulevard
Savannah, GA 31406-4805
Phone: 912-201-8000

Toll-Free: 866-629-2901
Fax: 912-201-8070
www.southuniversity.edu/savannah

South University's expansive campus in Savannah, GA, is located on the city's south side. The original College of Business building was constructed in 1979. Beginning in 2000, the campus began to experience tremendous expansion and alteration. The College of Business building was renovated and the Health Professions Building opened in 2000 to house classroom and lab facilities for the Physician Assistant, Physical Therapist Assistant and Medical Assisting programs in addition to the campus library, student lounge, and administrative offices. The 25,000-square foot structure, located adjacent to the College of Business building, was designed with expansion in mind with computer and medical labs to meet the changing needs of South University's student body.

In 2002, South University announced the establishment of the South University School of Pharmacy on the Savannah campus, offering the University's first doctoral degree and becoming the first university or college in Savannah to offer a health professions doctorate. The School of Pharmacy facility on the west lawn was completed in 2004.

That same year, South University's Savannah campus expanded its health professions programs by offering a master's degree in anesthesia sciences with a fully equipped operating room and anesthesia laboratory. Also in 2004, Savannah launched its online programs with bachelor's degrees in business and information technology. In 2005 online degree programs expanded with the addition of undergraduate programs and master's level programs in business, health care and criminal justice.

The Savannah campus library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, program-specific resources to support class assignments, tutorial aides, and current events and recreational reading. The adjoining research center, furnished with computer work stations, offers students access to the Internet, on-line database services, an office suite, tutorials and class-support software. The library also houses a computer lab, academic support center, conference room, study rooms, and a distance learning classroom. The staff is prepared to assist students and faculty with their research needs. Students and faculty may request individual appointments with the librarians for research assistance and instruction or walk in for guidance on locating materials.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

South University, Atlanta Learning Site

The Art Institute of Atlanta
6600 Peachtree Dunwoody Road, N.E.
100 Embassy Row
Atlanta, GA 30328-1649
Phone: 700-689-4795
Toll-Free: 800-275-4242[SB2]
Fax: 912-201-8070

The South University, Atlanta Learning Site offers the Accelerated Master of Business Administration and the Accelerated Master of Business Administration in Healthcare Administration.

South University, Online Programs

In 2004, South University's Savannah campus launched online bachelor's degree programs in Information Technology and Business Administration. Designed to deliver the same quality instruction and personalized attention students enjoy on campus, these online programs enable students who do not live near a South University campus-or those who might not be able to attend classes at a set time and place-to pursue an academic degree through South University.

In 2005 South University added bachelor of science degree programs in Healthcare Management, Nursing, and Criminal Justice. More recently, the University added a Master of Business Administration (MBA), along with the MBA in Healthcare Administration, Master of Science in Nursing, and Master of Science in Criminal Justice. In 2013 South University added the Master of Public Health degree. The Bachelor of Science in Public Health degree was added in 2016.

South University strives to provide an excellent educational environment for students to explore the academic foundations that can lead to the pursuit of professional aspirations. Online programs at South University are an extension of South University's commitment to providing educational opportunities for the intellectual, social and professional development of a diverse student population.

Programs offered in the online modality from South University utilize an interactive learning method in which the educational experience becomes the shared responsibility of students in the classroom, and faculty members serve as facilitators of learning. Online students participate in an enriched learning experience that includes classroom lectures, discussions, demonstrations, field trips and guest speaker contributions, while enjoying the convenience of flexible, 24-hour access to the online classroom and course materials.

Online course lectures appear in written format and consist of an introduction to activities as well as explanations of textbook reading assignments. Lectures are intended to be catalysts for ongoing class discussions, and the faculty members facilitate discussion by providing additional insight to course subjects by joining and leading topic dialogues. Discussion boards allow for several topics to be addressed at once; therefore, many different sides of a topic can be examined for greater understanding. The faculty member guides discussions to ensure that students proceed toward an ultimate understanding of the subject matter.

The online library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and life-long learning by students.

The online library provides access to more than 60 databases in all disciplines available electronically 24/7 to all authorized students and faculty. More than 50,000 e-books, video clips, images, and full-text dissertations are also included in the online library offerings. Online reference assistance is available through e-mail and telephone.

Note: International students present in F-1 visa status are not eligible for online only programs of study.

About Online Courses

Online course sessions run for 4 weeks, 5 weeks, or 10 weeks. Due to the intensive and interactive format of online courses, active participation in courses is a key component of learning and provides a clear indicator of the level of understanding a student has achieved with a topic of study. Part of a student's overall grade for an online course is earned through meeting participation requirements which have been established for all South University online courses. In addition, students will be required to complete and submit the results from study exercises and formal assignments as further demonstration of competency with the skills and concepts covered in a course.

Each online course has the same exit competencies as its on ground equivalent. Online courses are designed to take advantage of technology, making the learning environment more efficient and maximizing relevance to prior learning and experiences.

Students should contact their academic advisor for information on the length of each course in their program of study.

Taking an Online Program

In order to participate in online classes, students must have computer hardware and software equivalent to the specifications indicated by South University. Prior to registration each quarter, South University provides students with a list of courses to be offered online and the technology requirements for each course. A list of technology requirements is available through the South University, Online Programs Web site (http://southuniversity.edu, select South University, Online Programs as the location) and the South University Academic Catalog. Because South University regularly evaluates hardware and software needs to ensure that students taking online courses are utilizing technology in parity with students taking the same courses onsite, students should check for technology updates on a quarterly basis.

Leave of Absence (non-term programs) Overall Considerations*

A Leave of Absence may be requested by students in non-term based programs. A Leave of Absence is not available to term-based students (including those on-campus students who are taking online courses). Students in non-term based programs who take a break of 29 consecutive calendar days or less remain continuously enrolled and are classified as full-time students. Students who need to take a break due to situations that would require them to be out of class longer than 29 consecutive calendar days should contact their Academic Counselor and request a Leave of Absence. Students in non-term based programs who have not attended class for more than 29 consecutive calendar days are considered withdrawn from the University unless they have an approved Leave of Absence on file. Signed Leave of Absence forms submitted after 29 consecutive calendar days of the last date of attendance will not be accepted.

*Note: Students in term-based programs through South University, Online Programs are not eligible for a Leave of Absence.

Requesting a Leave of Absence

Students in non-term based programs may request a Leave of Absence under two instances.

- Future Leave of Absence: A future leave of absence is a leave that will start upon completion of a course in which the student is enrolled. Students requesting such a Leave of Absence must submit a signed Leave of Absence Request Form to their Academic Counselor.
- Emergency Leave of Absence: If extenuating circumstances prevent a student from submitting a Leave of Absence Request prior to the last date of attendance, the Leave of Absence will be reviewed on a case by case basis and must be submitted by the student with supporting documentation related to the extenuating circumstances. These extenuating circumstances include military deployment, extended serious medical emergencies, extended serious family emergencies, jury duty, or natural disasters.

Students may not request an immediate Emergency Leave of Absence after the 28th calendar day of a 5 week class, or the 50th calendar day of a 10 week class. Students receiving a WF in a course will not be eligible for an approved Tuition Waiver for a Future Course and a Leave of Absence will not be granted.

In the event of a natural disaster the University will evaluate the need for a student in the disaster zone to be placed on an approved Leave of Absence. Students receiving an approved Leave of Absence do not receive any extension of time in which to fulfill the requirements for an awarded course Incomplete.

Additional Leave of Absence or an Extension of a Current Leave of Absence

Students in non-term based programs are limited to no more than two Leaves of Absence of 60 calendar days or less within a 12-month period. Students may be granted an additional Leave of Absence or an extension of a current Leave of Absence due to extenuating circumstances. Students requesting an additional Leave of Absence or an extension to a current Leave of Absence must submit a signed Leave of Absence form to their Academic Counselor. The form must explain the extenuating circumstances that require an additional Leave of Absence or an extension of a Current Leave of Absence. The form must be submitted by the student with supporting documentation related to the extenuating circumstances. These extenuating circumstances include military deployment, extended serious medical emergencies, extended serious family emergencies, jury duty, or natural disasters.

The Senior Director of Student Affairs is responsible for reviewing and approving the request. Request for an additional Leave of Absence or an extension of a current Leave of Absence must be received 15 calendar days prior to the end of the current Leave of Absence. Leave of Absences (including extensions) may not exceed 180 calendar days in a 12-month period.

Returning from an Approved Leave of Absence

Students returning from an approved Leave of Absence that was granted during the time they were enrolled in a course will be allowed to complete coursework started prior to the leave with no additional charges assessed. The University allows students who start a Leave of Absence during a course to withdraw (with a grade of WV) with a Tuition Waiver for a Future Course. Although students will not be charged for the subsequent course, students must re-take the entire course.

If a student does not return from an approved Leave of Absence, the official withdrawal date and beginning of the loan grace period (if applicable) is the last date of class attendance.

Leave of Absence may not exceed 180 calendar days in a 12-month period. The 12-month period begins the first day of the first Leave of Absence. Students who fail to return on the 180th calendar day will be administratively withdrawn from school.

Registration for Online Courses

Online students are preregistered for classes by their Academic Counselor. Students will receive their preregistration schedule via notification on the Campus Common. Should a student have a question about the schedule or wish to be contacted by his or her online academic advisor, the student will have the option to do so. South University cannot guarantee course availability for students who register after the preregistration period.

Registration is confirmed for the new student once the online orientation has been completed. Registration is confirmed for the continuing student once a schedule has been received and confirmed through correspondence with the student's academic advisor.

Student Services

Students taking online courses have access to South University business partners for purchasing textbooks, hardware and software. Information about these vendors is provided in the online orientation course. Links to these vendors are located within the online campus.

Career Services

South University, Online Programs maintain a Career Services Department to assist students with locating and securing full-time, entry-level, field-related employment upon graduation.

Although employment in full-time positions is not guaranteed by South University, it is vitally important to both the student and the University that each student obtain appropriate employment. Therefore, as students approach the final quarter of their programs, specific and personalized attention is provided in the preparation of professional resumes and cover letters as well as in job search strategies and interviewing skills.

For more information about the Career Services at South University, Online Programs, please contact 888-444-3404.

Student Support

The Student Support team is available to assist online students. As the primary point of contact, the Student Support team is able to answer most student questions. The team can be reached at 888-444-3404 or studentsupport@southuniversity.edu.

Campus Common

The Campus Common is the "community beyond the classroom." The Campus Common can be accessed from the Student Portal or the online classroom and is a resource for students providing information on many subjects including South University, Online Programs news, tutoring and online discussions.

The Campus Common is also a resource for students providing access information about their account including academics and financial aid. The Student Portal is the gateway to the online classroom and also allows student to view documents such as course catalogs and directories.

Student Financial Aid

South University has a Department of Financial Aid where online students and their families can develop a financial plan to help ensure students' completion of their programs. Specialists from this department will help students complete the federal and state applications for grants and loans applicable to the students' circumstances. Once a student's eligibility for financial aid has been determined, a financial aid specialist will help the student develop a plan for meeting educational expenses. Students may contact

the Financial Aid Department by phoning 888-444-3404 or through an email link provided within the South University-Online Programs Web site [http://southuniversity.edu, select South University, Online Programs as the location]. Financial aid is available to those students who qualify.

Emergency Leave Policy for Iowa Residents

Iowa residents who are a member, or a spouse of a member if the member has a dependent child, of the Iowa National Guard or Reserve Forces of the United States and who is ordered to state military service or federal service or duty will be afforded the following options:

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangement is made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangement with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and mandatory fees shall be assessed for those courses. Any course for which arrangement cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory feels for the course refunded.

Equipment

Prior to registration, students should obtain a technical specification list for hardware and software that supports the online courses. This list is always available from the download documents section of the online programs course catalog. Students may purchase necessary equipment through the hardware and software partners associated with South University, or through another vendor of choice.

South University, Tampa

4401 North Himes Avenue, Suite 175
Tampa, FL 33614-7095
Phone: 813-393-3800
Toll-Free: 800-846-1472
Fax: 813-393-3814
www.southuniversity.edu/tampa

Opened in June 2006, South University's Tampa campus is its second in the state of Florida. Centrally located near Raymond James Stadium in one of Florida's fastest growing communities, this campus affords students the opportunity to learn in classroom, laboratory, and community settings. South University's Tampa programs have affiliations with hundreds of local businesses and healthcare facilities, including national corporations and world-renown treatment centers.

Students may enjoy all the culture and excitement a large city has to offer. Major league sporting events, major concerts, theater, world-renowned restaurants, and a cosmopolitan social scene are all within easy reach. The diverse and vibrant student body thrives on the nurturing atmosphere fostered by faculty and staff. The campus is equipped with technology to support the learning environment, such as a simulation lab; skills labs for nursing, physician assistant, and physical therapist assistant; science lab; computer lab; and Academic Resource Center for tutoring and other academic support.

The Tampa campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and lifelong learning by students.

The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all

disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 digital textbooks, video clips, images and full-text dissertations are also included in the library offerings.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

South University, Orlando Learning Site

Millenia Park One
4901 Vineland Road, Suite 140
Orlando, FL 32811
Phone: 407-393-3100
Toll-Free: 844-272-3438
Fax: 407-393-3170

South University, Orlando Learning Site is a learning site of the South University, Tampa campus.

South University's Orlando learning site was established in 2014 to provide residents in the Orlando area with an accessible location for attending classes and meeting with University advisors and faculty as they pursue their degree. The Orlando Learning Site offers the Doctor of Ministry (D.Min.), the Master of Science in Information Systems (MS), the Master of Science in Nursing with a Specialization in Family Nurse Practitioner, and the Bachelor of Science in Nursing (RN to BSN).

South University, Virginia Beach

301 Bendix Road, Suite 100
Virginia Beach, VA 23452
Phone: 757-493-6900
Toll-Free: 877-206-1845
Fax: 757-493-6990
www.southuniversity.edu/virginia-beach

South University's Virginia Beach campus occupies 32,600 square feet in a large office park with easy access to and from Interstate 264. The campus facility includes nine classrooms plus Nursing, Physical Therapist Assistant, Anatomy and Physiology, and Counseling labs. Classrooms and laboratory space offer advanced "smart" technology to provide students and faculty with instructional equipment to facilitate learning. Also located on campus are administrative offices including admissions, the registrar, student affairs, financial aid, the library, and the office of the campus President.

The Virginia Beach campus library offers comfortable space for students to congregate for research, study, tutoring, or online work. Floor to ceiling windows open and illuminate the library's welcoming atmosphere, and ample study space encourages independent and collaborative student work. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 to all authorized students and faculty on and off campus. Over 50,000 digital textbooks, video clips, images and full text dissertations are also included in the library offerings. The print collection has reference and circulating materials selected to support the programs offered at the school. The library's computer lab is available to students for homework and research, or it can be closed off from the main library and used for instruction.

Serving a diverse student body with both day and evening classes, South University's team of faculty and staff at the Virginia Beach campus are engaged in helping students achieve success. Faculty from a variety of disciplines are available in the Academic Success Center during designated hours, offering tutoring in a relaxed atmosphere. Embracing South University's commitment to critical thinking, the Virginia Beach campus provides the opportunity for an education that creates life-long learners.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

South University, West Palm Beach Campus

University Centre
9801 Belvedere Road
Royal Palm Beach, FL 33411
Phone: 561-273-6500
Toll-Free: 866-629-2902
Fax: 561-273-6420
www.southuniversity.edu/west-palm-beach

South University's campus in Royal Beach, FL, (West Palm Beach) is centrally located in Palm Beach County, close to beaches and accessible to Interstate 95 and the Palm Beach International Airport. In 2010, the West Palm Beach campus moved into a new facility designed specifically to support the campus's growing population. The location consists of a 32,000-square-foot, three-building campus. The West Palm Beach campus has engendered a relationship with the surrounding community, reaching out to its neighbors to participate in community activities and host special events.

A diverse, multicultural student body thrives on a supportive learning environment fostered by the faculty and staff. In keeping with South University's educational mission, they are committed to the academic success of their students and to producing graduates who are prepared for the challenges of entry into professional life.

The campus library provides individual and group study areas, a computer lab, and a diversified collection of audiovisual, and print materials. Professional librarians are available during all hours of operation to help students locating information and materials at South University's libraries and at others. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 to all authorized students and faculty on and off campus. More than 50,000 digital textbooks, video clips, images, and full-text dissertations are also included in the library offerings. The collections include books, magazines, audiovisual and digital sources that support class assignments, tutorial needs, current events and recreational reading. The computer lab offers Internet access, online databases with indexing and full-text access to thousands of journals, tutorial programs, a suite of office software programs, and tutorial and other class support software.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.

College of Arts and Sciences

Degree programs in the College of Arts and Sciences are developed around a set of standards that offer students broad exposure to an area of study along with deep grounding in the student's chosen career field. Students may select a number of free electives to explore their interests, and they are offered elective options directly related to their chosen field. During the program, students explore the basic theories and concepts of their field, related applications, and current research in that field. The College of Arts and Sciences requires all students to complete courses related to research methods and data analysis as part of employment preparation, and to strengthen critical thinking skills and increase information literacy.

General Education

Overview

South University faculty and staff recognize that citizens of the future need to be flexible and broadly knowledgeable in order to adapt to continuously changing technologies, growing diversity across peoples and value systems, and rapid social and cultural change. With this in mind, the University has developed general education requirements that expose students to knowledge from a variety of areas, each framed through the lens of its own history and methodology. Through these required courses, students delve into the worlds of math and science, the humanities and the arts, and the social and behavioral sciences. Students have the opportunity to develop competencies in these areas while also gaining exposure to a range of human knowledge.

South University's general education curriculum challenges the individual to develop a deep and meaningful set of personal values and high ethical standards, along with a commitment to lifelong learning. The curriculum is designed to enhance critical and analytical thinking skills, encourage creativity, and build oral and written communication skills. For South University students, using technology in coursework and developing skills in assessing the merits of various sources of online information is also an important part of the general education experience.

The General Education curriculum at South University seeks to develop in students competencies that will support them as they progress through their programs. These competencies include the following:

Student Learning Outcomes

Graduates will be able to:

1. Communicate clearly, effectively, and sensitively in written, graphic, and oral modes appropriate to their fields.
2. Demonstrate basic skills and abilities in mathematical reasoning and the basic sciences.
3. Identify, locate, evaluate, and ethically utilize reliable information from a variety of sources.
4. Illustrate the capacity to think critically, analytically, and logically across multiple fields of inquiry.
5. Interpret and evaluate diverse historical, social, and cultural artifacts, systems, and events as products of the human experience.

Areas of Study

The general education requirements for South University comprise six areas. Each area represents a set of requirements designed to build basic skills and insights and to assure that each student experiences coursework in each of the areas of knowledge that together comprise the General Education curriculum. It is our belief that these components are directly associated with the qualities defining an educated professional and are necessary to seek entry-level employment in a fast-paced, changing world. The components are designed to reflect the needs and expectations expressed by many employers of college graduates.

The framework shown below reflects minimum requirements to be met by all South University students at either the associate's or bachelor's degree levels. Programs may identify specific courses needed in that field as a part of the general education program while others may leave choices open to the interests and abilities of the student. The specific areas and course requirements will include the following, but students must check their program for specific courses needed to satisfy general education requirements.

General Education Areas and Approved Courses

A. Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*
- UVC4000 Career Exploration Seminar *4 credit hours*

B. Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

C. Mathematics and Statistics

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2058 Statistics *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

D. Natural Sciences

- BIO1011 Anatomy and Physiology I *4 credit hours*
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*
- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

E. Arts and Humanities

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions 4 credit hours

F. Social and Behavioral Sciences

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- ENG1150 Contemporary Issues *4 credit hours*
- POL2076 American Government *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Criminal Justice

Master's Degrees

Criminal Justice (MS)

Offered at South University, Austin; South University, Columbia; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach.

The South University Master of Science in Criminal Justice degree program is designed for individuals employed in the criminal justice system, as well as those in other careers, both public and private, who wish to acquire further education in criminal justice. Prerequisites are limited so that qualified students with bachelor's degrees in related fields such as criminology, psychology, business or public administration, anthropology, political science, sociology or related social sciences may enroll along with students who have undergraduate degrees in criminal justice.

The program is primarily designed to foster a learning community of criminal justice professionals who will use their knowledge within law enforcement, correctional, political, and legal arenas. Program graduates will be prepared to seek admission to doctoral programs in criminal justice, criminology, and related fields, as well as to seek advancement within law enforcement, correctional, local and state government, and legal institutions.

The goals of the Master of Science in Criminal Justice degree program are to provide students with:

1. Professional skills necessary to assume leadership positions in the administration of criminal justice agencies.
2. Advanced knowledge and understanding of criminal justice institutions and processes, and current criminal justice policy.
3. Advanced knowledge and understanding of research methods and program evaluation techniques to effectively conduct and/or evaluate social policy research.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate mastery of skills in the areas of theoretical and applied criminal justice as well as in managerial principles and practices to effectively solve a variety of real-life problems within a complex organization.
2. Understand the relationship between crime theory, crime policy, and professional practice.
3. Demonstrate interactive skills and learn behavioral strategies for improving systemic communication within and between criminal justice agencies.
4. Demonstrate the ability to effectively interpret and make use of research methodology by completing a final research project prospectus on a topic related to professional practice in an actual criminal justice agency.

Master of Science in Criminal Justice: 48 credits

Foundation: 28 Credits

- MCJ5001 Foundations in Criminal Justice *4 credit hours*
- MCJ5003 Ethics and Moral Behavior in the Criminal Justice System *4 credit hours*
- MCJ5100 Advanced Research Methods and Analysis I *4 credit hours*
- MCJ6001 Criminal Justice Administration *4 credit hours*
- MCJ6003 Criminological Theory *4 credit hours*
- MCJ6004 Criminal Justice Planning & Innovation *4 credit hours*
- MCJ6405 Organizational Leadership *4 credit hours*

Program Elective (choose four): 16 Credits

- MCJ6002 Juvenile Justice Administration *4 credit hours*
- MCJ6401 Critical/Controversial Issues: Law Enforcement *4 credit hours*
- MCJ6404 Political Terrorism *4 credit hours*
- MCJ6410 Legal Issues in Criminal Justice Administration *4 credit hours*
- MCJ6505 Management of Critical Incidents *4 credit hours*
- MCJ6601 Resource and Agency Coordination *4 credit hours*
- MCJ6620 Special Topics in Homeland Security *4 credit hours*
- MCJ6701 Theory and Practice of Community Corrections and Re-entry Programs *4 credit hours*
- MCJ6705 Theory and Practice of Institutional Corrections *4 credit hours*

Note(s):

The student will choose four courses (16 credits) from the remaining graduate level criminal justice curriculum listed below or from other graduate offerings with the guidance and approval of the Program Director in Criminal Justice or appropriate Program Chair and with the advice of the related Program Director if courses from other programs are desired. The student should plan to take at least 50% of this part of the degree program in criminal justice courses. Students may construct an area of emphasis with the guidance of the Program Director or Chair or pursue a more general set of elective course courses. Students may emphasize a traditional area of the field such as Corrections or Homeland Security, but elective choices may also reflect the particular professional goals and aspirations of the student. Thus, courses in areas such as Public Administration, Business, or Clinical Mental Health Counseling may be included as desired and approved and if the student completes the required prerequisites for such courses. Please note that Financial Aid may not cover prerequisite courses. Please see the Coursework Taken Outside a Student's Degree Program Policy found in the Academic Affairs section of this catalog.

Capstone: 4 Credits

- MCJ6985 Applied Professional Project *4 credit hours*

Note(s):

Acceptance into a South University Criminal Justice program or its completion does not imply or guarantee that a student will be able to obtain employment in law enforcement, corrections, probation/parole, or related fields. The student should contact the national, state, or local agency/institution in which he or she intends to gain employment for specific requirements and the application process.

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Bachelor's Degrees

Criminal Justice (BS)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, South University, Novi; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach

Bachelor of Science in Criminal Justice degree program is designed to give students broad perspectives on the causes of crime and critical insights to the functions of the components of the criminal justice system.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate mastery of skills in the areas of theoretical and applied criminal justice as well as in principles and practices to effectively solve a variety of field-based problems.
2. Understand the causes of crime and delinquency, the process of adjudicating criminal cases, and the major components of the criminal justice system.
3. Demonstrate effective communication and ethical skills as applied to the discipline.
4. Develop the techniques to effectively interpret and make use of research methodology and to apply scientific reasoning to the study of crime and justice.

Courses in the program deal with crime, violence, and other forms of deviance and the responses to these problems by police, courts, and corrections; contemporary criminal justice issues; and ethical concerns and research. Students in the criminal justice program have the opportunity to receive preparation for further study in graduate or professional schools as well as to seek entry-level positions in the criminal justice system upon graduation.

Bachelor of Science in Criminal Justice: 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT1001 College Algebra I *4 credit hours*
- MAT2058 Statistics *4 credit hours*

Choose one additional course from the list below:

- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*

- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Choose one additional course from the list below:

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- POL2076 American Government *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 44 Credits

- PSY2007 Statistics for Behavioral Sciences *4 credit hours*
  (must be taken concurrently with PSY2008 Statistics for Behavioral Sciences Lab)
- PSY2008 Statistics for Behavioral Sciences Lab *2 credit hours*
- PSY2060 Research Methods *4 credit hours*
  (must be taken concurrently with PSY2061 Research Methods Lab)
- PSY2061 Research Methods Lab *2 credit hours*

Elective Pool (eight courses or 32 credits)

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-Transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Choose eight courses from the following list:

- CRJ3014 Criminal Justice and the Media *4 credit hours*
- CRJ3023 Organized Crime *4 credit hours*
- CRJ3026 Concepts in Crime Mapping and Prevention *4 credit hours*
- CRJ4002 Restorative Justice *4 credit hours*
- CRJ4009 Illegal Immigration and the Criminal Justice System *4 credit hours*
- CRJ4011 Terrorism and Homeland Security *4 credit hours*
- CRJ4015 Bloodstain Pattern Analysis *4 credit hours*
- CRJ4021 Cyber Crime *4 credit hours*
- CRJ4650 Forensic Issues *4 credit hours*
- CRJ4995 Criminal Justice Internship I *4 credit hours*
- CRJ4996 Criminal Justice Internship II *4 credit hours*
- CRJ4997 Criminal Justice Internship III *4 credit hours*

Area III Major Requirements: 72 Credits

Core: 44 Credits

- CRJ1001 Introduction to Criminal Justice System *4 credit hours*
- CRJ2100 Introduction to Law Enforcement *4 credit hours*
- CRJ2200 Introduction to Criminal Courts *4 credit hours*
- CRJ2300 Introduction to Corrections *4 credit hours*
- CRJ2800 Criminal Law and Procedures *4 credit hours*
- CRJ3003 Juvenile Delinquency *4 credit hours*
- CRJ3004 Race, Class, and Gender in Criminal Justice *4 credit hours*
- CRJ3005 Criminal Justice Management and Administration *4 credit hours*
- CRJ3011 Criminology *4 credit hours*
- CRJ3025 Comparative Criminal Justice Systems *4 credit hours*
- CRJ3500 Ethics in Criminal Justice *4 credit hours*

Program Electives (choose six): 24 Credits

- CRJ3015 White Collar Crime *4 credit hours*
- CRJ3024 Serial Killers and Mass Murderers *4 credit hours*
- CRJ3300 Community Based Corrections *4 credit hours*

- CRJ3600 Introduction to Forensics *4 credit hours*
- CRJ4001 Victimology *4 credit hours*
- CRJ4003 Critical Issues in Criminal Justice *4 credit hours*
- CRJ4500 Violence in Society *4 credit hours*
- CRJ4600 Crime Scene Investigation and Case Management *4 credit hours*

Capstone

- CRJ4999 Senior Seminar (Capstone) *4 credit hours*

Note(s):

Acceptance into a South University Criminal Justice program or its completion does not imply or guarantee that a student will be able to obtain employment in law enforcement, corrections, probation/parole or related fields. The student should contact the national, state or local agency/institution in which the student intends to gain employment for specific requirements and the application process.

South University, Online Program offerings *may not be available to residents of all states. Please contact an admissions representative for further information.*

Associate Degrees

Criminal Justice (AS)*

As of July 1, 2013, South University no longer accepts applications for entrance into the Associate of Science in Criminal Justice program offered online or on ground.

The Associate of Science in Criminal Justice degree program is designed to provide students with a broad-based education and a foundation of knowledge of crime and society's response to it. Courses in the program include an introduction to the organization and functions of law enforcement, courts and corrections, as well as the basic systems and processes of emergency and disaster management. Successful completion of the Associate of Science in Criminal Justice degree program prepares students for entry into the Bachelor of Science in Criminal Justice degree program.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate a basic level of skills in the areas of theoretical and applied criminal justice as well as of principles and practices used to effectively solve a variety of real-life problems in the field.
2. Understand basic causes of crime and delinquency, the process of adjudicating criminal cases, and the structure of the major components of the criminal justice system.
3. Demonstrate effective communication and ethical skills as applied to the discipline.

Associate of Science in Criminal Justice: 92 Credits

Area 1 General Education: 40 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics (choose one)

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose one)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose one)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- PSY1001 General Psychology *4 credit hours*

Area II Foundation Requirements: 20 Credits

- MAT1500 College Mathematics *4 credit hours*
- MAT2058 Statistics *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Choose one additional lecture course from the list below:

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Choose one additional course from the list of four below:

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- POL2076 American Government *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Note(s):

These courses cannot count for both Area I and Area II credits

Area III Major Requirements: 32 Credits

- CRJ1001 Introduction to Criminal Justice System *4 credit hours*
- CRJ2100 Introduction to Law Enforcement *4 credit hours*
- CRJ2200 Introduction to Criminal Courts *4 credit hours*
- CRJ2300 Introduction to Corrections *4 credit hours*
- CRJ2800 Criminal Law and Procedures *4 credit hours*
- CRJ3003 Juvenile Delinquency *4 credit hours*
- CRJ3004 Race, Class, and Gender in Criminal Justice *4 credit hours*
- CRJ3500 Ethics in Criminal Justice *4 credit hours*

Note(s):

Acceptance into a South University Criminal Justice program or its completion does not imply or guarantee that a student will be able to obtain employment in law enforcement, corrections, probation/parole or related fields. The student should contact the national, state or local agency/institution in which the student intends to gain employment for specific requirements and the application process.

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Graphic Design

Bachelor's Degrees

Graphic Design (BS)

As of July 1, 2016 South University will no longer accept applications for entrance into the Bachelor of Science in Graphic Design degree program.

The Bachelor of Science in Graphic Design degree program is designed to provide students with a broad background in general education, advanced theoretical graphic design concepts, and practical applications.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate a clear understanding of the creative process in the graphic arts.
2. Demonstrate the ability to synthesize strong conceptual ideas from research data.
3. Demonstrate a clear understanding of the application of design principles, color theories and typographic fundamentals in a portfolio of design work.
4. Demonstrate independent critical thinking skills in planning, conceptualizing and producing graphic design projects.
5. Demonstrate in-depth knowledge of graphic design history, design and art styles, and the impact of evolving technology on the graphic arts.
6. Demonstrate organization, neatness, and precision, as well as an understanding of professional presentation standards for different media, in a portfolio of design work.
7. Demonstrate competency with computer systems, fluency with major design software commonly used in the field, and knowledge of other peripherals and traditional tools commonly used in graphic design businesses.
8. Demonstrate an ongoing commitment to developing design skills and to lifelong learning.

This program prepares graduates to see an entry-level positions in the field. The curriculum incorporates both traditional and computer-based techniques. Course work emphasizes development of technical skills, reasoning, analytical, and problem solving abilities.

*Bachelor of Science in Graphic Design: 180 Credits

Area I General Education Requirements: 64 Credits

Personal Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*

- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics (choose three)

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2058 Statistics *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences (choose three)

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- POL2076 American Government *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 54 Credits

- GRA1000 Drawing and Perspective *4 credit hours*

- GRA1001 Color Fundamentals *4 credit hours*
- GRA1004 Design Fundamentals *3 credit hours*
- GRA1005 Graphic Design Studio *4 credit hours*
- GRA1011 Typography I *4 credit hours*
- GRA1160 Digital Imaging *4 credit hours*
- GRA1170 Observational Drawing *4 credit hours*
- GRA1195 Digital Layout *4 credit hours*
- GRA2010 3D Design Fundamentals *4 credit hours*
- GRA2110 Digital Illustration *4 credit hours*
- GRA2290 Concept Design *4 credit hours*
- GRA2292 Print Production *4 credit hours*
- GRA2800 Web Design I *4 credit hours*
- GRA2900 Portfolio I *3 credit hours*

Area III Major Requirements: 62 Credits

Core

- GRA3000 Graphic Symbolism *4 credit hours*
- GRA3010 History of Graphic Design *4 credit hours*
- GRA3011 Typography II *4 credit hours*
- GRA3060 Multimedia I *4 credit hours*
- GRA3090 Digital Photography *4 credit hours*
- GRA3101 Package Design *4 credit hours*
- GRA3670 Corporate ID & Branding *4 credit hours*
- GRA3810 Collateral Design *4 credit hours*
- GRA3820 Advertising Design *4 credit hours*
- GRA3850 Web Design II *4 credit hours*
- GRA4000 Multimedia II *4 credit hours*
- GRA4100 Professional Development for Graphic Designers *4 credit hours*
- GRA4440 Art Direction *4 credit hours*

Capstone

(NOTE: These courses must be taken in the last three quarters of the program.)

- GRA4670 Digital Portfolio *4 credit hours*
- GRA4910 Portfolio II *2 credit hours*

Choose one course from the following:

- GRA4801 Graphic Design Capstone *4 credit hours*
- GRA4802 Graphic Design Capstone Internship *4 credit hours*

Note(s):**As of July 1, 2016 South University no longer accepts applications for entrance into the Bachelor of Science in Graphic Design program.*

Associate Degrees

Graphic Design (AS)

As of July 1, 2016 South University no longer accepts applications for entrance into the Associate of Science in Graphic Design program.

The Associate of Science in Graphic Design degree program is designed to help students prepare for entry-level positions in the ever-changing and diverse field of advertising, publishing, and communications. Students develop technical and aesthetic skills through hands-on experience with illustration, graphic design, computer graphics, desktop publishing, designing with type, production, and photography.

Graduates of the program are prepared to seek entry-level positions such as assistant designer, graphic designer, production artist, and layout artist. The program is structured so that a student can continue directly into the Bachelor of Science in Graphic Design degree program.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate basic level of understanding of the overall creative process in the graphic arts.
2. Demonstrate strong foundation in the application of design principles, color theories and typographic fundamentals in a portfolio of design work.
3. Demonstrate an ability to create new conceptual design ideas from available research or other data.
4. Demonstrate critical thinking skills in sketching, planning, and producing design projects.
5. Demonstrate basic knowledge of graphic design history, design and art styles, the impact of evolving technology on the graphic arts, and modern trends in art and design.
6. Demonstrate portfolio organization, neatness, and precision - and a basic understanding of artwork and presentation standards for print media.
7. Demonstrate solid foundation in basic operation and use of computer systems and design software, as well as other peripherals and traditional tools commonly found in graphic design businesses.
8. Demonstrate growing commitment to developing design skills and to lifelong learning.

*Associate of Science in Graphic Design: 94 Credits

Area 1 General Education Requirements: 40 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*

- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics (choose one)

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2058 Statistics *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose one)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose one)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences (choose one)

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- POL2076 American Government *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Major Program Requirements: 54 Credits

Core

- GRA1000 Drawing and Perspective *4 credit hours*

- GRA1001 Color Fundamentals *4 credit hours*
- GRA1004 Design Fundamentals *3 credit hours*
- GRA1005 Graphic Design Studio *4 credit hours*
- GRA1011 Typography I *4 credit hours*
- GRA1160 Digital Imaging *4 credit hours*
- GRA1170 Observational Drawing *4 credit hours*
- GRA1195 Digital Layout *4 credit hours*
- GRA2010 3D Design Fundamentals *4 credit hours*
- GRA2110 Digital Illustration *4 credit hours*
- GRA2290 Concept Design *4 credit hours*
- GRA2292 Print Production *4 credit hours*
- GRA2800 Web Design I *4 credit hours*

Capstone

- GRA2900 Portfolio I *3 credit hours*

Note(s):

**As of July 1, 2016 South University no longer accepts applications for entrance into the Associate of Science in Graphic Design Program.*

Legal/Paralegal Studies

South University offers the Bachelor of Science in Legal Studies and the Associate of Science in Paralegal Studies in programs that allow a student completing Associate of Science courses to matriculate into the Bachelor of Science in Legal Studies program.

Bachelor's Degrees

Legal Studies (BS)

Legal/Paralegal Studies Curriculum

South University's Legal Studies (BS) and Paralegal Studies (AS) programs are designed to provide opportunities for students to prepare for a rapidly changing and challenging profession as a paralegal. The American Bar Association (ABA) defines a paralegal as "a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible." Paralegals and legal assistants may not give legal advice, set fees, represent clients in court, or provide legal services to the public except as permitted by law. All students in South University Paralegal and Legal Studies programs receive instruction in legal ethics and how to avoid the unauthorized practice of law. Paralegals and legal assistants may not give legal advice, set fees, or represent clients in court, and all students in South University legal studies programs receive instruction in legal ethics and how to avoid the unauthorized practice of law.

Coursework emphasizes development of keen analytical and critical thinking skills while fostering sensitivity to cultural and political diversity. Students use modern law office technology and software in courses taught in classrooms, computer labs, or in courses offered online through the Savannah campus. South University encourages students to commit to lifelong learning that is

beneficial in obtaining employment following graduation and that may help them in advancing in their careers as paralegal professionals.

The American Bar Association (ABA) has approved the Associate of Science in Paralegal Studies and the Bachelor of Science in Legal Studies programs at the following South University campuses: West Palm Beach, Montgomery, Columbia, and Savannah. Only the Savannah campus is approved by the ABA to offer the programs in a partially online format.

Admission to the Legal Studies (BS) and Paralegal Studies (AS) Degree Programs

Students seeking admission into these degree programs must meet all requirements for admission into the University. Students seeking admission as transfer students must meet additional standards stated in this section of the catalog as well as those required of all transfer students seeking to enroll in South University.

Students seeking to move between South University campuses are considered transfer students. This includes transfer between a ground campus and the partially online program offered through the Savannah campus. Students wishing to transfer to the partially online program from a South University campus are required to transfer enrollment to the Savannah campus and through that campus to the partially online program.

Those seeking admission as a transfer student into the Legal Studies (BS) or Paralegal Studies (AS) program must provide additional documentation to aid in evaluation for admission and acceptance of transfer credit. Legal specialty courses taken at another college or university and transferred into a South University campus will not count in the student's GPA calculation. This does not include legal specialty courses taken at another South University campus or online. Although those courses will be designated for transfer credit, the grade will count in the student's GPA calculation.

Students may transfer up to 75* percent of the total work required for a degree in these programs but no more than 50 percent of the work to be applied toward the legal specialty course requirements for the degree. All courses to be applied toward the legal specialty course requirements must be evaluated (using the procedure found in the subsequent paragraph) and found to be essentially comparable to the course for which the student would receive credit in the South University program.

**Students at the Richmond and Virginia Beach campuses may only transfer in 70% of the total hours required for an undergraduate degree.*

For legal specialty transfer courses, including courses taken from other South University campuses, the student should present the catalog description of the course from the source campus, college, or university. A syllabus or comparable document describing the course requirements, learning outcomes of the course, textbook and related materials used in the course, samples of work completed in the course, and grading criteria may also be required at the discretion of the Registrar or the Program Director making the evaluation. These materials will be referred to the appropriate Program Director or qualified faculty member for a final decision after the Registrar has reviewed the courses to assure the work meets the general transfer admission standards.

All students enrolling in the partially online program offered through the Savannah campus must document that at least four (4) legal specialty courses comprising at least sixteen (16) credit hours of credit were completed in a traditional classroom format. The program requires that LGS1005 Legal Research and Writing I be completed in a traditional classroom format. The student can complete any other three (3) legal specialty courses in a traditional classroom format with the approval of the Program Director in consultation with the Registrar.

Students already enrolled in the partially online program seeking to meet the requirement that at least sixteen (16) credit hours of coursework must be completed in a traditional classroom format, including LGS1005 Legal Research and Writing I, will work with their online Academic Counselor and the online Program Chair or Program Director to identify an acceptable college or university where such work may be completed. Targeted courses will be identified and pre-approved by the online Program Chair or Program Director working with the Academic Counselor and Registrar using the criteria listed above as applicable.

By completion of the LGS1001 course, partially online students must have pre-approvals for the four traditional-format classes in their file. Students may complete no more than three online legal specialty courses with South University before taking the four required traditional-format courses. Exceptions can be approved at the discretion of the Program Chair.

Bachelor of Science in Legal Studies

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Richmond; South University, Savannah; South University, Virginia Beach; and South University, West Palm Beach

The Bachelor of Science in Legal Studies degree program is designed to provide students with a broad academic background in general education, fundamental theoretical legal concepts, and practical applications. This program is designed for the student who has an interest in seeking an entry-level position upon graduation or who is ready to take the next step in his or her career in the legal field. The graduate will be prepared for challenging assignments, including investigating cases, researching the law, and preparing documents for litigation or business transactions, while working under the supervision of a licensed attorney.

Students pursuing the Bachelor of Science in Legal Studies program are required to follow the curriculum and transfer policies that are outlined at the beginning of this section of the catalog.

The coursework is designed to emphasize development of keen analytical and critical thinking skills, while fostering sensitivity to cultural and political diversity. Graduates can pursue entry-level positions as paralegals in law firms, banks, insurance companies, governmental agencies and corporations.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate knowledge of procedural law and substantive law by successfully completing advanced or specialized legal assignments performed in a law office or any organization involved with legal processes under the supervision of an attorney.
2. Demonstrate a proficiency in the skills required for the complexities of a modern technology-based law office.
3. Demonstrate an understanding of professional and ethical standards expected of a paralegal in a broader spectrum of legal practice.
4. Demonstrate enhanced communication skills, including public speaking, letter and memorandum writing, as well as complex legal drafting under the supervision of an attorney.
5. Demonstrate advanced legal research, acute critical thinking, reasoning, and analytical approaches to legal problem solving.

Bachelor of Science in Legal Studies: 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics (choose three)

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*
- MAT2058 Statistics *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences (choose three)

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- POL2076 American Government *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 40 Credits

- BUS1038 Business Law I *4 credit hours*
- BUS2038 Business Law II *4 credit hours*

Elective Pool (eight courses or 32 credit hours)

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Area III Major Requirements: 76 Credits

Core

- LGS1001 The Legal Field: Law and Ethics *4 credit hours*
- LGS1004 Torts and Remedies *4 credit hours*
- LGS1005 Legal Research and Writing I *4 credit hours* *
- LGS1006 Legal Research and Writing II *4 credit hours*
- LGS2001 Civil Litigation *4 credit hours*
- LGS2002 Family Law *4 credit hours*
- LGS2003 Estate Planning and Probate *4 credit hours*
- LGS2004 Criminal Law *4 credit hours*
- LGS2007 Computers in the Legal Office *4 credit hours*
- LGS2099 Paralegal Externship *4 credit hours*
- LGS4005 Advanced Legal Research and Writing *4 credit hours*
- LGS4008 Litigation Support Management *4 credit hours*
- LGS4030 Employment Law *4 credit hours*
- LGS4075 Legal Topics Seminar *4 credit hours*

Electives (choose two)

- LGS2005 Real Estate Law *4 credit hours*
- LGS2008 Worker's Compensation Law *4 credit hours*
- LGS2010 Bankruptcy Law *4 credit hours*
- LGS2030 Administrative Law *4 credit hours*

Electives (choose three)

- LGS3009 International Law *4 credit hours*
- LGS3040 Constitutional Law *4 credit hours*

- LGS3050 Immigration Law *4 credit hours*
- LGS3060 Contract Law for Paralegals *4 credit hours*
- LGS3065 Criminal Procedure *4 credit hours*
- LGS4010 Evidence *4 credit hours*
- LGS4020 Advanced Real Estate Law *4 credit hours*
- LGS4045 Advanced Technology for Paralegals *4 credit hours*
- LGS4050 Environmental Law *4 credit hours*
- LGS4051 Cyberlaw *4 credit hours*
- LGS4055 Intellectual Property *4 credit hours*
- LGS4060 Legal Externship II *4 credit hours*

Note(s):

All students enrolling in the partially online program offered through the Savannah campus must document that at least four legal specialty courses comprising at least 16 credit hours of credit were completed in a traditional classroom format.

**The program requires that LGS1005 Legal Research and Writing I be completed in a traditional classroom format. The student can complete any other three (3) legal specialty courses In a traditional classroom format with the approval of the Program Director in consultation with the Registrar. The courses completed on ground in a traditional classroom format must be comparable to the legal specialty courses offered at South University.*

Students in South University, Savannah's partially online Legal Studies Program should contact their academic counselor for information on completing these requirements.

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Associate Degrees

Associate of Science in Paralegal Studies (AS)

Offered at South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Virginia Beach.

The Paralegal Studies (AS) program is designed to provide educational preparation for individuals to serve as paralegals or legal assistants. The program consists of specialized coursework and a supervised externship in selected legal settings such as law firms, real estate and title companies, banks and state or federal governmental agencies. Practical training is designed to prepare graduates working under the supervision of a licensed attorney to perform many tasks in a legal office, including, but not limited to, interviewing clients and witnesses, preparing legal documents and otherwise assisting attorneys with the preparation of their cases. The ABA defines a paralegal as "...a person, office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible." Paralegals and legal assistants may not give legal advice, set fees, represent clients in court, or provide legal services to the public except as permitted by law.. All students in the Paralegal Studies (AS) program receive instruction in legal ethics and how to avoid the unauthorized practice of law.

Students pursuing the Associate of Science in Paralegal Studies degree are required to follow the curriculum and transfer policies that are outlined at the beginning of the "Legal Studies" section of the catalog.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate knowledge of procedural law and substantive law by successfully completing legal assignments routinely performed in a law office or any organization involved with legal processes under the supervision of an attorney.
2. Demonstrate an awareness of the needs of a modern technology-based law office.
3. Demonstrate an understanding of professional and ethical standards expected of a paralegal.
4. Demonstrate communication skills, including public speaking, letter and memorandum writing, as well as legal drafting under the supervision of an attorney.
5. Demonstrate legal research, analytical and critical thinking skills, including reasoned approaches to legal problem solving.

Associate of Science in Paralegal Studies: 92 Credits

Area I General Education Requirements: 40 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics (choose one)

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2058 Statistics *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose one)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose one)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences (choose one)

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- POL2076 American Government *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 8 Credits

- BUS1038 Business Law I *4 credit hours*
- BUS2038 Business Law II *4 credit hours*

Area III Major Requirements: 44 Credits

Core

- LGS1001 The Legal Field: Law and Ethics *4 credit hours*
- LGS1004 Torts and Remedies *4 credit hours*
- LGS1005 Legal Research and Writing I *4 credit hours* *
- LGS1006 Legal Research and Writing II *4 credit hours*
- LGS2001 Civil Litigation *4 credit hours*
- LGS2002 Family Law *4 credit hours*
- LGS2003 Estate Planning and Probate *4 credit hours*
- LGS2004 Criminal Law *4 credit hours*
- LGS2007 Computers in the Legal Office *4 credit hours*

Electives (choose one)

- LGS2005 Real Estate Law *4 credit hours*
- LGS2008 Worker's Compensation Law *4 credit hours*

- LGS2010 Bankruptcy Law *4 credit hours*
- LGS2030 Administrative Law *4 credit hours*

Capstone:

- LGS2099 Paralegal Externship *4 credit hours*

Note(s):

All students enrolling in the partially online program offered through the Savannah campus must document that at least four legal specialty courses comprising at least 16 quarter credit hours were completed in a traditional classroom format.

**The program requires that LGS1005 Legal Research and Writing I be completed in a traditional classroom format. The student can complete any other three (3) legal specialty courses in a traditional classroom format with the approval of the Program Director in consultation with the Registrar. The courses completed on campus in a traditional classroom format must be comparable to the legal specialty courses offered at South University.*

Students in Savannah's partially online Legal Studies Program should contact their academic counselor for information on completing these requirements.

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Public Relations

Master's Degree

Public Relations (MS)

As of July 1, 2015, South University no longer accepts applications for entrance into the Master of Science in Public Relations.

The Master of Science in Public Relations degree program is designed to provide students with essential theoretical and practical tools needed to develop or advance their careers in public relations. Oriented toward management and team-building, students have the opportunity to learn best practices in the profession and their application to real-world issues and opportunities. Expansion and advances in technologies and global communication venues necessitate that public relations managers and practitioners obtain skills in managing relationships with diverse publics, clearly communicate organizational accountability and ethical standards, develop and maintain organizational reputations, and facilitate interactive dialogue with organizational stakeholders. Students can learn how to conduct public relations research for decision-making, campaign planning, effective message design, and how to create effective relationships with the media, understanding that media relations often traverse both traditional and nontraditional communication venues.

Master of Science in Public Relations graduates may seek a variety of employment opportunities such as public relations managers, directors of communications, vice presidents of public relations and corporate communications, account directors for public relations consulting firms, management and employee communications managers, public information administrators, public relations specialists, public information specialists, market analysis directors, and political communication managers.

Program Student Learning Outcomes

Graduates will be able to:

1. Identify historical contexts, issues, and key figures in the development of public relations as a profession and discuss how these elements influence present-day public relations practices.
2. Discuss the conditions that build team effectiveness.
3. Create content, provide feedback, access and use appropriate e-communication resource to facilitate collaborative and interactive relationships with organizational stakeholders and the media using Web-based communication tools.
4. Formulate a crisis communications plan including problem identification, resolutions development, and strategies for implementing a communication plan.
5. Design strategic resonant messages that effectively invite trans-cultural dialogue using appropriate cultural communication venues for international audiences.
6. Craft and deliver concise and compelling public relations' stories that meet and advance organizational goals and relationships.
7. Describe and analyze major business processes, and explain the balanced scorecard approach to performance management.
8. Discuss how different ethical and moral theories advance ethical practices in public relations.
9. Perform public relations research and understand its findings to develop public relations plans for various internal and external audiences.

Masters of Science in Public Relations: 48 Credits

- LEA5100 Leadership, Organization Theory and Change *4 credit hours*
- LEA5130 Team Building and Group Dynamics *4 credit hours*
- MPA5010 Public and Non-profit Budgeting and Accounting *4 credit hours*
- PRL5100 Public Relations Principles and Practices *4 credit hours*
- PRL5110 Building Relationships through E-Communications and Social Media *4 credit hours*
- PRL5120 Message Design and Digital Storytelling *4 credit hours*
- PRL5130 In and Out of Crisis: Reputation Creation and Management *4 credit hours*
- PRL6140 International Public Relations Management *4 credit hours*
- PRL6150 Media Relations Management *4 credit hours*
- PRL6170 Public Relations Research, Evaluations, and Strategies *4 credit hours*
- PRL6190 Ethics and Corporate Social Responsibilities *4 credit hours*
- PRL6290 Public Relations Planning and Campaign Management *4 credit hours*

Note(s):

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Bachelor's Degree

Public Relations (BS)

As of July 1, 2015, South University no longer accepts applications for entrance into the Bachelor of Science in Public Relations.

The Bachelor of Science in the Public Relations program at South University is designed to provide students with fundamental understandings about the field of public relations including public relations principles and practices, strategic public relations planning, effective message design, use of the latest in communication technology and social media venues, and public relations research and evaluation. This 180 credit hour degree program is designed to orient students toward ethical professional practices for managing relations with various stakeholders including media organizations, customers and clients, community members, and other audiences both internal and external to the organization. Additionally, students have the opportunity to learn foundational communication, intercultural, and mass media theories in order to become familiar with methods of effective public relations writing and public communications for both national and international audiences.

Program Student Learning Outcomes

Graduates will be able to:

1. Define and discuss communication theories and how they apply to real-world contexts.
2. Develop an awareness and appreciation of the foundations of the First Amendment and ethical issues in the media.
3. Apply critical thinking skills creatively and independently to solve public relations challenges facing a variety of organizations.
4. Write correctly and clearly in forms and styles appropriate for scholarly research as well as the communication professions, audiences, and purposes they serve.
5. Develop an awareness and appreciation of the diversity of groups in a global society in relationship to communications.
6. Gather and critically evaluate in-depth information from diverse sources.
7. Understand the history and development of communication technologies and processes and the ways in which this history has affected individuals and society.
8. Produce news stories, public relations materials, and/or media analyses that are clear, accurate, thorough, cogent, and fair.
9. Demonstrate an understanding of current media technologies and their capabilities, limitations and implications from multiple perspectives, including that of producer, participant and audience.

Bachelor of Science in Public Relations: 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

- UVC1000 Strategies for Success *4 credit hours*
- ITS1000 Computer and Internet Literacy *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*

- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT2058 Statistics *4 credit hours*

Choose two additional courses from the following:

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences (choose three)

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 40 Credits

- BUS1101 Introduction to Business *4 credit hours*
- MKT2010 Principles of Marketing *4 credit hours*

Elective Pool (eight courses or 32 credits)

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Choose eight courses from the following list:

- ACC1001 Accounting I *4 credit hours*
- ACC1002 Accounting II *4 credit hours*
- AHS1001 Medical Terminology *4 credit hours*
- CRJ1001 Introduction to Criminal Justice System *4 credit hours*
- CRJ2100 Introduction to Law Enforcement *4 credit hours*
- CRJ2200 Introduction to Criminal Courts *4 credit hours*
- CRJ2300 Introduction to Corrections *4 credit hours*
- HSM1100 Introduction to the Hospitality Industry *4 credit hours*
- ITS1101 Foundations of Information Technology *4 credit hours*
- ITS1105 Theory of Computation *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*
- PSY2010 Abnormal Psychology *4 credit hours*

Area III Major Requirements: 76 Credits

- COM2005 Introduction to Communication Theory *4 credit hours*
- COM2006 Interpersonal Communication *4 credit hours*
- COM2010 Introduction to the Electronic and Emerging Mass Media *4 credit hours*
- COM2020 Fundamentals of Persuasion *4 credit hours*
- COM3010 History of the Mass Media Influencing Culture and Society *4 credit hours*
- COM3020 Theories of Mass Communication *4 credit hours*
- COM3050 Intercultural Communication *4 credit hours*
- COM3070 Ethics in Mass Communication *4 credit hours*
- COM3080 Legal Environment in Mass Communication *4 credit hours*
- COM3090 Research Methods in Mass Communication *4 credit hours*
- PRL2100 Introduction to Public Relations *4 credit hours*
- PRL2110 Writing for Public Relations *4 credit hours*

- PRL2150 Media Writing *4 credit hours*
- PRL3050 International Public Relations *4 credit hours*
- PRL3100 Research Methods for Public Relations *4 credit hours*
- PRL3110 Management for Communication Professionals *4 credit hours*
- PRL4100 Public Opinion and Political Communication *4 credit hours*
- PRL4110 Crisis Communication and Case Studies in Public Relations *4 credit hours*
- PRL4970 Public Relations Campaign and Strategies *4 credit hours*

College of Business

Purpose

The South University College of Business aims to provide motivated, life-long learners with a higher education experience that combines focused learning with personalized attention in a supportive environment.

Vision

South University College of Business will be recognized as the college of choice, which develops minds and creates opportunities through the use of innovative and diverse learning environments, enabling students to be ethically responsible leaders.

Values

The College of Business subscribes to three core values:

- Ethical Practices
- Student Success
- Quality Education

Accounting

Master's Degrees

Accounting (BS to MS)

Offered at South University, Online Programs

The BS (Bachelor of Science in Accounting) to MS (Master of Science in Accounting) degree program at South University is designed to prepare students for entry-level careers in professional accounting, including corporate and/or public accounting. The accounting and business coursework contained in the program may allow a student to qualify to take the Certified Public Accounting (CPA) Examination. Students should familiarize themselves with the specific candidacy requirements of the State Board of Accountancy in the particular state in which they wish to take the CPA examination.

Students who successfully complete all requirements of the BS (Bachelor of Science in Accounting) to MS (Master of Science in Accounting) program will be awarded both the Bachelor of Science in Accounting and the Master of Science in Accounting upon graduation from the graduate program (228 credit hours).

Program Student Learning Outcomes

Graduates will be able to:

1. Apply critical analysis skills to apply contemporary accounting principles and practices to the decisions faced by evolving business organizations.
2. Integrate principles of accounting, economics, finance, law, risk, and management to articulate innovative solutions to organizational challenges.
3. Integrate the auditing process, including the synthesis of information systems and communications, internal controls, and corporate governance.
4. Critique and apply the concepts, principles, and methods gleaned from professional and academic accounting research to challenges in the accounting profession.
5. Assess ethical, legal, and professional responsibilities required in the accounting profession.

Bachelor of Science to Master of Science in Accounting: 228 Credits

Area I General Education Requirements: 64 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT2058 Statistics *4 credit hours*

Choose two additional courses from the following:

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*

Choose one additional course from the following:

- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 36 Credits

- ACC1001 Accounting I *4 credit hours*
- ACC1002 Accounting II *4 credit hours*
- ACC1003 Accounting III *4 credit hours*
- BUS1038 Business Law I *4 credit hours*
- BUS1101 Introduction to Business *4 credit hours*
- BUS2023 Business Communications *4 credit hours*
- FIN2030 Introduction to Finance *4 credit hours*
- MGT2037 Principles of Management *4 credit hours*
- MKT2010 Principles of Marketing *4 credit hours*

Area III Requirements: 128 Credits

- ACC3010 Accounting Information Systems *4 credit hours*
- ACC3020 Intermediate Financial Accounting I *4 credit hours*
- ACC3025 Intermediate Financial Accounting II *4 credit hours*
- ACC3040 Cost Accounting *4 credit hours*
- ACC4010 Federal Taxation I *4 credit hours*
- ACC4050 Internal Auditing and Assurance *4 credit hours*
- ACC5001 Ethics and Accounting *4 credit hours*
- ACC5328 Intermediate Financial Accounting III *4 credit hours*

- ACC5335 Governmental and Not-for-Profit Accounting *4 credit hours*
- ACC5348 Advanced Financial Accounting *4 credit hours*
- ACC5360 External Auditing and Assurance *4 credit hours*
- ACC5372 Federal Taxation II *4 credit hours*
- ACC6311 Advanced Accounting Information Systems *4 credit hours*
- ACC6315 Accounting Services Consulting *4 credit hours*
- ACC6330 Advanced Financial Reporting *4 credit hours*
- ACC6342 Corporate Controllership *4 credit hours*
- ACC6345 Intermediate Cost Management *4 credit hours*
- ACC6362 Forensic and Fraud Auditing *4 credit hours*
- ACC6374 Advanced Taxation *4 credit hours*
- ACC6999 Capstone: Accounting and Taxation Principles *4 credit hours*
- BUS3001 Ethics in Organizations *4 credit hours*
- BUS3041 Managerial Communications *4 credit hours*
- BUS3055 Business Law for Commercial Transactions *4 credit hours*
- BUS3059 Quantitative Business Analysis *4 credit hours*
- BUS4098 Business Simulation *4 credit hours*
- FIN3030 Corporate Finance *4 credit hours*
- MGT3002 Organizational Behavior *4 credit hours*
- MGT3059 Operations Management *4 credit hours*
- MGT3102 Leadership *4 credit hours*
- MGT4027 Global Business Management *4 credit hours*
- MGT4070 Strategic Management *4 credit hours*
- MIS3101 Application of Management Information Systems *4 credit hours*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Master of Science in Accounting (MS)

Offered at South University, Online Programs

The Master of Science in Accounting (MSA) degree program at South University is designed to prepare students with an undergraduate accounting degree for careers in professional accounting, including corporate and/or public accounting. The accounting coursework contained in the MSA program, may allow a student to qualify to take the Certified Public Accounting (CPA) Examination. Students should familiarize themselves with the specific candidacy requirements of the State Board of Accountancy in the particular state in which they wish to take the CPA examination.

Program Student Learning Outcomes

Graduates will be able to:

1. Apply critical analysis skills to apply contemporary accounting principles and practices to the decisions faced by evolving business organizations.
2. Integrate principles of accounting, economics, finance, law, risk, and management to articulate innovative solutions to organizational challenges.

3. Integrate the auditing process, including the synthesis of information systems and communications, internal controls, and corporate governance.
4. Critique and apply the concepts, principles, and methods gleaned from professional and academic accounting research to challenges in the accounting profession.
5. Assess ethical, legal, and professional responsibilities required in the accounting profession.

Master of Science in Accounting: 48 credits

- ACC5001 Ethics and Accounting *4 credit hours*
- ACC5328 Intermediate Financial Accounting III *4 credit hours*
- ACC5335 Governmental and Not-for-Profit Accounting *4 credit hours*
- ACC5348 Advanced Financial Accounting *4 credit hours*
- ACC5360 External Auditing and Assurance *4 credit hours*
- ACC5372 Federal Taxation II *4 credit hours*
- ACC6311 Advanced Accounting Information Systems *4 credit hours*
- ACC6330 Advanced Financial Reporting *4 credit hours*
- ACC6345 Intermediate Cost Management *4 credit hours*
- ACC6362 Forensic and Fraud Auditing *4 credit hours*
- ACC6374 Advanced Taxation *4 credit hours*
- ACC6999 Capstone: Accounting and Taxation Principles *4 credit hours*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Bachelor's Degrees

Accounting (BS)

South University is not currently accepting applications for the Bachelor of Science in Accounting degree program.

The Bachelor of Science in Accounting at South University is designed to prepare students for entry-level positions in corporate and/or public accounting. Additional graduate level coursework may be required to qualify to take the Certified Public Accounting (CPA) Examination in the states where South University has campuses offering the program. Students should familiarize themselves with the requirements of the State Board of Accountancy in the particular state in which they wish to take the exam. South University does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to South University.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate an awareness of how culture, society, ethics, law, politics, technology and economic principles provide a context for and affect the actions and decisions of business leaders and accounting professionals.
2. Exhibit: expertise in accounting standards, financial statements, auditing functions, budgeting, and taxation; an ability to apply generally accepted accounting principles; and the practical skills to be effective in entry-level positions.
3. Communicate clearly, both orally and in writing, their understanding of and solutions for common business problems.

4. Apply quantitative analysis and critical thinking skills to analyze business problems within and across functional business disciplines to positively affect financial performance.
5. Determine the extent of information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.

Area I General Education Requirements: 64 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT2058 Statistics *4 credit hours*

Choose two additional courses from the following:

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*

- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*

Choose one additional course from the following:

- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements 36 Credits

- ACC1001 Accounting I *4 credit hours*
- ACC1002 Accounting II *4 credit hours*
- ACC1003 Accounting III *4 credit hours*
- BUS1038 Business Law I *4 credit hours*
- BUS1101 Introduction to Business *4 credit hours*
- BUS2023 Business Communications *4 credit hours*
- FIN2030 Introduction to Finance *4 credit hours*
- MGT2037 Principles of Management *4 credit hours*
- MKT2010 Principles of Marketing *4 credit hours*

Area III Major Requirements: 64 Credits

- ACC3010 Accounting Information Systems *4 credit hours*
- ACC3020 Intermediate Financial Accounting I *4 credit hours*
- ACC3025 Intermediate Financial Accounting II *4 credit hours*
- ACC3040 Cost Accounting *4 credit hours*
- ACC3045 Intermediate Cost Management *4 credit hours*
- ACC4010 Federal Taxation I *4 credit hours*
- ACC4035 Governmental and Not-for-Profit Accounting *4 credit hours*
- ACC4050 Internal Auditing and Assurance *4 credit hours*
- BUS3001 Ethics in Organizations *4 credit hours*
- BUS3041 Managerial Communications *4 credit hours*
- BUS3055 Business Law for Commercial Transactions *4 credit hours*
- BUS4098 Business Simulation *4 credit hours*
- MGT3059 Operations Management *4 credit hours*
- MGT4027 Global Business Management *4 credit hours*
- MGT4070 Strategic Management *4 credit hours*
- MIS3101 Application of Management Information Systems *4 credit hours*

Elective Pool 16 Credits

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

- BUS3059 Quantitative Business Analysis *4 credit hours*
- BUS3101 Dynamic Decision Making *4 credit hours*
- BUS4101 Quality Management *4 credit hours*
- FIN3030 Corporate Finance *4 credit hours*
- MGT3002 Organizational Behavior *4 credit hours*
- MGT3045 Human Resources Management*4 credit hours*
- MGT3102 Leadership *4 credit hours*
- MGT4059 Advanced Operations Management*4 credit hours*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Accounting (AS)

As of July 1, 2013, South University no longer accepts applications for entrance into the Associate of Science in Accounting program offered online or on ground.

The Associate of Science in Accounting degree program is designed to provide students with the appropriate background, knowledge, and skills they need to seek entry-level employment in the field of accounting and bookkeeping. Graduates are prepared to seek entry-level employment in such diverse sectors as business, health, government, education, manufacturing, and social services. To acquire the broad based flexibility to enter these areas, students have the opportunity to learn the accounting cycle, accounting procedures for merchandising, and the basics of cost accounting. In addition, they can learn how to work with balance sheets, income statements, and statements of changes in financial position and how to prepare a statement of cash flow. The program is designed to provide a strong academic foundation in order to give graduates the opportunity to seek entry into the Bachelor of Business Administration degree program.

Program Student Learning Outcomes

Graduates will be able to:

- Demonstrate an awareness of how culture, society, ethics, law, politics, technology, and economic principles impact the actions and decisions of accounting professionals.
- Demonstrate an ability to use accounting procedures for entry-level financial and cost accounting.
- Prepare a balance sheet, an income statement, and a statement of cash flow from financial accounting procedures and internal decision-making reports from cost accounting procedures.

- Demonstrate an ability to use accounting software in organizational operations.
- Demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common accounting problems.
- Demonstrate proficient use of information technology in an accounting environment.
- Demonstrate effective teamwork skills in an accounting environment.
- Demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze accounting problems.

Associate of Science in Accounting: 92 Credits

Area I General Education Requirements: 40 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics (choose one)

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2058 Statistics *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose one)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose one)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*

- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- ECO2071 Principles of Microeconomics *4 credit hours*

Area II Foundation Requirements: 16 Credits

- ACC1001 Accounting I *4 credit hours*
- BUS1101 Introduction to Business *4 credit hours*
- BUS2023 Business Communications *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*

Area III Major Requirements: 36 Credits

- ACC1002 Accounting II *4 credit hours*
- ACC1003 Accounting III *4 credit hours*
- ACC2003 Business Taxation *4 credit hours*
- ACC2010 Automated Accounting Systems and Processes I *4 credit hours*
- ACC2015 Automated Accounting Systems and Processes II *4 credit hours*
- BUS1038 Business Law I *4 credit hours*
- FIN2030 Introduction to Finance *4 credit hours*
- MGT2037 Principles of Management *4 credit hours*
- MKT2010 Principles of Marketing *4 credit hours*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Business Administration

Doctoral Degrees

Doctor of Business Administration (DBA)

Offered at South University, Novi; South University, Savannah and South University, Online Programs

The Doctor of Business Administration (DBA) degree program at South University is designed to prepare students to seek employment teaching business courses in higher education or to practice their profession in business or consulting. The program is organized around three core areas: field specialization, research methods/statistics, and quality teaching instruction.

The Doctor of Business Administration program is delivered in two modalities: fully online and blended. Students enrolled in the blended modality meet face-to-face in the classroom and asynchronously online on alternating weeks over the 11-week quarter.

The primary objective of the DBA degree program is to prepare graduates to seek employment in faculty positions in academic institutions. Another potential value of the degree program is that graduates may have the opportunity for advancement and for enhanced performance in their positions as senior executives and consultants. The DBA degree program is designed to help candidates develop skills in applied research by improving their methodological and analytical proficiency. These skills can help graduates advance in their academic careers or in their careers as senior managers or consultants.

To achieve its mission, the DBA degree program strives for excellence in the following broad areas:

Teaching

- Provide students with the knowledge, skills, abilities, attitudes, and values necessary to pursue their career goals.
- Develop an understanding of and approach to critical inquiry.
- Facilitate the transformation of students from dependent to independent learners.
- Foster a desire and need for lifelong learning.

Scholarship

- Engage students in all forms of scholarship including the scholarship of teaching.
- Expose students to the research process.
- Encourage students' scholarly inquiry into their field of study in order to increase the knowledge base within that field of study.

Academic and Professional Service

- Involve students in their field of study.
- Develop an enhanced sense of volunteerism and leadership and recognize its positive impact on the academic and professional community.
- Integrate the students' participation in the program into the students' professional lives.

This program allows the student to focus on a specialized area within the college while becoming familiar with the methods of conducting scholarly research and quality methods of teaching in higher education through a highly integrated curriculum.

Students have the opportunity to study the current research in the field, analyze and practice the research methods appropriate to the topics within the field/discipline, and develop appropriate methodologies to teach the topics to future students through the methods used in the field.

Additionally, students are required to teach a course at South University under the mentorship of a South University faculty member. Students enrolled in the online program will teach a course in the online modality. Students enrolled in the campus-based program will teach a course in the face-to-face modality on the campus where they are enrolled. If the student has taught for South University or another institution, the student must still meet all the course and learning requirements expected of all DBA degree program students.

Online students are required to complete two residencies as part of the degree completion. One residency will take place early in the program and another will take place near the completion of their coursework prior to the start of their dissertation. Students must be physically present and active in each residency to earn completion of the residency requirement.

Program Distinctions

The South University DBA program is designed to be unique through the combination of the following items:

- Focuses on teaching, scholarship and service and as such mirrors the performance criteria for faculty within higher education.
- Requires a teaching experience as an instructor within South University.
- Includes a traditional preliminary exam and dissertation experience similar to PhD degree programs.
- Integrates management research paradigms as an organizing structure within content courses.

Program Student Learning Outcomes

Graduates will be able to:

1. Apply critical thinking skills to analyze and apply contemporary theory within their discipline and make contributions to the business administration knowledge base.
2. Comprehend and apply the concepts, principles, and methods of researching business topics, and develop research designs using scientific investigation and systematic inquiry in an area of management. Emphasis will be placed upon directing research for peer reviewed journals, business practices, and consulting assignments.
3. Demonstrate a thorough understanding and practice of teaching and managing courses in higher education.
4. Demonstrate excellent oral and written communication related to the academic and professional environment. Students will demonstrate these skills in their coursework, instructional activities, and the dissertation.

Doctor of Business Administration: 72 Credits

Foundation: 4 Credits

- BUS7000 Introduction to the Professional Doctorate *4 credit hours*

Major Courses: 24 Credits

- MGT7100 Seminar in Organizational Behavior *4 credit hours*
- MGT7105 Seminar in Group and Team Behavior *4 credit hours*
- MGT7110 Seminar in Organizational Theory *4 credit hours*
- MGT7115 Seminar in Leadership *4 credit hours*
- MGT7200 Seminar in Organizational Development and Change *4 credit hours*

- MGT7205 Seminar in Ethics and Social Responsibility *4 credit hours*
- BUS8000 Comprehensive Examination *0 credit hours*

Research Methods/Statistics: 16 Credits

- BUS7100 Research Methods I *4 credit hours*
- BUS7105 Research Methods II *4 credit hours*
- BUS7200 Statistics for Research Methods I *4 credit hours*
- BUS7205 Statistics for Research Methods II *4 credit hours*

Teaching in Higher Education: 12 Credits

- INS7115 College Teaching *4 credit hours*
- INS7200 Instructional Design *4 credit hours*
- INS7205 Measurement and Assessment in Education *4 credit hours*

Dissertation: 16+ Credits

- BUS8100 Doctoral Dissertation Research Development *4 credit hours*
  (may be repeated using course code BUS8100E *4 credit hours*)
- BUS8105 Doctoral Dissertation Proposal *4 credit hours*
  (may be repeated using course code BUS8105E *4 credit hours*)
- BUS8115 Doctoral Dissertation Preparation *4 credit hours*
  (may be repeated using course code BUS8115E *4 credit hours*)
- BUS8120 Doctoral Dissertation Defense *4 credit hours*
  (may be repeated using course code BUS8120E *4 credit hours*)

Note(s):

**Refer to the DBA Progressions Policy*

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Master's Degrees

Accelerated Master of Business Administration (MBA)*

Offered at South University, Atlanta Learning Site; South University, Columbia; South University, Savannah; and South University, Online Programs.

The Accelerated Master of Business Administration degree program is designed for the professional working in a variety of organizations who seeks to have a greater understanding of the concepts, organization structures and strategies driving today's complex organizational environment. This is an intensive program presented from a management perspective and designed to be completed in 12 months. The program is delivered in two modalities: fully online and face to face. The online learning environment is supported with team projects, faculty-led webinars for each course, faculty advisors for students, and video lectures in each course. In the face-to-face environment, classes are held on weekends 24 Saturdays per year and are supplemented with Internet-mediated coursework, synchronized conference calls, and web-based meetings.

Accelerated Master of Business Administration: 48 Credits

- ACC5005 Financial Accounting and Reporting *4 credit hours*
- LEA5125 Leadership Ethics, Culture, and Politics *4 credit hours*
- MBA5001 Organizational Behavior and Communication *4 credit hours*
- MBA5005 Law and Ethics for Managers *4 credit hours*
- MBA5008 Quantitative Analysis and Decision Making *4 credit hours*
- MBA5009 Managerial Environment *4 credit hours*
- MBA6010 Managerial Finance *4 credit hours*
- MBA6011 Strategic Marketing *4 credit hours*
- MBA6012 Operations and Supply Chain Management *4 credit hours*
- MBA6501 Strategic Human Resources Management *4 credit hours*
- MBA6505 Organizational Development and Change Management *4 credit hours*
- MBA6999 Strategic Development and Implementation *4 credit hours*

Note(s):

**South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Business Administration (MBA)*

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Richmond; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach.

The South University Master of Business Administration (MBA) degree program is designed to provide students with a process based curriculum versus the standard functional based curriculum. The foundation provides a firm grounding in economics, decision-making, behavioral sciences, and strategic environment. The core presents a functional approach to the long and short run decisions that must be made to deliver goods and services to constituents.

The Master of Business Administration program is delivered in two modalities: fully online and blended. Students enrolled in the blended modality meet face-to-face in the classroom and asynchronously online on alternating weeks over the 11-week quarter.

South University recommends that each graduate business student have a laptop computer. Laptop computers are needed for the multi-media classroom, business research and electronic communication.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate an ethical perspective as they assess decision-making processes, conflict, and other key macro and micro characteristics of organizations in diverse, global environments.
2. Influence individuals and organizations through the application of effective leadership and teamwork skills.
3. Apply effective communication skills in influencing others. They will create sustained, coherent arguments or explanations and reflections in their work.
4. Use critical thinking as they examine both qualitative and quantitative data, then synthesize and evaluate the information for use in problem recognition and problem solving.

5. Determine the information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.

Master of Business Administration

Master of Business Administration: 48 Credits

Foundation: 20 Credits

- MBA5001 Organizational Behavior and Communication *4 credit hours*
- MBA5004 Managerial Economics *4 credit hours*
- MBA5005 Law and Ethics for Managers *4 credit hours*
- MBA5008 Quantitative Analysis and Decision Making *4 credit hours*
- MBA5009 Managerial Environment *4 credit hours*

Core: 12 Credits

- MBA6010 Managerial Finance *4 credit hours*
- MBA6011 Strategic Marketing *4 credit hours*
- MBA6012 Operations and Supply Chain Management *4 credit hours*

Major Curriculum: 12 Credits

- LEA5125 Leadership Ethics, Culture, and Politics *4 credit hours*
- MBA6710 Entrepreneurial Organizations and Small Businesses *4 credit hours* **
- PMC6601 Foundations of Project Management *4 credit hours*

Note(s):

*** Students at the High Point, NC campus will take ACC5005 Financial Accounting and Reporting in place of MBA6710.*

Capstone: 4 Credits

- MBA6999 Strategic Development and Implementation *4 credit hours*

Note(s):

**South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Human Resources Management (MS)

Offered at South University, Online Programs; South University, Austin; South University, South University, Richmond; and South University, Tampa.

The Masters of Science in Human Resources Management (HRM) degree program explores the multiple roles of HR practitioners, as well as the concepts, strategies and structures that impact and constraint organizations and its stakeholders. The graduate program examines the functional areas of HRM, employment and labor laws, generally accepted business practices, ethical principles, HR metrics and measurement and change management using consultative approaches through effective organizational leadership. Emphasis is placed on managing human capital and applying best-practice tools to meet organizational mission, goals and objectives. The program is identified as being aligned with the Society for Human Resource Management recommended minimum standards for degree-based coursework in human resources and integrates the Human Resources Competency Model components.

The Master of Science in Human Resources Management program is delivered in two modalities: fully online and blended. Students enrolled in the blended modality meet face-to-face in the classroom and asynchronously online on alternating weeks over the 11-week quarter.

Program Student Learning Outcomes

Graduates will be able to:

1. Evaluate strategic HRM practices and procedures in a systematic manner, including employee and labor relations, workplace safety, health and security, and global programs in terms of human and financial impact (direct and indirect) on the organization and in consideration of the local, national and global environment.
2. Apply ethical principles, generally accepted business practices, and employment and labor laws with stakeholders in the decision- making process about HR policies, practices, or initiatives.
3. Demonstrate the contribution of human resource planning, management and diversity initiatives to organizational stakeholders using generally accepted HR metrics and measurements.
4. Define staffing (recruitment and selection), training and development, retention and performance management concepts, processes and policies as part of an integrated whole, and not as an isolated functional area of HRM to develop programs that meet broader organizational needs and enable the organization to maintain a competitive advantage.
5. Develop classification, compensation, and benefits both direct and indirect that meet the strategies and constraints of the organization and its environments.
6. Analyze organizational development and change management principles using consultative approaches to realize the Human Resources vision through effective organizational leadership.

Master of Science in Human Resources Management: 48 Credits

- HRM5000 Strategic Human Resource Management *4 credit hours*
- HRM5010 Human Resource Planning *4 credit hours*
- HRM5020 Labor Laws and Ethical Standards *4 credit hours*
- HRM5030 Organizational Staffing *4 credit hours*
- HRM5040 Classification, Compensation, and Benefits *4 credit hours*
- HRM5050 Performance Management *4 credit hours*
- HRM5060 Training and Development *4 credit hours*
- HRM5070 Labor Unions, Workplace Safety, and Security *4 credit hours*
- HRM5090 Internal Consulting *4 credit hours*
- HRM6000 International Human Resources Management *4 credit hours*

- HRM6010 Metrics and Measurement of Human Resources Management *4 credit hours*
- HRM6999 Capstone in Human Resources Management *4 credit hours*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Bachelor's Degrees

Business Administration (BBA)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach.

Bachelor of Business Administration

The Bachelor of Business Administration degree program focuses on preparing students with the knowledge and skills they will need to pursue entry-level positions in business. With courses such as Strategic Management (MGT4070), Operations Management (MGT3059) and Business Simulation (BUS4098) students can discover how to adapt business strategies to accommodate changing marketplace conditions. Courses that include Project Management (MGT3035), Organizational Behavior (MGT3002) and Leadership (MGT3102) are designed to provide students with opportunities to understand and apply effective leadership skills. Through case studies and intensive projects, students will have the opportunity to gain the ability to assess organizational needs and implement effective improvement scenarios.

Program Student Learning Outcomes

Graduates will be able to:

- Demonstrate the ability to determine the extent of information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.
- Demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common business problems.
- Demonstrate effective teamwork and communication skills when working with team members with diverse backgrounds and abilities to realize important business objectives.
- Demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze business problems within and across functional business disciplines to positively affect financial performance.
- Demonstrate attainment of discipline-specific knowledge and the practical skills to be effective in entry-level positions.

Bachelor of Business Administration: 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT2058 Statistics *4 credit hours*

Choose two additional courses from the following:

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*

- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*

Choose one additional course from the following:

- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 36 Credits

- ACC1001 Accounting I *4 credit hours*
- ACC1002 Accounting II *4 credit hours*
- ACC1003 Accounting III *4 credit hours*
- BUS1038 Business Law I *4 credit hours*
- BUS1101 Introduction to Business *4 credit hours*
- BUS2023 Business Communications *4 credit hours*
- FIN2030 Introduction to Finance *4 credit hours*
- MGT2037 Principles of Management *4 credit hours*
- MKT2010 Principles of Marketing *4 credit hours*

Area III Major Requirements: 48 Credits

Core

- BUS3001 Ethics in Organizations *4 credit hours*
- BUS3055 Business Law for Commercial Transactions *4 credit hours*
- BUS3059 Quantitative Business Analysis *4 credit hours*
- BUS4098 Business Simulation *4 credit hours*
- FIN4060 Financial Statement Analysis *4 credit hours*
- MGT3002 Organizational Behavior *4 credit hours*
- MGT3035 Fundamentals of Project Management *4 credit hours*
- MGT3059 Operations Management *4 credit hours*
- MGT3102 Leadership *4 credit hours*
- MGT4070 Strategic Management *4 credit hours*
- MIS3101 Application of Management Information Systems *4 credit hours*
- MKT3010 Marketing Management *4 credit hours*

Elective Pool (eight courses or 32 credit hours)

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Choose eight courses from the following list:

- BUS3041 Managerial Communications *4 credit hours*
- BUS3101 Dynamic Decision Making *4 credit hours*
- BUS4100 Business Internship *4 credit hours*
- BUS4101 Quality Management *4 credit hours*
- FIN3030 Corporate Finance *4 credit hours*
- MGT3045 Human Resources Management *4 credit hours*
- MGT4027 Global Business Management *4 credit hours*
- MGT4059 Advanced Operations Management *4 credit hours*
- MKT4106 Advertising and Promotion *4 credit hours*

Note(s):

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Associate Degrees

Business Administration (AS)

As of January 1, 2014, South University will no longer accept applications for entrance into the Associate of Science in Business Administration program offered online or on ground.

The Associate of Science degree program in Business Administration is designed to offer the student broad exposure to the responsibilities and requirements of managing a business. The student will have an opportunity to gain an understanding of management concepts that are needed to seek entry-level positions upon graduation. Students are exposed to the principles of accounting, finance, management, economics, and consumer behavior. The program is designed to provide a strong academic foundation in order to give students the opportunity to seek entry into the Bachelor of Business Administration degree program upon graduation.

Business Administration (AS) with a concentration in Hospitality Management

The Associate of Science in Business Administration degree program with a concentration in Hospitality Management is designed to prepare graduates to seek entry-level management employment within the hospitality industry. The focus of the program is to develop a specific understanding of the industry, while developing critical skills specifically oriented towards hospitality. Students will have the opportunity to learn about operations and management skills that are designed to prepare them to seek entry-level management positions in hotels, restaurants, timeshare operations, clubs, contract management, catering, extended living properties, beverage management, amusement management, gaming operations, and cruise-line management upon graduation.

Program Student Learning Outcomes

Graduates will be able to:

- Demonstrate an awareness of how culture, society, ethics, law, politics, technology, and economic principles impact the actions and decisions of business professionals.
- Demonstrate a general knowledge of the principles of accounting, finance, management, economics, law, and marketing.
- Demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common business problems.
- Demonstrate proficient use of information technology in a business environment.
- Demonstrate effective teamwork skills in a business environment.
- Demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze business problems.

Associate of Science in Business Administration: 92 Credits

Area I General Education Requirements: 40 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics (choose one)

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2058 Statistics *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose one)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose one)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- ECO2071 Principles of Microeconomics *4 credit hours*

Area II Foundation Requirements: 16 Credits

- ACC1001 Accounting I *4 credit hours*
- BUS1101 Introduction to Business *4 credit hours*
- BUS2023 Business Communications *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*

Area III Major Requirements: 36 Credits

Core

- ACC1002 Accounting II *4 credit hours*
- ACC1003 Accounting III *4 credit hours*
- BUS1038 Business Law I *4 credit hours*
- FIN2030 Introduction to Finance *4 credit hours*
- MGT2037 Principles of Management *4 credit hours*

Concentration Areas (choose General or Hospitality Management)

General (non-specialized) (choose one)

- BUS2038 Business Law II *4 credit hours*
- MKT2010 Principles of Marketing *4 credit hours*

Choose one course from the list of two below:

- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Choose one course from the list below. These courses cannot count for both Area I and Area III credits.

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2058 Statistics *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Hospitality Management

- HSM1100 Introduction to the Hospitality Industry *4 credit hours*
- HSM1200 Service Quality Management *4 credit hours*
- HSM1500 Purchasing and Cost Control *4 credit hours*

Choose one additional course from the following:

- HSM2100 Foodservice Operations Management *4 credit hours*
- HSM2200 Lodging Operations Management *4 credit hours*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Healthcare Administration and Management

Master's Degrees

Healthcare Administration (MBA)*

Offered at South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach.

The Master of Business Administration, Healthcare Administration degree program is designed to prepare graduates to seek employment in a leadership role in the healthcare delivery system. The program is founded with the philosophy that healthcare leaders require strong business competencies and management skills to be successful. The curriculum is designed to prepare students with a sound foundation in business analysis and decision-making, followed by a specialization in healthcare administration.

The Master of Business Administration in Healthcare Administration program is delivered in two modalities: fully online and blended. Students enrolled in the blended modality meet face-to-face in the classroom and asynchronously online on alternating weeks over the 11-week quarter.

The foundation courses are designed to provide a firm grounding in decision-making, behavioral sciences, and strategic environment. The MBA degree program core presents a functional approach to the long run and short run decisions that must be

made to deliver goods and services. The Healthcare Administration specialization core is designed to provide specialized management and capstone courses specific to the healthcare field.

Program Student Learning Outcomes:

Graduates will be able to:

1. Integrate and apply the knowledge of business and healthcare concepts specific to structures and governance, finance, and the delivery of healthcare within the US healthcare system.
2. Evaluate and analyze the impact that current healthcare policies may have on healthcare services.
3. Develop proficiency in critical thinking, information literacy skills and knowledge in healthcare specific research, problem-solving and case study analysis.
4. Demonstrate exceptional communication skills including the use of appropriate computer skills for writing, research, and analytic papers.

Master of Business Administration, Healthcare Administration: 48 credits

- MBA5001 Organizational Behavior and Communication *4 credit hours*
- MBA5004 Managerial Economics *4 credit hours*
- MBA5005 Law and Ethics for Managers *4 credit hours*
- MBA5008 Quantitative Analysis and Decision Making *4 credit hours*
- MBA5009 Managerial Environment *4 credit hours*
- MBA6011 Strategic Marketing *4 credit hours*
- MHC6301 Healthcare Structure, Organization, and Governance *4 credit hours*
- MHC6305 Financial Management of Healthcare Organizations *4 credit hours*
- MHC6999 Case Studies in Healthcare Administration *4 credit hours*

Choose three of the following:

- MHA6050 Regulation and Policy in Healthcare *4 credit hours*
- MHC6302 Public Health Organization and Management *4 credit hours*
- MHC6303 Quality Performance and Management *4 credit hours*
- MHC6306 Human Resource Management in Healthcare Organizations *4 credit hours*

Note(s)

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Healthcare Administration, Accelerated (MBA)

Offered at the Atlanta Learning Site; South University, Columbia; South University, Savannah; and South University, Online Programs.

The Accelerated Master of Business Administration, Healthcare Administration degree program is designed to prepare students to seek a leadership role within the healthcare industry upon graduation. This is an intensive program presented from a management perspective and designed to be completed in 12 months. The program is delivered in two modalities: fully online and face to face. The online learning environment is supported with team projects, faculty-led webinars for each course, faculty advisors for students, and video lectures in each course. In the face-to-face environment, classes are held on weekends 24 Saturdays per year and are supplemented with Internet-mediated coursework, synchronized conference calls, and web-based

meetings. The program is founded on the philosophy that healthcare leaders require strong business competencies and management skills to be successful. The curriculum is designed to prepare students with a sound foundation in business analysis and decision-making, in addition to a specialization in healthcare administration.

The business foundation is achieved through a core group of business courses. These courses are designed to provide a firm grounding in decision-making, behavioral sciences, and strategic environment. The MBA courses present a functional approach to the long run and short run decisions that must be made to deliver goods and services. The Healthcare Administration specialization courses are designed to provide specialized management courses specific to the healthcare field.

Accelerated Master of Business Administration, Healthcare Administration: 48 Credits

- MBA5001 Organizational Behavior and Communication *4 credit hours*
- MBA5005 Law and Ethics for Managers *4 credit hours*
- MBA5008 Quantitative Analysis and Decision Making *4 credit hours*
- MBA5009 Managerial Environment *4 credit hours*
- MBA6011 Strategic Marketing *4 credit hours*
- MHA6050 Regulation and Policy in Healthcare *4 credit hours*
- MHC6301 Healthcare Structure, Organization, and Governance *4 credit hours*
- MHC6302 Public Health Organization and Management *4 credit hours*
- MHC6303 Quality Performance and Management *4 credit hours*
- MHC6305 Financial Management of Healthcare Organizations *4 credit hours*
- MHC6306 Human Resource Management in Healthcare Organizations *4 credit hours*
- MHC6999 Case Studies in Healthcare Administration *4 credit hours*

Note(s):

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Healthcare Administration (MHA)

Offered at South University, Online Programs; South University, Austin; South University, Montgomery; South University, Savannah

The Master of Healthcare Administration (MHA) degree program at South University is designed to prepare students from a variety of backgrounds to seek employment in healthcare management and leadership upon graduation. The 12-course (48 credits) program is founded with the philosophy that healthcare leaders require strong competencies in both healthcare and management to be successful. Specifically competencies are addressed in contemporary healthcare management and leadership strategies, present healthcare systems and organizations, policy evaluation and planning techniques, financial management, and business operations. The curriculum is designed to provide students with a sound foundation in solving the problems of today's health systems, a greater understanding of management issues and to prepare them to seek employment in middle and senior management roles in health administration of hospitals and other health services organizations, as well as the private and public health infrastructure.

The Master of Healthcare Administration program is delivered in two modalities: fully online and blended. Students enrolled in the blended modality meet face-to-face in the classroom and asynchronously online on alternating weeks over the 11-week quarter.

Program Student Learning Outcomes

Graduates will be able to:

1. Interpret the knowledge in healthcare management principles and content specific to finance, economics, strategy, human resources, information management, and ethics.
2. Evaluate the impact of healthcare policy and law on the delivery and services provided by the industry
3. Integrate market research with strategic planning in healthcare, evaluating a wide array of business processes and tools in healthcare operations management.
4. Assess managerial and leadership challenges in healthcare
5. Demonstrate the ability to communicate and present information that is concise, clear, organized, supported, and persuasive in a professional manner appropriate to the healthcare industry.

Master of Healthcare Administration: 48 Credits

- MHA5010 Healthcare Management and Organizational Behavior *4 credit hours*
- MHA5020 Healthcare Organizations and Administration *4 credit hours*
- MHA5030 Current Economics in Healthcare *4 credit hours*
- MHA6050 Regulation and Policy in Healthcare *4 credit hours*
- MHA6060 Health Law and Ethics *4 credit hours*
- MHA6080 Healthcare Planning and Marketing *4 credit hours*
- MHA6100 Executive Leadership in Healthcare Organizations *4 credit hours*
- MHA6120 Management Information Systems in Healthcare *4 credit hours*
- MHC6303 Quality Performance and Management *4 credit hours*
- MHC6305 Financial Management of Healthcare Organizations *4 credit hours*
- MHC6306 Human Resource Management in Healthcare Organizations *4 credit hours*
- MHA6999 Seminar in Healthcare Cases *4 credit hours*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Bachelor's Degrees

Healthcare Management (BS)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach

The Bachelor of Science in Healthcare Management degree program is based on the premise that successful healthcare managers need to have strong business skills. This program is designed to provide students with the necessary foundation to seek entry-level employment in the healthcare services industry. The foundation of management theory and business course skills affords students the opportunity to use the analytic approaches in their healthcare management courses that can be transferred into the healthcare services environment.

Program Student Learning Outcomes

Graduates will be able to:

1. Analyze real world business problems in healthcare organizations understanding the framework in which healthcare services are produced, coordinated, consumed, and reimbursed.
2. Integrate human resource, marketing, finance, and information management skills into the analysis for healthcare settings.
3. Develop ethical and professional solutions for healthcare buniness challenges.
4. Analyze contemporary strategic planning and decision-making in healthcare to assess alternatieve management solutions in healthcare related problems and challenges.
5. Evaluate critical issues in acute and long-term care environments from the perspectives of the healthcare stakeholders

Bachelor of Science in Healthcare Management: 180 Credits

Area I General Education Requirements: 64-68 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT2058 Statistics *4 credit hours*

Choose two additional courses from the following:

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*

- CHM1010 General Chemistry *4 credit hours*
- BIO1011 Anatomy and Physiology I *4 credit hours **
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours **
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*

Note(s):

**If a BS Healthcare Management student chooses to take an Anatomy and Physiology course, only BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students electing this option for their Natural Sciences requirement will complete up to 184 credit hours of work for their degree, depending on their exact choice.*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*

Choose one additional course from the following:

- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Area II Foundation Requirements: 28 Credits

- ACC1001 Accounting I *4 credit hours*
- ACC1002 Accounting II *4 credit hours*
- ACC1003 Accounting III *4 credit hours*
- AHS1001 Medical Terminology *4 credit hours*
- BUS2023 Business Communications *4 credit hours*
- HCM1201 Introduction to Healthcare, Coding, Billing and Reimbursement *4 credit hours*

- HCM2004 Introduction to Healthcare Management *4 credit hours*

Area III Major Requirements: 88 Credits

Core

- HCM2005 Healthcare Delivery and Organization *4 credit hours*
- HCM3002 Economics of Healthcare *4 credit hours*
- HCM3004 Ethics and Law for Administrators *4 credit hours*
- HCM3005 Healthcare Finance *4 credit hours*
- HCM3006 Healthcare Marketing and Strategy *4 credit hours*
- HCM3008 Health Information Management Systems *4 credit hours*
- HCM3010 Long-Term Care *4 credit hours*
- HCM3020 Managed Care *4 credit hours*
- HCM4002 Risk Management in Healthcare Settings *4 credit hours*
- HCM4005 Managerial Epidemiology in Healthcare Administration *4 credit hours*
- HCM4007 Leadership in Healthcare Organizations *4 credit hours*
- HCM3046 Managing the Healthcare Workforce *4 credit hours*

Capstone Sequence

- HCM4012 Case Studies in Healthcare Administration *4 credit hours*
- HCM4025 Strategic Management in Healthcare Organizations *4 credit hours*

Elective Pool (eight courses or 32 credit hours)

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Choose eight courses from the following list:

- BUS1038 Business Law I 4 *credit hours*
- BUS1101 Introduction to Business *4 credit hours*
- HCM4010 Leadership in Healthcare Organizations - Internship *4 credit hours*
- HCM3030 Federal and State Healthcare Programs *4 credit hours*
- MGT2037 Principles of Management *4 credit hours*
- MIS3101 Application of Management Information Systems *4 credit hours*
- PHE2001 Introduction to Public Health *4 credit hours*
- PHE3050 Public Health Policy *4 credit hours* **
- PRL2100 Introduction to Public Relations *4 credit hours*

- PSY2010 Abnormal Psychology *4 credit hours* **
- PUB2001 Introduction to Public Administration *4 credit hours*
- SOC2010 Social Problems *4 credit hours* **

Note(s):

*** Requires a prerequisite that may or may not satisfy Area I. If not, then prerequisite must be selected as an elective.*

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Information Systems and Technology

Master's Degrees

Master of Science in Information Systems (MS)

Offered at South University, Austin; South University, Montgomery; South University, Online Programs; South University, Orlando Learning Site; South University, Richmond; South University, Tampa; and South University, Virginia Beach.

The Master of Science in Information Systems (MSIS) program prepares students for a career or advancement within the Information Systems (IS) profession, or related fields. The program is designed for professionals and continuing students with diverse backgrounds. The MSIS program curriculum focuses on merging business and IS theories while emphasizing practical applications.

The core competencies of the MSIS program cover a wide range of topics, including business intelligence, data management, knowledge acquisition, information technology (IT) governance, service management, IS development and auditing, systems analysis and design, object-oriented enterprise modeling, information security, and risk management.

The program aims to equip students with analytical and critical-thinking skills to identify and solve problems within an interrelated systems context. Students learn to define problems and communicate solutions effectively by using oral, visual, and analytical means, as well as utilizing frameworks such as *business cases*, *service level agreements*, *use cases*, and *corporate dashboards.*

The MSIS program draws on recognized industry frameworks, best practices, and standards through alignment with certifications established by the Information Systems Audit and Control Association (ISACA®), the Information Technology Infrastructure Library (ITIL®), and the Project Management Institute (PMI®). To aid the academic and professional advancement of students through hands-on experience, the MSIS program incorporates technology resources via the IBM Academic Initiative.

The program emphasizes project-based learning and students perform an IT/IS industry analysis of skills, certifications, technologies, and methodologies required in their targeted careers. This leads to the development of a portfolio of projects, which is vetted by industry experts. This approach is also supported by an elective internship course.

The Master of Science in Information Systems program is delivered in two modalities: fully online and blended. Students enrolled in the blended modality meet face-to-face in the classroom and asynchronously online on alternating weeks over the 11-week quarter.

Program Student Learning Outcomes

After completion of the Master of Science in Information Systems, graduates will be able to:

1. Articulate the utilization of Information Systems (IS) resources (people, processes, technology, and data) to support enterprise strategy.
2. Utilize the industry standards and guidelines in the analysis and development of IS resources.
3. Analyze the strategic use of IS resources for a project or organizational goal.
4. Practice the use of an Enterprise Architecture methodology through the domains of Business Intelligence, IT Governance,and Systems Development.

Master of Science in Information Systems: 48 Credits

Foundation of Business Courses (Choose 1): 4 Credits

- LEA5125 Leadership Ethics, Culture, and Politics *4 credit hours*
- MBA5001 Organizational Behavior and Communication *4 credit hours*
- MBA5004 Managerial Economics *4 credit hours*
- MBA5005 Law and Ethics for Managers *4 credit hours*
- MBA5008 Quantitative Analysis and Decision Making *4 credit hours*

Foundation Information Systems and Technology: 8 Credits

- MIS5020 Information Systems Fundamentals *4 credit hours*
- MIS5030 Emerging Technologies *4 credit hours*

Core: 28 Credits

- MIS6000 Principles of System Development *4 credit hours*
- MIS6010 Project Management *4 credit hours*
- MIS6020 Corporate Information Systems Management *4 credit hours*
- MIS6210 Decision Support Systems *4 credit hours*
- MIS6211 Data Management *4 credit hours*
- MIS6230 IT Audit, Control, and Compliance *4 credit hours*
- MIS6250 Organizational Information Security *4 credit hours*

Elective (Choose 1): 4 Credits

- MIS6160 Information Design and Usability *4 credit hours*
- MIS6161 Human Computer Interaction *4 credit hours*
- MIS6212 Cognitive Computing *4 credit hours*
- MIS6231 Risk Management *4 credit hours*
- MIS6262 Network Operations Management *4 credit hours*
- MIS6990 Information Systems Internship *4 credit hours*

Capstone: 4 Credits

- MIS6995 Information Systems Capstone *4 credit hours*

Note(s):

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Bachelor's Degrees

Information Technology (BS)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, Montgomery; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; South University, Virginia Beach

The Bachelor of Science in Information Technology degree program focuses on preparing students with the knowledge and skills needed to understand the theoretical and applied uses of information technology in various business settings. This program is designed to provide a foundation for understanding the function and process of computer programming, database design, network design, information security, and software engineering. Case studies and hands-on projects can help students gain the communication skills, critical thinking and technical competencies required in the current technology oriented workplace. Students will have the opportunity to grow from a basic knowledge of information systems operations and how they support a business to the inner workings of how they are designed, how they are implemented, how they communicate with other systems, and how they are deployed and maintained. This degree program is recommended for any student interested seeking an entry-level position in network administration, software engineering, database administration, the technical side of web development, or any related field in putting IT in action.

Building upon a strong set of Information Technology foundational courses, the program allows students to choose elective courses from several areas of emphasis including database development and administration, information systems security, multimedia and web development, and network administration and management. This flexibility gives students the ability to focus on a specific area of interest or to obtain a broader skill set in a variety of discipline-specific areas.

The Bachelor of Science in Information Technology degree program culminates in a capstone project that focuses on the student's overall course of study and allows the student the opportunity to apply the concepts and skills he or she has learned in real and simulated business situations. For students taking courses at South University ITS 4103, IT Capstone, involves an ongoing project designed by the student and his or her faculty mentor to demonstrate the capabilities acquired throughout the degree. Completion of this project is necessary for graduation and gives the student an excellent example of work to aid in the hiring process.

Program Student Learning Outcomes

Graduates will be able to:

1. Analyze information systems' impact on businesses and organizations and demonstrate an ability to manage, create, and/or modify information systems.
2. Communicate clearly, both orally and in writing, their understanding of and solutions for common technology problems.
3. Demonstrate attainment of discipline-specific knowledge including a thorough understanding of the terminology, applied usage, application to business problems, and deployment of technology resources. Students should be able to:

- Apply knowledge of computing and mathematics appropriate to the discipline. This includes computations in binary, prediction of software run-time, and the ability to follow programming logic through complex calculations.
- Use quantitative analysis and critical thinking skills to analyze and solve technology problems.
- Design, implement and evaluate a computer-based system, process, component, or program to meet desired needs.
- Function effectively on teams to accomplish a common goal.
- Display an understanding of professional, ethical, legal, security, and social issues and responsibilities in relation to the use and deployment of technology.
- Analyze the local and global impact of computing on individuals, organizations and society.
- Recognize the need for, and display an ability to engage in, continuing professional development to stay current with technology innovations and advancements either through graduate study or progression in a chosen career path.
- Use current techniques, skills, and tools necessary for computing practices.
- Use and apply current technical concepts and practices in the core information technologies. This includes the areas of networking, database design and development, Web-based applications, human-computer interface, computer security, and software design and development.
- Identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.
- Effectively integrate IT-based solutions into the user environment.
- Present best practices and standards in computing and information technology and their application.
- Assist in the creation of an effective project plan. This includes a thorough understanding of the software development lifecycle (SDLC) and the application of technology resources to the solution of business problems.

Bachelor of Science in Information Technology: 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT2058 Statistics *4 credit hours*

Choose two additional courses from the following:

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*

- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences (choose three)

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- POL2076 American Government *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 24 Credits

- BUS1101 Introduction to Business *4 credit hours*
- ITS1101 Foundations of Information Technology *4 credit hours*
- ITS1103 Ethics and Information Technology *4 credit hours*
- ITS2103 Networking Fundamentals *4 credit hours*
- ITS2104 Programming Logic *4 credit hours*
- ITS2105 Programming I *4 credit hours*

Area III Major Requirements: 92 Credits

Core

- ITS2108 Human Computer Interface *4 credit hours*
- ITS2110 Database Design and Development *4 credit hours*
- ITS2111 Multimedia Web Development *4 credit hours*
- ITS3100 Software Engineering Fundamentals *4 credit hours*
- ITS3101 Advanced Operating Systems and Architecture *4 credit hours*
- ITS3102 SQL Development *4 credit hours*
- ITS3103 Advanced Networking *4 credit hours*
- ITS3104 IT Security *4 credit hours*
- ITS3105 Programming II *4 credit hours*
- ITS3110 Applied Systems Analysis *4 credit hours*
- ITS4011 IT Project Management *4 credit hours*
- ITS4090 Applied Systems Analysis II *4 credit hours*
- ITS4099 IT Research *4 credit hours*
- ITS4103 IT Capstone *4 credit hours*

Choose one of the following Administrative Elective courses from this list:

- ITS4105 Network Administration I *4 credit hours*
- ITS4106 Network Administration II *4 credit hours*
- ITS4109 Server Technology *4 credit hours*
- ITS4115 Database Administration *4 credit hours*
- ITS4200 Information Technology Internship *4 credit hours*
- MIS3101 Application of Management Information Systems *4 credit hours*

Elective Pool (eight courses or 32 credit hours)

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

- BUS1038 Business Law I *4 credit hours*
- BUS2023 Business Communications *4 credit hours*
- CRJ1001 Introduction to Criminal Justice System *4 credit hours*
- CRJ2100 Introduction to Law Enforcement *4 credit hours*
- CRJ4021 Cyber Crime *4 credit hours*
- ITS2021 Spreadsheet and Database Applications *4 credit hours*
- ITS4105 Network Administration I *4 credit hours*
- ITS4106 Network Administration II *4 credit hours*

- ITS4107 Designing and Maintaining Network Implementations *4 credit hours*
- ITS4108 Network Programming *4 credit hours*
- ITS4109 Server Technology *4 credit hours*
- ITS4110 Digital Audio and Imaging for Multimedia and Web *4 credit hours*
- ITS4111 Web Authoring Tools *4 credit hours*
- ITS4112 Web Programming *4 credit hours*
- ITS4113 Database Systems for Website Applications *4 credit hours*
- ITS4114 Advanced Database Design and Development *4 credit hours*
- ITS4115 Database Administration *4 credit hours*
- ITS4116 Database Programming *4 credit hours*
- ITS4211 Network Security *4 credit hours*
- ITS4221 Application Software Security *4 credit hours*
- ITS4231 Case Studies in Computer Security *4 credit hours*
- MGT2037 Principles of Management *4 credit hours*
- MKT2010 Principles of Marketing *4 credit hours*

Note(s)

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Associate Degrees

Information Technology (AS)

As of January 1, 2014, South University no longer accepts applications for entrance into the Associate of Science in Information Technology program offered online or on ground.

The Associate of Science in Information Technology degree program is designed to prepare students with entry-level knowledge and skills needed to understand the theoretical and applied uses of information technology in various business applications. The technical skills covered in the Associate of Science in Information Technology degree program curriculum beyond the foundational courses include basic web design, introductory database design, network architecture and protocols, and computer programming.

This curriculum is designed to help graduates who see an entry-level position where computing technology is used and applied. An affinity for logic and algebraic math is recommended for students entering this program; no prior technical knowledge is assumed for the incoming student but an affinity for technology and its uses is necessary to succeed. Courses in the Information Technology (AS) degree program are transferable to the Bachelor of Science in Information Technology degree program.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate an awareness of how information systems impact businesses and organizations.
2. Demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common technology problems. Demonstration will illustrate basic critical thinking application.
3. Demonstrate attainment of discipline-specific knowledge as follows:
    - An ability to apply knowledge of computing and mathematics appropriate to the discipline;

- Students may demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze and solve technology problems.
- An ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs.
- An ability to function effectively on teams to accomplish a common goal.
- An understanding of professional, ethical, legal, security, and social issues and responsibilities.
- Students may demonstrate effective teamwork and communication skills when working with team members with diverse backgrounds and abilities.
- An ability to analyze the local and global impact of computing on individuals, organizations and society.
- Recognition of the need for, and an ability to engage in, continuing professional development.
- An understanding of processes that support the delivery and management of information systems within a specific application environment.

Associate of Science in Information Technology: 92 Credits

Area I General Education Requirements: 40 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics (choose one)

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2058 Statistics *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose one)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose one)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences (choose one)

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- POL2076 American Government *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 28 Credits

- BUS1101 Introduction to Business *4 credit hours*
- ITS1101 Foundations of Information Technology *4 credit hours*
- ITS1103 Ethics and Information Technology *4 credit hours*
- ITS1105 Theory of Computation *4 credit hours*

Electives (choose three)

- ACC1001 Accounting I *4 credit hours*
- BUS2023 Business Communications *4 credit hours*
- ITS2021 Spreadsheet and Database Applications *4 credit hours*
- MAT3058 Statistics II *4 credit hours*
- MGT2037 Principles of Management *4 credit hours*
- MIS3101 Application of Management Information Systems *4 credit hours*
- PRL2100 Introduction to Public Relations *4 credit hours*
- PUB2001 Introduction to Public Administration *4 credit hours*

Area III Major Requirements: 24 Credits

- ITS2103 Networking Fundamentals *4 credit hours*
- ITS2104 Programming Logic *4 credit hours*
- ITS2105 Programming I *4 credit hours*

- ITS2108 Human Computer Interface *4 credit hours*
- ITS2110 Database Design and Development *4 credit hours*
- ITS2111 Multimedia Web Development *4 credit hours*

Note(s):

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Master's Degrees

Leadership (MS)

Offered at South University, Cleveland; South University, Columbia; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Savannah; and South University, Virginia Beach.

The Master of Science in Leadership degree program is designed to provide students the opportunity to develop skills in leadership, communication, problem solving and teamwork for use in a broad range of organizations. These skills are critical for successfully managing and leading organizations in today's dynamic organizational environment.

The Master of Science in Leadership program is delivered in two modalities: fully online and blended. Students enrolled in the blended modality meet face-to-face in the classroom and asynchronously online on alternating weeks over the 11-week quarter.

The 12-course (48 credit hours) program is designed for experienced professionals seeking to advance in their careers and for individuals with limited professional experience seeking to develop skills that can prepare them to seek employment managing and leading individuals, teams, departments and organizations.

Program Student Learning Outcomes

Graduates will be able to:

1. Assess how individuals, cultures, society, ethics, and psychological principles affect the actions and decisions of leaders as they influence individual and organizational stakeholders.
2. Influence others through effective communication skills that present clear, scholarly, and persuasive arguments.
3. Apply critical thinking to examine qualitative and quantitative data, including evaluation and synthesis of data for problem recognition and problem solving.
4. Demonstrate information literacy, including the ability to determine the extent of information needed, assess the needed information, evaluate information and its sources critically, and use information effectively, ethically, and legally to accomplish a specific purpose.

Master of Science in Leadership: 48 Credits

Foundation: Personal Leadership: 12 Credits

- LEA5100 Leadership, Organization Theory and Change *4 credit hours*
- LEA5125 Leadership Ethics, Culture, and Politics *4 credit hours*
- MBA5001 Organizational Behavior and Communication *4 credit hours*

Core: Organizational Leadership: 32 Credits

- LEA5130 Team Building and Group Dynamics *4 credit hours*
- LEA5140 Emotional Intelligence and Leadership *4 credit hours*
- LEA6150 Coaching and Professional Development *4 credit hours*
- LEA6175 International Leadership *4 credit hours*
- LEA6180 Strategic Negotiations *4 credit hours*
- LEA6185 International Negotiations *4 credit hours*
- MBA6501 Strategic Human Resource Management *4 credit hours*
- MBA6505 Organizational Development and Change Management *4 credit hours*

Capstone: 4 Credits

- LEA6999 Strategic Leadership and Implementation *4 credit hours*

Note(s):

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Public Administration

Master's Degrees

Public Administration (MPA)

Offered at South University, Columbia; South University, Montgomery; South University, Online Programs; South University, Savannah and South University, Virginia Beach.

The Master of Public Administration degree program at South University is designed to address the needs of students for applied coursework in areas of critical importance to local, state, and national governmental and non-profit organizations. The program covers a broad range of governmental and nonprofit topics to help develop each student's knowledge, skills, and abilities. This degree program integrates knowledge from other areas to provide a combination of general and specialized information in a multi-disciplinary approach.

The Master of Public Administration program is delivered in two modalities: fully online and blended. Students enrolled in the blended modality meet face-to-face in the classroom and asynchronously online on alternating weeks over the 11-week quarter.

Program Student Learning Outcomes

Graduates will be able to:

1. Apply a broad conceptual framework to public administration issues, which will include economic, political, legal and social institutions and processes that affect the actions and decision of political leaders and public managers.
2. Communicate clearly, orally and in writing, their understanding of the challenges of government agencies and many public sector problems/issues and the multiple paths for solutions.

3. Demonstrate effective teamwork and communication skills in order to build strategic alliances within political and administrative structures.
4. Apply quantitative analysis and critical thinking skills.
5. Demonstrate attainment of discipline-specific knowledge and the practical skills to be effective in the field.

Master of Public Administration: 48 Credits

Core: 44 Credits

- MBA6501 Strategic Human Resource Management *4 credit hours*
- MPA5001 Foundations of Public Administration *4 credit hours*
- MPA5005 Public and Non-profit Organizational Behavior *4 credit hours*
- MPA5010 Public and Non-profit Budgeting and Accounting *4 credit hours*
- MPA6001 Research and Data Analysis in Public Administration *4 credit hours*
- MPA6100 Non-profit Fundraising and Volunteer Development *4 credit hours*
- MPA6105 Grant Writing and Contract Administration *4 credit hours*
- MPA6110 Management of Non-profit Organizations *4 credit hours*
- MPA6115 Program Evaluation of Public and Non-profit Organizations *4 credit hours*
- MPA6501 State and Local Government and Intergovernmental Relations *4 credit hours*
- MPA6505 Legislative and Judicial Process *4 credit hours*

Capstone: 4 Credits

- MPA6999 Strategic Challenges in Public Administration *4 credit hours*

Note(s):

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

College of Health Professions

The College of Health Professions offers degrees at the doctorate, master's, bachelor's, and associate's levels. Programs are designed to provide academic, administrative, technical, clinical, and ethical training for a variety of healthcare professions.

Ever mindful of the need to seek the highest degree of professionalism, the faculty strives to blend the teaching of theory, clinical application, and high ethical standards. Graduates of South University's health professions programs are prepared to seek entry-level employment in hospitals, private physician practices, community clinics and agencies, research organizations, pharmaceutical firms, and academic institutions.

All baccalaureate- and associate-level degree programs are built on a strong foundation of general studies including mathematics, physical sciences, language arts and social sciences. The master's degree programs are designed to help prepare students to deliver professional services. All programs are geared toward educating individuals for successful careers in public, private and governmental healthcare and counseling services.

Students wishing to enter a program in the College of Health Professions should be aware that a prior felony conviction may restrict an individual's ability to obtain professional licensure or certification. Acceptance into a South University program or its completion does not imply or guarantee that a student will be able to obtain such licensure or certification.

Doctor of Occupational Therapy

Doctoral Degrees

Occupational Therapy (OTD)

Offered at South University, West Palm Beach.

South University's post-professional Doctor of Occupational Therapy degree program is an innovative graduate curriculum that is designed to build the profession's capacity to empower the advanced clinical-scholar. The program emphasizes advanced leadership, advanced pedagogy, and advanced clinical knowledge that is consistent with the vision of South University where critical thinking, professionalism and community service which are tantamount to transformative learning.

The Doctor of Occupational Therapy degree program is designed to give students the opportunity to integrate the art and science of occupational therapy that collaborates creatively with clients to improve health and their participation in life. Through engagement in diverse learning opportunities within the classroom and community, students may graduate as competent, ethically-sound practitioners who will intuitively employ evidence-based practices throughout the many emerging therapeutic approaches. Thus, graduates of the program promote health and well-being through engagement in therapeutic occupations (e.g. everyday life activities) that enhance quality of life for persons in the communities wherever they live, work and play.

Program Student Learning Outcomes

The post-professional Doctor of Occupational Therapy degree program and its faculty-mentors are committed to developing advanced clinical-scholars who are able to:

- Apply the knowledge, skills and abilities necessary to make well-informed judgments regarding content validity in research as well as implement evidenced-based clinical practices throughout the spectrum of care.
- Advocate for clients, communities and entire populations' right to receive prompt and effective occupational therapy services and employ newly gained transformative knowledge to develop and secure policies at local, state, regional and national levels.
- Employ critical thinking, life-long learning, and analytical methodologies to leverage and justify resources that enhance the effectiveness of advanced therapeutic interventions.
- Critically examine the rapid changes occurring throughout the health care landscape as well as understand issues regarding managed care, third party reimbursement, access to specialty care, and how occupational therapy will weave meaningful occupation into contemporary practice models.
- Collaborate with peers, faculty-mentors, subject matter experts, researchers and practitioners regarding material from peer-reviewed publications and do so during synchronous and asynchronous postings and during formal class presentations.
- Become a self-directed learner consistent with an advanced scholar who is able to understand scientific evidence so that he/she is able to critically analyze, interpret and synthesize data while applying it within specific practice areas.

Capstone Project

The Capstone Project (made up of OTD7040, OTD7041, OTD7042, OTD7043, OTD7044, OTD7045, OTD7046), an advanced experiential and research-based project, is considered the pinnacle of the student's combined experiences within the OTD degree program. The faculty-mentor(s), OTD-Program Director, and Capstone Advisory Committee (CAC) are responsible for assisting each student in developing his/her project. The faculty mentor may be experienced in the health care industry, academia, or research as their scholarly work is deemed central to evidence based practice and/or translational research related to the student's Capstone Project. Additional members may be added to the committee upon request.

The Capstone Project is directly influenced by the knowledge obtained within the advanced academic environment of the OTD program; however, it can also be shaped by external influences, such as, from the information obtained while working with the student's subject matter expert (SME) or Capstone Advisory Committee (CAC). Students focus on projects geared toward a service-industry need, specific product, an assessment tool or a detailed document that may address critical issues in the field. The series of courses allow students an opportunity to document, implement, and/or evaluate their Capstone Project methodically and in a structured manner. As such, the course is structured (e.g., development of hypotheses, gathering empirical data, analysis, and implications and outcomes) to elevate the capstone project to a point where significant discovery occurs.

On Campus Intensive

The On Campus Intensive (OCI) is an advanced experiential learning opportunity where OTD students meet and collaborate, critically analyze, and debate course material presented by their classmates and faculty-mentors. The OCI also serves as a formalized and structured process whereby students can meet with their Capstone Advisory Committee (CAC) chairperson (e.g. the CAC chair will always default to an OTD faculty-mentor) and receive guidance and instruction relating directly to their capstone project; Attendance at the OCI is mandatory. If a student is unable to attend the scheduled OCIs, due to a medical or family emergency, he/she is encouraged to contact the Program Director as soon as possible. If attendance at an OCI event was impeded due to health related issues, then medical documentation will be required. It is the student's responsibility to obtain any information missed during the scheduled OCI.

Applicants who fully meet entrance criteria and have a master’s degree in Occupational Therapy from an accredited institution will matriculate through Track A for their core and elective courses. Total credit hours required to graduate with a practice (clinical) Doctorate degree in Occupational Therapy at South University is 58 credit hours in this track. Occupational Therapists with a master's in Occupational Therapy may graduate in a shorter period of time than do their colleagues with a bachelor's degree.

Applicants with a bachelor's degree in Occupational Therapy and a related master's degree in Health Sciences, such as, a master's in Health Service Administration, master's in Clinical Social Work, masters in Health Science, Master of Science in Nursing, master in Public Health, or master of Business Administration-with an emphasis on healthcare will also matriculate into Track A.

Applicants with a baccalaureate degree in Occupational Therapy from an accredited institution will matriculate into Track B, unless they can demonstrate proof of having taken the required prerequisite courses at an approved institution. Total credit hours required to graduate with a practice (clinical) Doctorate degree in Occupational Therapy at South University is 74 credit hours in this track. Occupational Therapists with a bachelor's degree in Occupational Therapy may require a longer period of time to graduate than do their master's trained colleagues. This is based on the requirement of taking prerequisite courses embedded within the Doctor of Occupational Therapy curriculum.

Any prerequisite courses considered for transfer will be evaluated by the Program Director for Occupational Therapy.

Doctor of Occupational Therapy Standards of Professionalism

Because practitioners of Occupational Therapy are called to the highest professional ethics and understanding that this responsibility begins prior to receipt of a degree, South University post-professional Doctor of Occupational Therapy degree program students must uphold the following principles of conduct and integrity. These principles promote honesty, trust, and cooperation among the students, their colleagues, the faculty, their patients, as well as, their profession. Students in South University's Doctor of Occupational Therapy degree program are expected to demonstrate behavior appropriate for an advanced clinical career in allied health care and/or occupational therapy education. Appropriate behavior is characterized by honesty, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, and concern for the welfare of patients. Violations of these principles of professionalism may result in referral to the Student Progressions Committee.

Doctor of Occupational Therapy: 58 Credits

Track A

- OTD7000 Introduction to Advanced Doctoral Studies *3 credit hours*
- OTD7021 Historical Perspectives in Occupational Therapy *3 credit hours*
- OTD7022 Introduction to Neuro-Occupations *3 credit hours*
- OTD7023 Critical Analysis of Health Promotion and Healthcare Policy *3 credit hours*
- OTD7025 Healthcare Management and Program Development *3 credit hours*
- OTD7030 Multidisciplinary Integration of Occupation and Clinical Intervention *3 credit hours*
- OTD7031 Research Methodologies and Inquiry *4 credit hours*
- OTD7032 Clinical Doctoral Outcome Measures I *4 credit hours*
- OTD7033 Clinical Doctoral Outcome Measures II *4 credit hours*
- OTD7035 Professional Development in Advanced Scholarship and Practice I *1 credit hour*
- OTD7036 Professional Development in Advanced Scholarship and Practice II *1 credit hour*
- OTD7037 Professional Development in Advanced Scholarship and Practice III *1 credit hour*
- OTD7039 Critical Analysis of Occupational Therapy Practice *4 credit hours*
- OTD7040 Critical Analysis of Capstone Project Trajectory I *1 credit hour*
- OTD7041 Critical Analysis of Capstone Project Trajectory II *1 credit hour*
- OTD7042 Critical Analysis of Capstone Project Trajectory III *1 credit hour*
- OTD7043 Critical Analysis of Capstone Project Trajectory IV *1 credit hour*
- OTD7044 Critical Analysis of Capstone Project Trajectory V *1 credit hour*
- OTD7045 Critical Analysis of Capstone Project Trajectory VI *1 credit hour*
- OTD7046 Critical Analysis of Capstone Project Trajectory VII *1 credit hour*
- OTD7047 Advanced Clinical and Professional Ethics *4 credit hours*
- OTD7050 Critical Analysis of Capstone Project with Presentation *4 credit hours*

Elective Courses: Select Two

- OTD7051 Educational Theory and Practice *3 credit hours*
- OTD7052 The American Professorate: A Faculty Perspective *3 credit hours*
- OTD7053 Emerging Issues in Advanced Geriatric Practice *3 credit hours*
- OTD7054 Current Topics in Pediatric Intervention and Practice *3 credit hours*
- OTD7055 Current Topics in Behavioral Health Intervention *3 credit hours*
- OTD7056 Current Topics in Adult Rehabilitation Intervention *3 credit hours*
- OTD7057 Exploration of Leadership in Occupational Therapy *3 credit hours*
- OTD7058 Leadership, Patient Advocacy, and Social Policy *3 credit hours*

Track B: 74 Credits

Prerequisite Competency Courses: 16 Credits

- OTD6820 Occupational Therapy Perspectives in Diversity and Multiculturalism *4 credit hours*
- OTD6821 Introduction to Research Methodologies and Evidence-Based Practice *4 credit hours*
- OTD6822 Contemporary and Emerging Trends in Occupational Therapy and the Health Care Industry *4 credit hours*

- OTD6823 Perspective in Health Care Ethics *4 credit hours*

Core: 58 Credits

- OTD7000 Introduction to Advanced Doctoral Studies *3 credit hours*
- OTD7021 Historical Perspectives in Occupational Therapy *3 credit hours*
- OTD7022 Introduction to Neuro-Occupations *3 credit hours*
- OTD7023 Critical Analysis of Health Promotion and Healthcare Policy *3 credit hours*
- OTD7025 Healthcare Management and Program Development *3 credit hours*
- OTD7030 Multidisciplinary Integration of Occupation and Clinical Intervention *3 credit hours*
- OTD7031 Research Methodologies and Inquiry *4 credit hours*
- OTD7032 Clinical Doctoral Outcome Measures I *4 credit hours*
- OTD7033 Clinical Doctoral Outcome Measures II *4 credit hours*
- OTD7035 Professional Development in Advanced Scholarship and Practice I *1 credit hour*
- OTD7036 Professional Development in Advanced Scholarship and Practice II *1 credit hour*
- OTD7037 Professional Development in Advanced Scholarship and Practice III *1 credit hour*
- OTD7039 Critical Analysis of Occupational Therapy Practice *4 credit hours*
- OTD7040 Critical Analysis of Capstone Project Trajectory I *1 credit hour*
- OTD7041 Critical Analysis of Capstone Project Trajectory II *1 credit hour*
- OTD7042 Critical Analysis of Capstone Project Trajectory III *1 credit hour*
- OTD7043 Critical Analysis of Capstone Project Trajectory IV *1 credit hour*
- OTD7044 Critical Analysis of Capstone Project Trajectory V *1 credit hour*
- OTD7045 Critical Analysis of Capstone Project Trajectory VI *1 credit hour*
- OTD7046 Critical Analysis of Capstone Project Trajectory VII *1 credit hour*
- OTD7047 Advanced Clinical and Professional Ethics *4 credit hours*
- OTD7050 Critical Analysis of Capstone Project with Presentation *4 credit hours*

Elective Courses: Select Two

- OTD7051 Educational Theory and Practice *3 credit hours*
- OTD7052 The American Professorate: A Faculty Perspective *3 credit hours*
- OTD7053 Emerging Issues in Advanced Geriatric Practice *3 credit hours*
- OTD7054 Current Topics in Pediatric Intervention and Practice *3 credit hours*
- OTD7055 Current Topics in Behavioral Health Intervention *3 credit hours*
- OTD7056 Current Topics in Adult Rehabilitation Intervention *3 credit hours*
- OTD7057 Exploration of Leadership in Occupational Therapy *3 credit hours*
- OTD7058 Leadership, Patient Advocacy, and Social Policy *3 credit hours*

Note(s):

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Clinical Mental Health Counseling

Master's Degrees

Clinical Mental Health Counseling (MA)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Novi; South University, Richmond; South University, Savannah; South University, Virginia Beach; and South University, West Palm Beach.

Program Overview

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.

The primary goals of the program are as follows:

- Promote the development of broad and comprehensive knowledge of the field of Clinical Mental Health Counseling.
- Promote critical/analytical thinking regarding concepts and applications in the field.
- Promote a thorough understanding of mental health assessment and treatment.
- Raise awareness of professionalism and issues impacting the profession.

The program is designed to provide an opportunity for its graduates to achieve initial eligibility criteria to become licensed in their state and certified as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC). The length of the Clinical Mental Health Counseling program varies in accord with the licensing requirements of the states in which the program is offered. As a result, the program may not meet the licensing requirements of all states. The student should contact the licensing board in the state in which they anticipate seeking licensure to determine the appropriate program. By way of illustration, the track offered at the Columbia campus is 91 credit hours and is designed to meet current state requirements for counseling programs in South Carolina. The program is 91 credit hours at the Austin, Richmond, Savannah and Virginia Beach campuses, which is designed to meet current licensure requirements for counseling programs in Texas, Georgia and Virginia. The program is 91 credit hours at the Novi campus, which is designed to meet the current licensure requirements for counseling programs in Michigan. The program is 92 credit hours at the Cleveland campus, which is designed to meet the current licensure requirements for counseling programs in Ohio. The program is 95 credit hours at the High Point campus, which is designed to meet the current licensure requirements for counseling programs in North Carolina. The state of Florida offers licensure for Counselors in Mental Health Counseling and also requires extra classes in Human Sexuality and Treatment of Substances Abuse. Therefore, the track offered at the West Palm Beach campus is 95 credit hours, which is designed to meet current state licensure requirements. After becoming licensed as a Mental Health Counselor in Florida for three years, dual licensure can be pursued through attaining a License as a Marriage and Family Therapist by taking the LMFT state exam.

The delivery structure of the program provides the opportunity for students who wish to balance the rigors of work and home while pursuing their master's degree. Although delivery will vary by campus location, classes generally meet each Saturday and weeknights as needed. The program is designed for students to complete the curriculum in 8 quarters. Each quarter, classes will be held on a weekly basis for a 10 week period with the 11th week designated for final exams.

Students who enroll in the program will be taught via two primary modes of instruction. The majority of the program will involve didactic and experiential classroom instruction. The second mode of instruction will focus on supervised field experiences.

Students will be placed in actual counseling settings in the community and will practice counseling under the auspices of an onsite supervisor. Students in field placements will also receive weekly individual and group supervision from qualified faculty supervisors.

The objectives of the South University Clinical Mental Health Counseling program are to recruit eligible students from all areas and provide fair and equitable admissions criteria; make available a variety of instructional models and resources to provide the student with the most effective learning arrangements and to provide appropriate learning opportunities for counseling students that will prepare them to perform their expected competencies in an ethical, legal, safe, and effective manner upon graduation; prepare counseling students to communicate effectively; instill the importance and value of continued education and involvement in appropriate professional and community affairs after graduation; and encourage the counseling students to recognize their own strengths and limitations.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate knowledge, comprehension, synthesis, and application of the major theories comprising the foundation of counseling from a historical and contemporary perspective.
2. Demonstrate an awareness and comprehension of the normal and abnormal mechanisms of change within individuals across the lifespan.
3. Demonstrate an ability to properly identify, assess, conceptualize, diagnose, and treat mental disorders in the context of the accepted diagnostic nomenclature.
4. Gain an understanding and appreciation of the contributions of quantitative and qualitative research and the synergy among the theoretical, clinical and scientific components of the field.
5. Demonstrate an understanding of the impact of their personal view as it relates to their world view and the multidimensional nature of cultural influences as a Counselor Educator.
6. Demonstrate effective verbal and written communication skills necessary to interface with various constituents including clients, treatment teams, and public entities.
7. Demonstrate an appropriate level of professional development as evidenced by the knowledge and understanding of pertinent ethical and legal principles in the profession, in addition to current/emerging issues in the field.
8. Demonstrate a level of proficiency concerning the knowledge, skills, and competencies deemed appropriate for use in the profession as identified by the ongoing need for education and training beyond graduation.

Courses are taught according to the matriculation sequences provided by each campus and at the discretion of the school. Courses must be attempted in the curriculum sequence as defined by each campus. Curriculum content and sequence are subject to change with notification.

Transfer of Credit Guidelines for the Master of Arts in Clinical Mental Health Counseling Program

Graduate work completed at another institution will be reviewed by the Program Director for possible credit based on the following criteria/procedure:

1. The course was taken at an acceptable accredited collegiate institution.
2. The transferred course must be determined to be equivalent to the course listed in the South University catalog.
   Note: Students may be required to provide additional supporting documentation such as a course description or a syllabus for a class to be considered for Transfer of Credit.

3. Courses that may be transferred are subject to the following conditions:

- A course may be transferred if the student has earned a grade of "B" or better
- The majority of credits earned toward a graduate degree in the Clinical Mental Health Counseling program must be earned at South University. No more than 49% of courses may be transferred.

- No course may be transferred if it was taken more than seven (7) years prior to the transfer request.

4. South University reserves the right to reject any and all transfer credits from other institutions when it is determined that the quality of instruction is deficient or unsatisfactory as deemed by South University.
5. The University reserves the right to disallow transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below average.
6. Final approval on transfer credit is required by the College Dean or his/her designee.

Master of Arts in Clinical Mental Health Counseling Program: 91 Credits, 10 quarter program

Curriculum for South University, Austin; South University, Columbia; South University, Richmond; South University, Savannah; and South University, Virginia Beach campuses only.

Quarter 1: 9 Credits

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 8.5 Credits

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 9 Credits

- CNS6050 Lifespan Development *4.5 credit hours*
- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*

Quarter 4: 9 Credits

- CNS6509 Group Dynamics *4.5 credit hours*
- CNS6565 Multicultural Foundations *4.5 credit hours*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*

Quarter 5: 8.5 Credits

- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*
- CNS6425 Clinical Mental Health Counseling *4 credit hours*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*

Quarter 6: 5.5 Credits

- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS7010 Practicum IA (100 hours) *1 credit hour*
- CNS7905 Clinical and Professional Development Seminar *0 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 7: 9.5 Credits

- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6850 Psychopharmacology *4 credit hours*
- CNS7011 Practicum IB (100 hours) *1 credit hour*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS8201 Clinical Evaluation *0 credit hours*

Quarter 8: 8 Credits

- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 9: 12 Credits

- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7908 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*

Quarter 10: 12 Credits

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6775 Counseling Administration, Advocacy, and Policy *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*
- CNS7909 Clinical and Professional Development Seminar *0 credit hours*

Note(s):

**Students wishing to move to North Carolina will be able take additional .5 credit hour seminar courses to fulfill the State of North Carolina requirements. Students taking these additional courses must following the Coursework Taken Outside a Student's Degree Program policy found in the Academic Affairs Section of the Academic Catalog.*

- CNS6006 Counseling Theory Seminar *0.5 credit hours*
- CNS6056 Lifespan Development Seminar *0.5 credit hours*
- CNS6317 Professional and Ethical Issues Seminar *0.5 credit hours*
- CNS6504 Group Dynamics Seminar *0.5 credit hours*
- CNS6532 Research and Evaluation Seminar *0.5 credit hours*
- CNS6538 Clinical Mental Health Appraisal Seminar *0.5 credit hours*

- CNS6568 Multicultural Foundations Seminar *0.5 credit hours*
- CNS6605 Lifestyle and Career Development Seminar *0.5 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 91 Credits, 8 quarter program

Curriculum for South University, Austin; South University, Columbia; South University, Richmond; South University, Savannah, and South University, Virginia Beach campuses only.

Quarter 1: 13.5 Credits

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6050 Lifespan Development *4.5 credit hours*
- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 13 Credits

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*
- CNS6565 Multicultural Foundations *4.5 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 13 Credits

- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS6425 Clinical Mental Health Counseling *4 credit hours*
- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*

Quarter 4: 10 Credits

- CNS6509 Group Dynamics *4.5 credit hours*
- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS7010 Practicum IA (100 hours) *1 credit hour*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 5: 9.5 Credits

- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7011 Practicum IB (100 hours) *1 credit hour*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*

- CNS8201 Clinical Evaluation *0 credit hours*

Quarter 6: 8 Credits

- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7905 Clinical and Professional Development Seminar *0 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 7: 12 Credits

- CNS6850 Psychopharmacology *4 credit hours*
- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*

Quarter 8: 12 Credits

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6775 Counseling Administration, Advocacy, and Policy *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*

Note(s):

**Students wishing to move to North Carolina will be able take additional .5 credit hour seminar courses to fulfill the State of North Carolina requirements. Students taking these additional courses must following the Coursework Taken Outside a Student's Degree Program policy found in the Academic Affairs Section of the Academic Catalog.*

- CNS6006 Counseling Theory Seminar *0.5 credit hours*
- CNS6056 Lifespan Development Seminar *0.5 credit hours*
- CNS6317 Professional and Ethical Issues Seminar *0.5 credit hours*
- CNS6504 Group Dynamics Seminar *0.5 credit hours*
- CNS6532 Research and Evaluation Seminar *0.5 credit hours*
- CNS6538 Clinical Mental Health Appraisal Seminar *0.5 credit hours*
- CNS6568 Multicultural Foundations Seminar *0.5 credit hours*
- CNS6605 Lifestyle and Career Development Seminar *0.5 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 92 Credits, 10 quarter program

Curriculum for South University, Cleveland* campus only.

Quarter 1: 9 Credits

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6315 Professional Orientation and Ethics *4.5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 9 Credits

- CNS6043 Psychopathology *4.5 credit hours*
- CNS6162 Counseling Techniques *4.5 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 9 Credits

- CNS6041 Diagnostics of Psychopathology *4.5 credit hours*
- CNS6050 Lifespan Development *4.5 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*

Quarter 4: 9 Credits

- CNS6509 Group Dynamics *4.5 credit hours*
- CNS6514 Social and Cultural Fundamentals *4.5 credit hours*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*

Quarter 5: 8.5 Credits

- CNS6428 Clinical Mental Health Counseling and Interventions *4 credit hours*
- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*

Quarter 6: 9.5 Credits

- CNS6108 Advanced Counseling Skills, Interventions, and Treatment *4 credit hours*
- CNS6524 Research and Statistical Evaluation *4.5 credit hours*
- CNS7010 Practicum IA (100 hours) *1 credit hour*
- CNS7905 Clinical and Professional Development Seminar *0 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 7: 10 Credits

- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6850 Psychopharmacology *4 credit hours*
- CNS7012 Practicum IB (150 hours) *1.5 credit hours*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS8201 Clinical Evaluation *0 credit hours*

Quarter 8: 8 Credits

- CNS6910 Treatment Planning and Implementation *4 credit hours*
- CNS7510 Internship IA (200 hours) *4 credit hours*

- CNS7907 Clinical and Professional Development Seminar *0 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 9: 8 Credits

- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7908 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*

Quarter 10: 12 Credits

- CNS6704 Couples, Marital, and Family Intervention and Therapy *4 credit hours*
- CNS6776 Counseling Administration, Advocacy, Consultation, and Policy *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*
- CNS7909 Clinical and Professional Development Seminar *0 credit hours*

Note(s):

**The Master of Arts in Clinical Mental Health Counseling degree program is designed to meet the standards for licensure in the state of Ohio. Licensing information for the state of Ohio can be obtained from The Counselor, Social Work, and Marriage and Family Therapist Board: CSWMFT Board, 50 West Broad Street, Suite 1075, Columbus, Ohio 43215-5919, Phone: 614-466-0912, FAX: 614-728-7790, Email: cswmft.info@cswb.state.oh.us, Website: http://cswmft.ohio.gov/.*

Master of Arts in Clinical Mental Health Counseling Program: 92 Credits, 8 quarter program

Curriculum for South University, Cleveland* campus only.

Quarter 1: 13.5 Credits

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6050 Lifespan Development *4.5 credit hours*
- CNS6315 Professional Orientation and Ethics *4.5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 13.5 Credits

- CNS6043 Psychopathology *4.5 credit hours*
- CNS6162 Counseling Techniques *4.5 credit hours*
- CNS6514 Social and Cultural Fundamentals *4.5 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 13 Credits

- CNS6041 Diagnostics of Psychopathology *4.5 credit hours*
- CNS6428 Clinical Mental Health Counseling and Interventions *4 credit hours*

- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*

Quarter 4: 10 Credits

- CNS6509 Group Dynamics *4.5 credit hours*
- CNS6524 Research and Statistical Evaluation *4.5 credit hours*
- CNS7010 Practicum IA (100 hours) *1 credit hour*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 5: 10 Credits

- CNS6108 Advanced Counseling Skills, Interventions, and Treatment *4 credit hours*
- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS7012 Practicum IB (150 hours) *1.5 credit hours*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*
- CNS8201 Clinical Evaluation *0 credit hours*

Quarter 6: 8 Credits

- CNS6910 Treatment Planning and Implementation *4 credit hours*
- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7905 Clinical and Professional Development Seminar *0 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 7: 12 Credits

- CNS6850 Psychopharmacology *4 credit hours*
- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*

Quarter 8: 12 Credits

- CNS6704 Couples, Marital, and Family Intervention and Therapy *4 credit hours*
- CNS6776 Counseling Administration, Advocacy, Consultation, and Policy *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*

Note(s):

**The Master of Arts in Clinical Mental Health Counseling degree program is designed to meet the standards for licensure in the state of Ohio. Licensing information for the state of Ohio can be obtained from The Counselor, Social Work, and Marriage and Family Therapist Board: CSWMFT Board, 50 West Broad Street, Suite 1075, Columbus, Ohio 43215-5919, Phone: 614-466-0912, FAX: 614-728-7790, Email: cswmft.info@cswb.state.oh.us, Website: http://cswmft.ohio.gov/.*

Master of Arts in Clinical Mental Health Counseling Program: 95 Credits, 10 quarter program

Curriculum for South University, High Point campus only.

Quarter 1: 10 Credits

- CNS6005 Counseling Theory *5 credit hours*
- CNS6316 Professional Orientation and Ethics *5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 8.5 Credits

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 9.5 Credits

- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS6053 Lifespan Development *5 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*

Quarter 4: 10 Credits

- CNS6508 Group Dynamics *5 credit hours*
- CNS6567 Multicultural Foundations *5 credit hours*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*

Quarter 5: 9 Credits

- CNS6425 Clinical Mental Health Counseling *4 credit hours*
- CNS6537 Clinical Mental Health Appraisal I *5 credit hours*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*

Quarter 6: 6 Credits

- CNS6531 Research and Statistical Evaluation *5 credit hours*
- CNS7013 Practicum IA (100 hours) *1 credit hour*
- CNS7905 Clinical and Professional Development Seminar *0 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 7: 10 Credits

- CNS6604 Lifestyle and Career Development *5 credit hours*
- CNS6850 Psychopharmacology *4 credit hours*
- CNS7014 Practicum IB (100 hours) *1 credit hour*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS8201 Clinical Evaluation *0 credit hours*

Quarter 8: 8 Credits

- CNS7511 Internship IA (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 9: 12 Credits

- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7612 Internship IIA (200 hours) *4 credit hours*
- CNS7908 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*

Quarter 10: 12 Credits

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6775 Counseling Administration, Advocacy, and Policy *4 credit hours*
- CNS7613 Internship IIB (200 hours) *4 credit hours*
- CNS7909 Clinical and Professional Development Seminar *0 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 95 Credits, 8 quarter program

Curriculum for South University, High Point campus only.

Quarter 1: 15 Credits

- CNS6005 Counseling Theory *5 credit hours*
- CNS6053 Lifespan Development *5 credit hours*
- CNS6316 Professional Orientation and Ethics *5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 13.5 Credits

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*
- CNS6567 Multicultural Foundations *5 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 13.5 Credits

- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS6425 Clinical Mental Health Counseling *4 credit hours*
- CNS6537 Clinical Mental Health Appraisal I *5 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*

Quarter 4: 11 Credits

- CNS6508 Group Dynamics *5 credit hours*
- CNS6531 Research and Statistical Evaluation *5 credit hours*
- CNS7013 Practicum IA (100 hours) *1 credit hour*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 5: 10 Credits

- CNS6604 Lifestyle and Career Development *5 credit hours*
- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7014 Practicum IB (100 hours) *1 credit hour*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*
- CNS8201 Clinical Evaluation *0 credit hours*

Quarter 6: 8 Credits

- CNS7511 Internship IA (200 hours) *4 credit hours*
- CNS7905 Clinical and Professional Development Seminar *0 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 7: 12 Credits

- CNS6850 Psychopharmacology *4 credit hours*
- CNS7612 Internship IIA (200 hours) *4 credit hours*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*

Quarter 8: 12 Credits

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6775 Counseling Administration, Advocacy, and Policy *4 credit hours*
- CNS7613 Internship IIB (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 91 Credits, 10 quarter program

Curriculum for South University, Novi campus only.

Quarter 1: 9 Credits

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 8.5 Credits

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 9 Credits

- CNS6050 Lifespan Development *4.5 credit hours*
- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*

Quarter 4: 9 Credits

- CNS6509 Group Dynamics *4.5 credit hours*
- CNS6565 Multicultural Foundations *4.5 credit hours*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*

Quarter 5: 8.5 Credits

- CNS6426 Clinical Mental Health Counseling and Philosophy *4 credit hours*
- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*

Quarter 6: 5.5 Credits

- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS7010 Practicum IA (100 hours) *1 credit hour*
- CNS7905 Clinical and Professional Development Seminar *0 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 7: 9.5 Credits

- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6850 Psychopharmacology *4 credit hours*
- CNS7011 Practicum IB (100 hours) *1 credit hour*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS8201 Clinical Evaluation *0 credit hours*

Quarter 8: 8 Credits

- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 9: 12 Credits

- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7908 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*

Quarter 10: 12 Credits

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6752 Consultation, Management, Advocacy, and Policy *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*
- CNS7909 Clinical and Professional Development Seminar *0 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 91 Credits, 8 quarter program

Curriculum for South University, Novi campus only.

Quarter 1: 13.5 Credits

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6050 Lifespan Development *4.5 credit hours*
- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 13 Credits

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*

- CNS6565 Multicultural Foundations *4.5 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 13 Credits

- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS6426 Clinical Mental Health Counseling and Philosophy *4 credit hours*
- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*

Quarter 4: 10 Credits

- CNS6509 Group Dynamics *4.5 credit hours*
- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS7010 Practicum IA (100 hours) *1 credit hour*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 5: 9.5 Credits

- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7011 Practicum IB (100 hours) *1 credit hour*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*
- CNS8201 Clinical Evaluation *0 credit hours*

Quarter 6: 8 Credits

- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7905 Clinical and Professional Development Seminar *0 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 7: 12 Credits

- CNS6850 Psychopharmacology *4 credit hours*
- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*

Quarter 8: 12 Credits

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6752 Consultation, Management, Advocacy, and Policy *4 credit hours*

- CNS7611 Internship IIB (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 95 Credits, 10 quarter program

Curriculum for South University, West Palm Beach campus only.

Quarter 1: 9 Credits

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 8.5 Credits

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 9 Credits

- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS6509 Group Dynamics *4.5 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*

Quarter 4: 13.5 Credits

- CNS6050 Lifespan Development *4.5 credit hours*
- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*
- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*

Quarter 5: 8.5 Credits

- CNS6565 Multicultural Foundations *4.5 credit hours*
- CNS7950 Child/Adolescent Psychopathology & Treatment *4 credit hours*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*

Quarter 6: 9 Credits

- CNS6425 Clinical Mental Health Counseling *4 credit hours*
- CNS6850 Psychopharmacology *4 credit hours*
- CNS7010 Practicum IA (100 hours) *1 credit hours*

- CNS7905 Clinical and Professional Development Seminar *0 credit hours*

Quarter 7: 9.5 Credits

- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS7011 Practicum IB (100 hours) *1 credit hours*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 8: 12 Credits

- CNS6775 Counseling Administration, Advocacy, and Policy *4 credit hours*
- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 9: 8 Credits

- CNS 6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS 7610 Internship IIA (200 hours) *4 credit hours*
- CNS 8201 Clinical Evaluation *0 credit hours*
- CNS7908 Clinical and Professional Development Seminar *0 credit hours*

Quarter 10: 8 Credits

- CNS6800 Human Sexuality *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*
- CNS7909 Clinical and Professional Development Seminar *0 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 95 Credits, 8 quarter program

Curriculum for South University, West Palm Beach campus only.

Quarter 1: 13.5 Credits

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS6050 Lifespan Development *4.5 credit hours*
- CNS7900 Clinical and Professional Development Seminar *0 credit hours*

Quarter 2: 13 Credits

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*
- CNS6565 Multicultural Foundations *4.5 credit hours*
- CNS7901 Clinical and Professional Development Seminar *0 credit hours*

Quarter 3: 13 Credits

- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS6425 Clinical Mental Health Counseling *4 credit hours*
- CNS6509 Group Dynamics *4.5 credit hours*
- CNS8100 Preliminary Clinical Evaluation *0 credit hours*
- CNS7902 Clinical and Professional Development Seminar *0 credit hours*

Quarter 4: 14.5 Credits

- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*
- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS7010 Practicum IA (100 hours) *1 credit hour*
- CNS7903 Clinical and Professional Development Seminar *0 credit hours*
- CNS8101 Preliminary Didactic Evaluation *0 credit hours*

Quarter 5: 13 Credits

- CNS 6800 Human Sexuality *4 credit hours*
- CNS 7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7011 Practicum IB (100 hours) *1 credit hour*
- CNS7904 Clinical and Professional Development Seminar *0 credit hours*
- CNS8201 Clinical Evaluation *0 credit hours*

Quarter 6: 12 Credits

- CNS 6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS 6850 Psychopharmacology *4 credit hours*
- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7905 Clinical and Professional Development Seminar *0 credit hours*
- CNS8202 Didactic Evaluation *0 credit hours*

Quarter 7: 8 Credits

- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7906 Clinical and Professional Development Seminar *0 credit hours*
- CNS7970 Clinical Mental Health Appraisal and Treatment II *4 credit hours*

Quarter 8: 8 Credits

- CNS6775 Counseling Administration, Advocacy, and Policy *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*

Anesthesiologist Assistant Program

Master's Degrees

Anesthesia Science (MMSc)

Offered at South University, Savannah.

Mission

The mission of South University's Anesthesia Science (MMSc) degree program (Anesthesiologist Assistant Program program) is to prepare competent entry-level anesthesiologist assistants in the cognitive, psychomotor, and affective learning domains who will practice in the anesthesia care team model. Students will have the opportunity to learn to provide safe and efficacious anesthesia care to patients of all ages and degrees of illness for a complete range of surgical procedures.

The program strives to enhance the overall knowledge and practice of the anesthesia care team by providing students with proficiencies in physiology, pharmacology, patient monitoring, anesthesia equipment and the principles of safe anesthesia care.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate the fundamental skills necessary for safe and efficacious delivery of anesthesia to a wide variety of patient populations and surgical specialties.
2. Apply knowledge in biomedical and anesthesia sciences to the safe and efficacious delivery of anesthesia.
3. Exhibit professionalism, including ethical and moral behavior as befits an Anesthesiologist Assistant.
4. Practice effective verbal and written communication skills needed to be an effective member of the Anesthesia Care Team.
5. Promote lifelong learning and apply evidence-based medicine to clinical decision-making through the use of information literacy skills.

Master of Medical Science in Anesthesia Science: 169 Credits

Quarter I Summer, 13 weeks: 18 Credits

120 hours clinical experience

- ANS5001 Clinical Anesthesia I *1 credit hour*
- ANS5020 Medical Terminology *1 credit hour*
- ANS5081 Principles of Airway Management I *2 credit hours*
- ANS5100 Physics of Anesthesia *2 credit hours*
- ANS5120 Introduction to Anesthesia Delivery Systems & Equipment *2 credit hours*
- ANS5160 Introduction to Clinical Anesthesia *3 credit hours*
- ANS5181 Anesthesia Laboratory I *1 credit hour*

- ANS5191 Anesthesia Simulation I *1 credit hour*
- ANS5931 Anatomy & Physiology I *4 credit hours*
- ANS5941 Anatomy & Physiology Lab I *1 credit hour*
  Basic life support certification will be accomplished during Quarter I

Quarter II Fall, 14 weeks: 20 Credits

120 hours clinical experience

- ANS5012 Clinical Anesthesia II *4 credit hours*
- ANS5182 Anesthesia Laboratory II *1 credit hour*
- ANS5192 Anesthesia Simulation II *1 credit hour*
- ANS5221 Principles of Instrumentation and Patient Monitoring I *2 credit hours*
- ANS5345 Anesthesia Principles and Practice I *3 credit hours*
- ANS5932 Anatomy & Physiology II *4 credit hours*
- ANS5942 Anatomy & Physiology Lab II *1 credit hour*
- PHA5001 General Pharmacology I *4 credit hours*

Quarter III Winter, 11 weeks: 20 Credits

138 hours clinical experience

- ANS5013 Clinical Anesthesia III *5 credit hours*
- ANS5183 Anesthesia Laboratory III *1 credit hour*
- ANS5193 Anesthesia Simulation III *1 credit hour*
- ANS5201 Cardiovascular Physiology for Anesthesia Practice I *2 credit hours*
- ANS5222 Principles of Instrumentation and Patient Monitoring II *2 credit hours*
- ANS5346 Anesthesia Principles and Practice II *3 credit hours*
- ANS5421 Pharmacology in Anesthesia Practice I *2 credit hours*
- PHA5002 General Pharmacology II *4 credit hours*

Quarter IV Spring, 12 weeks: 20 Credits

170 hours clinical experience

- ANS5014 Clinical Anesthesia IV *5 credit hours*
- ANS5184 Anesthesia Laboratory IV *1 credit hour*
- ANS5194 Anesthesia Simulation IV *1 credit hour*
- ANS5202 Cardiovascular Physiology for Anesthesia Practice II *3 credit hours*
- ANS5300 Pulmonary Physiology for Anesthesia Practice *2 credit hours*
- ANS5347 Anesthesia Principles and Practice III *3 credit hours*
- ANS5422 Pharmacology in Anesthesia Practice II *2 credit hours*
- ANS5510 AA Professional Seminar *1 credit hour*
- ANS5601 Regional Anesthesia Practice I *2 credit hours*

Quarter V Summer, 13 weeks: 20 Credits

180 hours clinical experience

- ANS5015 Clinical Anesthesia V *6 credit hours*
- ANS5140 Pre-anesthetic Evaluation *3 credit hours*
- ANS5302 Pulmonary Physiology for Anesthesia Practice II *2 credit hours*
- ANS5348 Anesthesia Principles and Practice IV *3 credit hours*
- ANS5502 Advanced Anesthesia Systems and Monitoring *2 credit hours*
- ANS5520 Advanced Airway Management *2 credit hours*
- ANS5602 Regional Anesthesia Practice II *2 credit hours*
  Advanced Cardiac Life Support and PALS certification will be obtained during this quarter.

Note(s):

A Comprehensive Examination covering the material from the first five quarters will be administered to determine the preparedness of each student to advance to senior clinical year. Failure to successfully master the exam will result in remediation and necessary extension of the student's program by at least one Quarter.

Quarter VI Fall, 14 weeks: 18 Credits

480 hours clinical experience

- ANS6011 Clinical Anesthesia I *16 credit hours*
- ANS6021 Senior Seminar I *1 credit hour*
- ANS6041 Anesthesia Review I *1 credit hour*

Quarter VII Winter, 11 weeks: 18 Credits

495 hours clinical experience

- ANS6012 Clinical Anesthesia II *16 credit hours*
- ANS6022 Senior Seminar II *1 credit hour*
- ANS6042 Anesthesia Review II *1 credit hour*

Quarter VIII Spring, 12 weeks: 17 Credits

480 hours clinical experience

- ANS6013 Clinical Anesthesia III *15 credit hours*
- ANS6023 Senior Seminar III *1 credit hour*
- ANS6043 Anesthesia Review III *1 credit hour*

Quarter IX Summer, 13 weeks: 18 Credits

480 hours clinical experience

- ANS6014 Clinical Anesthesia IV *16 credit hours*

- ANS6024 Senior Seminar IV *1 credit hour*
- ANS6044 Anesthesia Review IV *1 credit hour*

Note(s):

The curriculum is dynamic and changes may be made to update and improve the curriculum at any time. Should the curriculum depart from that published above, on the recommendation of the curriculum committee, the Council of Deans and the Council of Presidents before matriculation, a letter identifying the changes will be mailed to all students that have been accepted into the incoming class. At this point, students may elect to continue with their planned matriculation accepting the changes in the curriculum, or cancel their registration and receive a full refund of their deposit without a penalty.

Generally, examinations for classroom and laboratory work will be administered outside of normal class periods. Occasionally, exams, review sessions, and special certification classes (Basic Life Support, Advanced Cardiac Life Support, Pediatric Advanced Life Support) may involve weekends. Clinical rotations may involve evenings, nights and weekends during the second year, depending upon the rotation and the clinical site. Clinical sites may require students to take in-house call. When a student, in their second year, participates in daytime operating room assignments and is expected to remain in-house for call or extended clinical opportunities that exceed midnight, the student will have the next 24 hours free of clinical obligations. By official request, special arrangements will be made for students who have religious obligations that may conflict with educational program activities.

Master's Degrees

Physician Assistant (MS)

Offered at South University, Richmond; South University, Savannah; and South University, Tampa

Physician assistants perform many medical functions under the supervision of a licensed physician, including, but not limited to, evaluation, monitoring, diagnostics, therapeutics, counseling, and referral. The scope of the practice varies according to state laws, the medical setting, and the training of the physician assistant.

Vision Statement

The South University, Master of Science in Physician Assistant (PA) degree program strives to provide educational experiences where faculty, staff, clinical instructors, students, and other health care providers work together in an atmosphere of mutual respect, cooperation, and commitment. The program's focus is on the continuous operation of a quality PA educational program is designed to prepare graduates to seek employment in clinical leadership roles in an evolving health care system. The program encourages lifelong learning skills with proficiency in critical thinking creative problem solving, and information literacy.

Mission Statement

The South University Physician Assistant (MS) program exists to educate a diverse student population as providers of high quality, cost-efficient health care who will make a positive difference while practicing the art and science of medicine with physician direction.

Program Outcomes

- The program will recruit and retain a dynamic faculty with the appropriate training and experience to support the program purpose with a persistent focus on teaching excellence.
- The program will recruit a qualified diverse student cohort with education and experience that will foster success in the program.

- The program will strive to adequately prepare graduates for successful completion of Physician Assistant National Certification Examination (PANCE) and for placement in the healthcare workforce as competent physician assistants.

Physician Assistant Learning Outcomes

The South University Physician Assistant program expects the following outcomes for each graduate of the program. The program uses achievement of these outcomes as metrics for student competence and program effectiveness. Graduates will:

- Demonstrate the knowledge and skills to evaluate and manage patient complaints across the range of disease states in a diverse patient population.
- Demonstrate the ability to provide patient care that is effective, patient-centered, efficient, and equitable for the treatment of health problems and the promotion of wellness.
- Demonstrate the ability to work effectively as part of an interdisciplinary healthcare team.
- Demonstrate verbal, nonverbal, and written communication skills that provide effective information exchange with patients, patients' families, and other members of the healthcare team.
- Develop and demonstrate characteristics of professionalism essential to be an effective physician assistant.
- Demonstrate the ability to determine the nature of information needed, to effectively and efficiently access information, to critically evaluate the quality and relevance of information, to incorporate the information into clinical or professional practice, and to determine potential ethical and legal dilemmas associated with the use of information.

Comprehensive Exams

Completion of the didactic phase of the curriculum requires completion of a formative evaluation. The formative evaluation consists of written, skills performance and professionalism components, is administered at the end of the didactic training period. This evaluation is used to identify individual and collective weaknesses within the cohort that should be remediated and strengthened during the clinical phase of the program.

Successful completion of the program requires satisfactory completion of a comprehensive summative evaluation. The comprehensive summative evaluation consisting of written, skills performance and professionalism evaluation components is administered up to four (4) months before the completion of the clinical training period.

The test is designed to evaluate student's mastery of multiple student learning outcomes in the cognitive, psychomotor, and affective domains. This evaluation is used to identify competence for entry into the Physician Assistant profession and thus eligibility for graduation.

There are three (3) distinct components of the graduate candidate's summative evaluation; written exam, clinical proformance and final professional evaluation. Each must be successfully completed in order to earn a passing grade for the senior seminar..

PA Certification

Graduation from an accredited physician assistant program permits students to sit for the Physician Assistant National Certifying Examination (PANCE), administered by the National Commission on Certification of Physician Assistants, Inc. (NCCPA). The PANCE is designed to assess essential medical and surgical knowledge of graduate Physician Assistants in conducting a variety of healthcare functions normally encountered in practice.

South University does not guarantee third-party certification/ licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to South University.

Master of Science in Physician Assistant Degree: 174 Credits

Available at the South University, Richmond and South University, Savannah Campus.

Didactic Phase (Physician Assistant Course Sequence)

1st Quarter: 17 Credits

- PAS5102 Medical Interviewing and Documentation *3 credit hours*
- PAS5110 Physical Assessment I *3 credit hours*
- PAS5125 Medical Anatomy and Physiology I *4 credit hours*
- PAS5135 Laboratory Diagnostics *3 credit hours*
- PAS5173 Professional Seminar I *2 credit hours*
- PAS5210 Physical Assessment Lab I *1 credit hour*
- PAS5225 Medical Anatomy and Physiology I Lab *1 credit hour*

2nd Quarter: 21 Credits

- PAS5111 Physical Assessment II *3 credit hours*
- PAS5126 Medical Anatomy and Physiology II *4 credit hours*
- PAS5175 Issues in Contemporary Medicine *2 credit hours*
- PAS5180 Clinical Medicine and Pharmacotherapeutics I *8 credit hours*
- PAS5211 Physical Assessment Lab II *1 credit hour*
- PAS5226 Medical Anatomy and Physiology II Lab *1 credit hour*
- PAS5295 Applied Learning Experience I *1 credit hour*
- PAS5380 Clinical Medicine and Pharmacotherapeutics I Lab *1 credit hour*

3rd Quarter: 19 Credits

- PAS5124 Essentials of Behavioral Medicine *3 credit hours*
- PAS5147 Clinical Procedures *2 credit hours*
- PAS5167 Musculoskeletal Care *3 credit hours*
- PAS5181 Clinical Medicine and Pharmacotherapeutics II *8 credit hours*
- PAS5296 Applied Learning Experience II *2 credit hours*
- PAS5381 Clinical Medicine and Pharmacotherapeutics II Lab *1 credit hour*

4th Quarter: 21 Credits

- PAS5105 Epidemiology and Biostatistics *3 credit hours*
- PAS5130 Diagnostic Methods *4 credit hours*
- PAS5138 Fundamentals of Surgery *4 credit hours*
- PAS5182 Clinical Medicine and Pharmacotherapeutics III *8 credit hours*
- PAS5297 Applied Learning Experience III *1 credit hour*
- PAS5382 Clinical Medicine and Pharmacotherapeutics III Lab *1 credit hour*

5th Quarter: 22 Credits

- PAS5132 Essentials of Clinical Geriatrics *4 credit hours*
- PAS5174 Professional Seminar II *3 credit hours*
- PAS5183 Clinical Medicine and Pharmacotherapeutics IV *8 credit hours*
- PAS5190 Essentials of Emergency Medicine *4 credit hours*
- PAS5298 Applied Learning Experience IV *1 credit hour*
- PAS5383 Clinical Medicine and Pharmacotherpeutics IV Lab *1 credit hour*
- PAS6152 Medical Literature in Clinical Practice *1 credit hour*

Didactic Phase Total: 100 Credits

Clinical Phase

- PAS6200 Clinical Rotation I *8 credit hours*
- PAS6205 Clinical Rotation II *8 credit hours*
- PAS6210 Clinical Rotation III *8 credit hours*
- PAS6215 Clinical Rotation IV *8 credit hours*
- PAS6220 Clinical Rotation V *8 credit hours*
- PAS6225 Clinical Rotation VI *8 credit hours*
- PAS6230 Clinical Rotation VII *8 credit hours*
- PAS6235 Clinical Rotation VIII *8 credit hours*
- PAS6320 Special Topics in Clinical Practice I *2 credit hours*
- PAS6330 Special Topics in Clinical Practice II *2 credit hours*
- PAS6340 Special Topics in Clinical Practice III *2 credit hours*
- PAS6350 Physician Assistant Senior Seminar *4 credit hours*

Clinical Phase Total: 74

Required Program Total Credits: 174

The courses below are offered on an as needed basis:

- PAS5199 Independent Study I *8 credit hours*
- PAS5299 Independent Study II *8 credit hours*

Master of Science in Physician Assistant Degree: 174 Credits

Available at South University, Tampa

Didactic Phase (Physician Assistant Course Sequence)

1st Quarter: 17 Credits

- PAS5102 Medical Interviewing and Documentation *3 credit hours*
- PAS5110 Physical Assessment I *3 credit hours*
- PAS5125 Medical Anatomy and Physiology I *4 credit hours*

- PAS5135 Laboratory Diagnostics *3 credit hours*
- PAS5173 Professional Seminar I *2 credit hours*
- PAS5210 Physical Assessment Lab I *1 credit hour*
- PAS5225 Medical Anatomy and Physiology I Lab *1 credit hour*

2nd Quarter: 21 Credits

- PAS5111 Physical Assessment II *3 credit hours*
- PAS5126 Medical Anatomy and Physiology II *4 credit hours*
- PAS5175 Issues in Contemporary Medicine *2 credit hours*
- PAS5180 Clinical Medicine and Pharmacotherapeutics I *8 credit hours*
- PAS5211 Physical Assessment Lab II *1 credit hour*
- PAS5226 Medical Anatomy and Physiology II Lab *1 credit hour*
- PAS5295 Applied Learning Experience I *1 credit hour*
- PAS5380 Clinical Medicine and Pharmacotherapeutics I Lab *1 credit hour*

3rd Quarter: 18 Credits

- PAS5130 Diagnostic Methods *4 credit hours*
- PAS5167 Musculoskeletal Care *3 credit hours*
- PAS5181 Clinical Medicine and Pharmacotherapeutics II *8 credit hours*
- PAS5296 Applied Learning Experience II *2 credit hours*
- PAS5381 Clinical Medicine and Pharmacotherapeutics II Lab *1 credit hour*

4th Quarter: 20 Credits

- PAS5105 Epidemiology and Biostatistics *3 credit hours*
- PAS5124 Essentials of Behavioral Medicine *3 credit hours*
- PAS5138 Fundamentals of Surgery *4 credit hours*
- PAS5182 Clinical Medicine and Pharmacotherapeutics III *8 credit hours*
- PAS5297 Applied Learning Experience III *1 credit hour*
- PAS5382 Clinical Medicine and Pharmacotherapeutics III Lab *1 credit hour*

5th Quarter: 24 Credits

- PAS5132 Essentials of Clinical Geriatrics *4 credit hours*
- PAS5147 Clinical Procedures *2 credit hours*
- PAS5174 Professional Seminar II *3 credit hours*
- PAS5183 Clinical Medicine and Pharmacotherapeutics IV *8 credit hours*
- PAS5190 Essentials of Emergency Medicine *4 credit hours*
- PAS5298 Applied Learning Experience IV *1 credit hour*
- PAS5383 Clinical Medicine and Pharmacotherpeutics IV Lab *1 credit hour*
- PAS6152 Medical Literature in Clinical Practice *1 credit hour*

Didactic Phase Total: 100 Credits

Clinical Phase

- PAS6200 Clinical Rotation I *8 credit hours*
- PAS6205 Clinical Rotation II *8 credit hours*
- PAS6210 Clinical Rotation III *8 credit hours*
- PAS6215 Clinical Rotation IV *8 credit hours*
- PAS6220 Clinical Rotation V *8 credit hours*
- PAS6225 Clinical Rotation VI *8 credit hours*
- PAS6230 Clinical Rotation VII *8 credit hours*
- PAS6235 Clinical Rotation VIII *8 credit hours*
- PAS6320 Special Topics in Clinical Practice I *2 credit hours*
- PAS6330 Special Topics in Clinical Practice II *2 credit hours*
- PAS6340 Special Topics in Clinical Practice III *2 credit hours*
- PAS6350 Physician Assistant Senior Seminar *4 credit hours*

Clinical Phase Total: 74

Required Program Total Credits: 174

Note(s):

No physician assistant credits from another institution may transfer into the didactic or clinical phase. Master of Science in Physician Assistant students must complete the entire 27 month program (174 credit hours) at South University.

Behavioral Sciences

Bachelor's Degrees

Behavioral Sciences (BS)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Savannah; South University, Tampa; and South University, West Palm Beach.

The Bachelor of Science in Behavioral Sciences degree program is an interdisciplinary degree program designed to educate students in the various approaches and methodologies used to examine individual behavior and social interactions. Specifically, this degree program is designed to provide students with foundational knowledge about the interaction of the biological, cognitive, social, and cultural factors that influence humans' capacities for complex behavior, emotions, and thinking. Courses examine a wide range of topics, including brain mechanisms, human development, memory and reasoning processes, social interactions, and mental health problems and their treatments. As behavioral science is based on the systematic analysis and investigation of human behavior, students in the Bachelor of Science in Behavioral Sciences degree program will have the opportunity to gain valuable critical thinking, writing, research, and data analysis skills that are designed to enable them to apply behavioral science theories to real life settings and evaluate how society and culture influence interpersonal interactions. The Bachelor of Science in Behavioral Sciences degree program offers students the opportunity to study in several different areas of emphasis and is appropriate for students: (a) to seek entry-level positions in mental health/counseling, human resources, social services, business/industry, and law enforcement or (b) to seek graduate degree in the behavioral and health sciences.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate knowledge of the major theories and content areas in the behavioral sciences
2. Actively engage in the process of critically evaluating concepts, theories, research, and applications in the behavioral sciences
3. Demonstrate an awareness and understanding of cultural factors impacting the behavioral sciences according to historical and current issues
4. Develop effective verbal and written communication skills necessary in the field, demonstrating the ability to use APA style appropriately
5. Apply the principles of scientific methodology according to human, social, and applied contexts
6. Demonstrate awareness and understanding of current and future professional issues in the field, including an understanding of the APA Code of Ethics and Standard of Practice
7. Demonstrate an understanding and articulate a need for continued professional growth in the field
8. Understand and articulate the connection between theory, concepts, research and clinical application in the field for current and emerging issues

Bachelor of Science in Behavioral Sciences: 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT2058 Statistics *4 credit hours*

  Choose two additional courses from the following:
- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- POL2076 American Government *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Area II Foundation Requirements 32 Credits

Elective Pool (eight courses or 32 credit hours)

Transfer students may transfer any course to help fulfill the elective pool requirements provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Area III Major Requirements: 84 Credits

Core: 52 Credits

- BEH2007 Statistics for Behavioral Sciences *4 credit hours*
  (must be taken concurrently with BEH2008 Statistics for Behavioral Sciences Lab)
- BEH2008 Statistics for Behavioral Sciences Lab *2 credit hours*

- BEH2060 Research Methods *4 credit hours*
  (must be taken concurrently with BEH2061 Research Methods Lab)
- BEH2061 Research Methods Lab *2 credit hours*
- BEH4100 Behavioral Science in Organizations *4 credit hours*
- BEH4150 Behavioral Science of Leadership *4 credit hours*
- BEH4300 Ethics in the Behavioral Sciences *4 credit hours*
- CRJ1001 Introduction to Criminal Justice System *4 credit hours*
- PSY2010 Abnormal Psychology *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*
- PSY3001 Cognitive Psychology *4 credit hours*
  (must be taken concurrently with PSY3002 Cognitive Psychology Lab)
- PSY3002 Cognitive Psychology Lab *2 credit hours*
- PSY3010 Social Psychology *4 credit hours*
  (must be taken concurrently with PSY3011 Social Psychology Lab)
- PSY3011 Social Psychology Lab *2 credit hours*
- PSY3300 Personality *4 credit hours*

Program Electives

Students must select seven (7) courses from the various substantive areas outlined below in addition to one (1) of the Capstone options listed. All selected courses require approval from the student's Behavioral Science faculty academic advisor.

Behavioral Health/Development

- BEH3520 Child/Adolescent Development *4 credit hours*
- BEH3530 Adult Development *4 credit hours*
- BEH4001 Addictions *4 credit hours*
- BEH4040 Human Sexuality *4 credit hours*
- BEH4400 Child and Adolescent Disorders *4 credit hours*
- PSY3800 Introduction to Psychological Testing and Assessment *4 credit hours*
- PSY4600 Anxiety and Mood Disorders *4 credit hours*
- PSY4540 Introduction to Professional Counseling *4 credit hours*
- PSY4541 Introduction to Clinical Psychology *4 credit hours*
- PSY4580 Psychometrics and Assessment *4 credit hours*

Behavioral Neuroscience

- BEH4420 Health Psychology *4 credit hours*
- BEH4600 Advanced Analysis and Methods *4 credit hours*
- PSY3200 Biological Psychology *4 credit hours*
- PSY3400 Sensation and Perception *4 credit hours*
- PSY3600 Introduction to Human Neuropsychology *4 credit hours*
- PSY4620 Learning and Memory *4 credit hours*
- PSY4630 Principles of Behavioral Neuroscience *4 credit hours*

Social/Organizational

- BEH3500 Motivation *4 credit hours*
- MGT2037 Principles of Management *4 credit hours*
- MGT3045 Human Resources Management *4 credit hours*
- PSY4030 Multicultural Psychology *4 credit hours*
- PSY4200 Psychology and the Media *4 credit hours*
- PSY4320 Psychology and Gender *4 credit hours*
- PSY4560 Industrial Organizational Psychology *4 credit hours*

Behavioral Forensics

- CRJ2100 Introduction to Law Enforcement *4 credit hours*
- CRJ2200 Introduction to Criminal Courts *4 credit hours*
- CRJ2300 Introduction to Corrections *4 credit hours*
- CRJ3003 Juvenile Delinquency *4 credit hours*
- CRJ3005 Criminal Justice Management and Administration *4 credit hours*
- CRJ3011 Criminology *4 credit hours*
- CRJ3600 Introduction to Forensics *4 credit hours*
- CRJ4001 Victimology *4 credit hours*
- CRJ4002 Restorative Justice *4 credit hours*
- CRJ4500 Violence in Society *4 credit hours*
- PSY4470 Forensic Psychology (formerly Psychology and Law) *4 credit hours*

Capstone (choose one, 4 credits)

- BEH4800 Senior Seminar
- BEH4851 Senior Thesis I *2 credit hours*
- BEH4852 Senior Thesis II *2 credit hours*
  (must be taken consecutively with BEH4851 to meet Capstone requirement)
- BEH4900 Field Placement *4 credit hours* *
  **BEH4900 Field Placement may not be available to residents in all states. Please contact an admissions representative for further information.*

  Note(s):
  The online program may not be available to residents in all states. Please contact an admissions representative for further information.

Psychology

Bachelor's Degrees

Psychology (BA)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach

The Bachelor of Arts in Psychology degree program is designed to provide students with a broad background in general education, and to provide initial training and quality instruction for students wishing to seek entry-level positions in psychology or a graduate degree in the behavioral sciences upon graduation.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate knowledge of the major theories and content areas comprising the foundation of psychology.
2. Actively engage in the process of critically evaluating concepts, theories, research, and applications in the field.
3. Demonstrate an awareness and understanding of cultural factors impacting the field of Psychology according to historical and current issues.
4. Develop effective verbal and written communication skills necessary in the field. Specifically, students will demonstrate an ability to write and present psychological concepts including an ability to communicate clearly and effectively using APA style.
5. Apply the principles of scientific methodology according to human, social, and applied context.
6. Demonstrate awareness and understanding of current and future professional issues in the field of Psychology including an understanding of The Ethical Principles of Psychologists and Code of Conduct.
7. Demonstrate an understanding and articulate a need for continued professional growth in the field.
8. Understand and articulate the connection between theory, concepts, research and clinical application in the field for current and emerging issues.

Bachelor of Arts in Psychology 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*

- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT2058 Statistics *4 credit hours*

Choose two additional courses from the following:

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences (choose two)

- BIO1011 Anatomy and Physiology I *4 credit hours **
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours **
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*
- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*

Note(s):

**NOTE: If a Psychology (BA) student chooses to take an Anatomy and Physiology course, only BIO 1011 and BIO 1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO 1012 and BIO 1014 respectively. Students electing this option for their Natural Sciences requirement will complete 184 credit hours of work for their degree, depending on their exact choice.*

Arts and Humanities (Choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- POL2076 American Government *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Area II Foundation Requirements: 32 Credits

Elective Pool (eight courses or 32 credit hours)

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Area III Major Requirements: 84 Credits

Core: 44 Credits

- PSY2007 Statistics for Behavioral Sciences *4 credit hours*
  (must be taken concurrently with PSY2008 Statistics for Behavioral Sciences Lab)
- PSY2008 Statistics for Behavioral Sciences Lab *2 credit hours*
- PSY2010 Abnormal Psychology *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*
- PSY2050 History and Systems *4 credit hours*
- PSY2060 Research Methods *4 credit hours*
  (must be taken concurrently with PSY2061 Research Methods Lab)
- PSY2061 Research Methods Lab *2 credit hours*
- PSY3001 Cognitive Psychology *4 credit hours*
  (must be taken concurrently with PSY3002 Cognitive Psychology Lab)
- PSY3002 Cognitive Psychology Lab *2 credit hours*
- PSY3010 Social Psychology *4 credit hours*
  (must be taken concurrently with PSY3011 Social Psychology Lab)
- PSY3011 Social Psychology Lab *2 credit hours*
- PSY3200 Biological Psychology *4 credit hours*
- PSY3300 Personality *4 credit hours*

Major Curriculum: 36 Credits

Students must take one course within each of the four areas below (16 credit hours) plus an additional 20 credit hours (5 courses) from any area below. Students should work with their academic counselor to be sure they are making appropriate course choices.

Behavioral Health

- PSY4001 Addictions *4 credit hours*
- PSY4030 Multicultural Psychology *4 credit hours*
- PSY4400 Child and Adolescent Disorders *4 credit hours*
- PSY4540 Introduction to Professional Counseling *4 credit hours*
- PSY4541 Introduction to Clinical Psychology *4 credit hours*
- PSY4600 Anxiety and Mood Disorders *4 credit hours*

Behavioral Neuroscience

- PSY3400 Sensation and Perception *4 credit hours*
- PSY3500 Motivation *4 credit hours*
- PSY4610 Advanced Analysis and Methods
- PSY4620 Learning and Memory *4 credit hours*
- PSY4630 Principles of Behavioral Neuroscience *4 credit hours*
- PSY4640 Comparative Cognition *4 credit hours*
- PSY4650 Human Neuropsychology *4 credit hours*

Human Development

- PSY3520 Child/Adolescent Development *4 credit hours*
- PSY3530 Adult Development *4 credit hours*
- PSY3540 Elderly Development *4 credit hours*
- PSY3800 Introduction to Psychological Testing and Assessment *4 credit hours*
- PSY4040 Human Sexuality *4 credit hours*
- PSY4320 Psychology and Gender *4 credit hours*

Social/Organizational

- PSY4200 Psychology and the Media *4 credit hours*
- PSY4420 Health Psychology *4 credit hours*
- PSY4470 Forensic Psychology *4 credit hours*
- PSY4480 Psychology of Religion *4 credit hours*
- PSY4560 Industrial/Organizational Psychology *4 credit hours*
- PSY4580 Psychometrics and Assessment *4 credit hours*

Capstone (choose one, 4 Credits)

- PSY4800 Senior Seminar *4 credit hours*

OR

- PSY4900 Field Placement *4 credit hours*

OR

- PSY4861 Senior Thesis I *2 credit hours*

AND

- PSY4862 Senior Thesis II *2 credit hours* *

**Note: Senior Thesis I and Senior Thesis II jointly count as one capstone option.*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Medical Assisting

Associate Degrees

Medical Assisting (AS)

Offered at South University, Savannah; South University, Montgomery; and South University, Columbia.

Medical assistants are multi-skilled allied health professionals who perform a wide range of roles in physicians' offices, clinics, and other healthcare settings. They are proficient in a multitude of clinical and administrative tasks and are widely viewed by doctors as vital members of the healthcare delivery team.

The medical assisting program is devoted to a competency-based education with emphasis on the students' mastery of clinical and administrative competencies. These competencies are validated through performance on tests, terminal performance objectives, and a clinical externship. Their training culminates in a required 200-hour, unpaid, supervised practicum at a local medical practice during their last quarter of study.

- Demonstrate the effective utilization of communication and inter-personal relationship skills.
- Demonstrate knowledge of basic math and science skills.
- Identify skills required to develop and maintain professionalism.
- Demonstrate knowledge of medical assisting administration procedures.
- Demonstrate knowledge of medical assisting clinical procedures.
- Demonstrate knowledge of anatomy, physiology, and pathophysiology principles.
- Demonstrate knowledge of medical terminology and its application.
- Demonstrate application of psychology principles.
- Demonstrate knowledge of medical law and ethics.

Associate of Science in Medical Assisting: 92 Credits

Area I General Education Requirements: 42 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*

- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT1500 College Mathematics *4 credit hours*

Natural Sciences

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*

Arts and Humanities (choose one)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- PSY1001 General Psychology *4 credit hours*

Area II Major Program Requirements: 50 Credits

Core: 42 Credits

- AHS1001 Medical Terminology *4 credit hours*
- AHS2005 Clinical Competencies I *4 credit hours*
- AHS2006 Clinical Competencies II *4 credit hours*
- AHS2007 Clinical Laboratory Competencies *4 credit hours*
- AHS2087 Medical Office Procedures *4 credit hours*
- AHS2090 Medical Insurance and Coding *4 credit hours*
- AHS2092 Computers in the Medical Office *4 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*
- BIO2015 Human Pathophysiology *4 credit hours*
- BUS2023 Business Communications *4 credit hours*

Capstone

- AHS2095 Medical Assisting Certification Review *2 credit hours*
- AHS2098 Medical Assisting Practicum *6 credit hours*

Associate Degrees

Occupational Therapy Assistant (AAS and AS)

The occupational therapy assistant works under the supervision of the Occupational Therapist to help individuals regain or accommodate to decreased concentration, attention, emotional regulation, sensory processing, psychosocial skills, range of motion, muscle strength, coordination, perception and activities of daily living, which includes dressing, eating, toileting, hygiene and home management.

The Associate of Applied Science and the Associate of Science degree in the Occupational Therapy Assistant (OTA) degree program is dedicated to providing educational opportunities of the intellectual, social and professional development of a diverse student population. Through its carefully balanced and sequenced curricular design over eight quarters, the Occupational Therapy Assistant program is designed to prepare qualified graduates to seek entry-level employment as occupational therapy practitioners. The program prepares students with knowledge and skills for competent entry-level practice in a variety of contexts for an ever-changing world. The Occupational Therapy Assistant program further seeks to lead the profession and community through its contributions in educational leadership, community and professional service, lifelong learning, and scholarship.

Program Student Learning Outcomes

The OTA program goals address student competency in the following areas

1. Prepare occupational therapy assistants who appreciate and adapt to diverse and alternative cultures, settings, systems, processes, and ideas. (adaptation thread)
2. Foster student skill in accessing relevant literature and information, using research-based evidence to make informed decisions in occupational therapy practice. (information literacy thread)
3. Cultivate student skill in effective critical thinking, problem-solving, and clinical reasoning with clients across the lifespan in diverse practice settings. (critical thinking thread)
4. Foster development of student's communication skills to promote effective, appropriate interaction with all stakeholders. (professionalism thread)
5. Instill in the student the values, attitudes and behaviors consistent with the occupational therapy profession's philosophy, standards and ethics. (professionalism thread)
6. Provide the student with opportunities to acquire skills in advocacy for the profession of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, professional associations and the public. (professionalism thread)
7. Provide the student with a challenging curriculum is designed to prepare graduates to deliver occupational therapy assistant services with entry-level competency under the supervision of an occupational therapist in a variety of practice settings. (professionalism and critical thinking threads)
8. Impart to the student a passion for lifelong professional development to meet changing societal needs. (lifelong learning thread)
9. Provide ongoing opportunities for stakeholders in the OTA program to have input into the development and evaluation of the OTA program to ensure the program remains true to its mission and philosophy. (information literacy thread)

Accreditation

The Occupational Therapy Assistant program at South University, Columbia, Richmond, Virginia Beach, Tampa and West Palm Beach are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA. http://www.acoteonline.org. Graduates of the program will be 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 individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. More information on ACOTE may be obtained at http://www.acoteonline.org.

Effective April 1, 2017, ACOTE changed the accreditation status of the Associate of Science degree offered by the OTA Program on the South University-West Palm Beach campus to Probationary Accreditation for noncompliance with ACOTE Standard A.5.6 (certification exam pass rate). The program remains accredited; ACOTE has requested that the OTA Program submit a Progress Report based on the Plan of Correction to return the program to full compliance with ACOTE Standard A.5.6 within the mandated time period for correction, by April 2018.

After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. More information on ACOTE may be obtained at http://www.acoteonline.org.

Procedure for Admission into the Core Curriculum of the Associate of Science degree or Associate of Applied Science degree in Occupational Therapy Assistant

Students who wish to transfer from one South University campus to another must be in good standing at the original campus. These students must talk with the Program Director at each campus about their plans. Each Program Director and the student requesting a transfer must sign the appropriate transfer request forms from both the program and South University and the Transfer Release Form before the form is sent to the Registrar's office on the receiving campus for processing.

When completing an application for admission into South University to take prerequisite coursework in preparation to apply for admission into the Professional OTA Curriculum at South University, students must meet the requirements for regular admission to the university.

Students must apply for admission into the Professional Curriculum of the Occupational Therapy Assistant (OTA) Program as they complete prerequisite coursework. No transfer credit will be given to any course designated as an occupational therapy assistant major.

The OTA Program accepts two cohorts of students into the Professional Curriculum each year. Depending on the campus, applications are either accepted prior to the beginning of winter and summer quarters or before spring and fall quarters. Application deadlines are announced on each campus.

An OTA Application packet is available from OTA faculty and/or the campus receptionist

The following information is required from students applying for admission into the Professional Curriculum of the OTA Program:

1. Students must have a minimum grade of 'C' or above in all prerequisites, except for the following courses, in which students must achieve a minimum grade of 'B' or above: BIO1011 Anatomy and Physiology I, BIO1012 Anatomy and Physiology I Lab, BIO1013 Anatomy and Physiology II, BIO1014 Anatomy and Physiology II Lab, PSY2022 Human Growth and Development and OTA1001 Introduction to Occupational Therapy.
2. In addition, note that a minimum CGPA of 2.85 is required for prerequisite and general education coursework. All prerequisite coursework must be completed at the time of entry into the Professional Curriculum of the OTA Program.

3. NOTE: Courses in Medical Terminology, Anatomy and Physiology I (lecture and lab) and Anatomy and Physiology II (lecture and lab) must have been taken in the past seven years from the intended start date of the Professional Curriculum of the OTA Program.
4. Students must have official transcripts on file at South University at the time of application to the Professional Curriculum of the OTA Program. Students are responsible for requesting official transcripts from all postsecondary institutions attended andhaving them sent to South University. All associated fees are the responsibility of the student.
5. Students must complete and submit an OTA Application; this includes a signed Acknowledgement of Risk and Release of Liability form and Student Medical Insurance Verification form (along with copy of the front and back of the medical insurance card). The student must upload proof of medical insurance to an agency identified in the OTA Application.
6. Students must submit ATI TEAS scores, which will not be accepted if greater than 5 years old. A total score below the national mean will result in a lower ranking score for this component. All associated fees are the responsibility of the student.
7. Students must complete 12 hours of observation of occupational therapy practitioners in two different areas of occupational therapy practice (e.g., pediatrics, adults, inpatient, outpatient, acute care, rehab, mental health, skilled nursing), documented on the form provided in the OTA Application, signed and dated by an occupational therapist or occupational therapy assistant. For example, you might observe in hospital and a skilled nursing settings or adult rehab and acute care.
8. Students must provide a copy of the front and back of the card showing current certification in Cardiopulmonary Resuscitation in Basic Life Support for Healthcare Providers. The student must upload this credential to the agency identified in the OTA Application. All associated fees are the responsibility of the student.
9. Students must complete a background check and drug test; the agency overseeing the background check and drug test is identified in the OTA Application. No other background checks and drug tests will be accepted. The background check and drug test must have been completed for South University within the past year from the intended start date of the Professional Curriculum of the OTA Program. All associated fees are the responsibility of the student.

NOTE: Applicants will not be permitted to enter the admission ranking process if they have been convicted of a felony. No applicant who has been convicted of a felony will be admitted into the OTA Program.

NOTE: If the applicant has been convicted of any of the following disqualifying misdemeanors: rape or sexual abuse, molestation, abuse, endangerment, or neglect of a child, disabled person, or elderly person, that applicant is not eligible to enter the Professional OTA Curriculum.

If the background check contains any other type of positive misdemeanor, the applicant must meet with the OTA Program Director to obtain instructions for contacting appropriate entities to seek an early determination decision as to whether or not the applicant will likely be allowed to sit for the national certification exam.

The applicant must also understand that any type of misdemeanor conviction may result in the Academic Fieldwork Coordinator being unable to place the applicant on Level I or Level II Fieldwork, which could delay or prevent the applicant from graduating from the OTA Program.

Lastly, applicants must understand that any misdemeanor conviction while enrolled in the OTA Program will result in referral of the student to the OTA Committee on Progressions and Appeals and/or the Dean of Student Affairs; the conviction may also be grounds for dismissal from the OTA Program.

10. Required immunizations are identified in the OTA Application. Students must provide evidence that the Hepatitis B test has been initiated, along with other immunizations, at the time of application. The student must upload all original lab results and evidence of immunization through the agency identified in the OTA Application. All associated fees are the responsibility of the student. All immunizations must be completed no later than 15 business days *before* the start of the Professional OTA Curriculum.
11. Students must show evidence of a physical exam by a physician, nurse practitioner or physician assistant; results must be uploaded through the agency identified in the OTA Application. All associated fees are the responsibility of the student.
12. All requirements for Financial Aid must have been met, as applicable; students must be in good standing with South University.

Ranking of Applicants for Admission into the Professional OTA Curriculum will be based upon the following criteria:

1. Students must achieve a minimum CGPA of 2.85 based on all prerequisite and general education coursework. Students must achieve a minimum grade of 'B' in OTA1001 Introduction to Occupational Therapy, BIO1011 Anatomy and Physiology I, BIO1012 Anatomy and Physiology I Lab, BIO1013 Anatomy and Physiology II, BIO1014 Anatomy and Physiology II Lab and PSY2022 Human Growth and Development.
2. Submitted results for the ATI TEAS .
3. Documented results from the background check and drug test must be available for review. (Note: No applicant will be considered for admission if documented results reveal conviction of a felony.)
4. Students must have submitted documented completion of 12 hours of observation in two different areas of occupational therapy practice (e.g., pediatrics, adults, inpatient, outpatient, acute care, rehab, mental health, skilled nursing), on the form provided in the OTA Application. For example, you might observe in a hospital and skilled nursing setting or adult rehab and acute care.
5. Students must have provided documented evidence of the following *already in progress* and uploaded to the agency identified in the OTA Application:
    a) Hepatitis B and other immunizations
    b) Current CPR or date scheduled to complete
    c) Proof of medical insurance
    d) Physical exam by nurse practitioner, physician or physician assistant

NOTE: If a qualified student is not accepted or if a student is unable to matriculate into the Professional OTA Curriculum, s/he may use that same application to apply into the next cohort on that same campus within one year from the date of application submission. After that time, the student must apply as a new student.

Associate of Applied Science in Occupational Therapy Assistant: 109 Credits

Offered South University, Richmond and South University, Virginia Beach only.

This program is a technical program and credits generally earned in this program are not applicable to other degrees.

Area I Core Curriculum: 43 Credits

1st Quarter

- AHS1001 Medical Terminology *4 credit hours*
- ENG1100 Composition I *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- MAT1001 College Algebra I *4 credit hours*
  OR
- MAT1005 College Algebra II *4 credit hours*
-

Note: Students will only be required to take UVC1000 Strategies for Success if they are required to take ENG0099 and/or MAT0099.

2nd Quarter

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO 1012)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- ENG1200 Composition II *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*

3rd Quarter

- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO 1014)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*
- OTA1001 Introduction to Occupational Therapy *3 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Area II Professional Curriculum: 66 Credits

4th Quarter

- OTA1011 Medical Conditions *3 credit hours*
- OTA1020 Occupational Analysis I *4 credit hours*
- OTA1031 Occupational Therapy in Mental Health *5 credit hours*
- OTA1039 Level I Fieldwork in Mental Health *1 credit hour*
- OTA1045 Professional Documentation *1 credit hour*

5th Quarter

- OTA2020 Occupational Analysis II *4 credit hours*
- OTA2031 Occupational Therapy for Children and Adolescents *5 credit hours*
- OTA2039 Level I Fieldwork with Children and Adolescents *1 credit hours*
- OTA2041 Movement for Human Occupation *4 credit hours*

6th Quarter

- OTA2051 Occupational Therapy for Adults and the Elderly *5 credit hours*
- OTA2059 Level I Fieldwork with Adults and the Elderly *1 credit hours*
- OTA2060 Occupational Therapy Management *4 credit hours*
- OTA2071 Community Practice *2 credit hour*
- OTA2080 Professional Issues *2 credit hours*

7th Quarter

- OTA2380 Level II Fieldwork A *8 credit hours*
- OTA2385 Fieldwork Seminar A *4 credit hours*

8th Quarter

- OTA2390 Level II Fieldwork B *8 credit hours*
- OTA2395 Fieldwork Seminar B *4 credit hours*

Occupational Therapy Assistant (AS)

Associate of Science in Occupational Therapy Assistant: 109 Credits

Offered at South University, Columbia; South University, Tampa; and South University, West Palm Beach

Area I Core Curriculum: 43 Credits

1st Quarter

- AHS1001 Medical Terminology *4 credit hours*
- ENG1100 Composition I *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- MAT1001 College Algebra I *4 credit hours*
  OR
- MAT1005 College Algebra II *4 credit hours*

Note: Students will only be required to take UVC1000 Strategies for Success if they are reuired to take ENG0099 and/or MAT0099.

2nd Quarter

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*

- ENG1200 Composition II *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*

3rd Quarter

- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*
- OTA1001 Introduction to Occupational Therapy *3 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Area II Professional Curriculum: 66 Credits

4th Quarter

- OTA1011 Medical Conditions 3 *credit hours*
- OTA1020 Occupational Analysis I *4 credit hours*
- OTA1031 Occupational Therapy in Mental Health *5credit hours*
- OTA1039 Level I Fieldwork in Mental Health *1 credit hour*
- OTA1045 Professional Documentation *1 credit hour*

5th Quarter

- OTA2020 Occupational Analysis II *4 credit hours*
- OTA2031 Occupational Therapy for Children and Adolescents *5 credit hours*
- OTA2039 Level I Fieldwork with Children and Adolescents *1 credit hours*
- OTA2041 Movement for Human Occupation *4 credit hours*

6th Quarter

- OTA2051 Occupational Therapy for Adults and the Elderly *5 credit hours*
- OTA2059 Level I Fieldwork with Adults and the Elderly *1 credit hours*
- OTA2060 Occupational Therapy Management *4 credit hours*
- OTA2071 Community Practice *2 credit hour*
- OTA2080 Professional Issues *2 credit hours*

7th Quarter

- OTA2380 Level II Fieldwork A *8 credit hours*
- OTA2385 Fieldwork Seminar A *4 credit hours*

8th Quarter

- OTA2390 Level II Fieldwork B *8 credit hours*
- OTA2395 Fieldwork Seminar B *4 credit hours*

Physical Therapist Assistant

In keeping with the stated purpose of South University, the Physical Therapist Assistant (PTA) program strives to produce physical therapist assistants who, under the direction and supervision of physical therapists, reflect the highest standards of practice and conduct within the profession of physical therapy.

A physical therapist assistant is an educated health care provider who works under the supervision of a licensed physical therapist. Duties include assisting the physical therapist in implementing treatment programs according to the plan of care, training patients in exercise and activities of daily living, conducting treatments using special equipment, administering modalities and other treatment procedures and reporting to the physical therapist on the patient's responses. (www.apta.org)

Programmatic Goals

Graduates will be able to:

1. Provide safe, efficient, efficacious interventions within the plan of care established by the physical therapist.
2. Communicate using effective and culturally-competent verbal, nonverbal, written, and digital communication.
3. Provide effective education to patients, caregivers, and members of the healthcare team.
4. Demonstrate the ability to appropriately and efficiently utilize resources to provide high-value physical therapy services.
5. Recognize the importance of maintaining competence in applicable areas of physical therapy practice.
6. Demonstrate the ability to work within the guidelines and standards established by regulatory, professional, and organizational entities.
7. Demonstrate behaviors consistent with the Core Values of the profession of physical therapy.

Graduation from a CAPTE accredited physical therapist assistant education program or its equivalency and passage of the National Physical Therapy Exam (NPTE) is required for licensure. Graduation from this program does not guarantee licensure as a PTA, and it is the student's responsibility to be aware of the licensure requirements in each state. Complete information on practice acts and regulations can be obtained from the individual state licensing boards or through The Federation of State Boards of Physical Therapy (www.fsbpt.org). Specific information regarding application for licensure will be available to the student during the last term of study.

Associate of Applied Science in Physical Therapist Assistant: 110 Credits

Offered at South University, Cleveland; South University, Richmond; and South University, Virginia Beach

This program is a technical program and credits generally earned in this program are not applicable to other degrees.

Area I General Education: 36 Credits

(Quarters 1 - 3)

Mathematics/Science

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO 1012 *2 credit hours* Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO 1013 Anatomy and Physiology II 4 credit hours Anatomy and Physiology II)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*
  Math Elective (MAT1001, MAT1005 or MAT1500) *4 credit hours*

Humanities

- ENG1100 Composition I *4 credit hours*
- English Elective:
  - ENG1200 Composition II *4 credit hours*
  - OR
  - ENG1300 Composition III *4 credit hours*

- SPC1026 Public Speaking *4 credit hours*

Social Sciences

- AHS1001 Medical Terminology *4 credit hours*
- Approved Social Science Elective (PSY1001 or SOC1001) *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours **
  **Required if the student is also required to take* MAT0099

Area II Technical Phase: 74 Credits

4th Quarter

- PTA1001 Introduction to Physical Therapist Assistant *4 credit hours* **
- PTA1003 Pathophysiology *4 credit hours*
- PTA1005 Kinesiology *6 credit hours*
- PTA1006 Testing and Measurement for the Physical Therapist Assistant *6 credit hours*

5th Quarter

- PTA1008 Modalities *6 credit hours*
- PTA2000 Habilitation/Rehabilitation *6 credit hours*
- PTA2047 Essentials of Clinical Care *2 credit hours*

6th Quarter

- PTA2021 Therapeutic Exercise and Orthopedic Applications *6 credit hours*
- PTA2046 Advanced Habilitation/Rehabilitation *6 credit hours*
- PTA2050 Professional Seminar *4 credit hours*

7th Quarter

- PTA2048 Clinical Externship I *8 credit hours*
- PTA2049 Current Rehabilitation Issues *4 credit hours*

8th Quarter

- PTA2099 Clinical Externship II *12 credit hours*

Note(s):

***PTA1001 may also be taken in the quarter preceding the Technical Phase of the program.*

Physical Therapist Assistant (AS)

Associate of Science in Physical Therapist Assistant: 110 Credits

Offered at South University, Austin; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Savannah; South University, Tampa; and South University, West Palm Beach

Area I General Education: 36-40 Credits

(Quarters 1-3 for the Associate of Science (AS) in Physical Therapist Assistant)

Mathematics/Science

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*
- Math Elective (MAT1001, MAT1005 or MAT1500)

Humanities

- ENG1100 Composition I *4 credit hours*
- English Elective:
  - ENG1200 Composition II *4 credit hours*
  - OR
  - ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Social Sciences

- AHS1001 Medical Terminology *4 credit hours*
- Approved Social Science Elective (PSY1001 or SOC1001) *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours **
  **Required if the student is also required to take MAT0099*

Area II Technical Phase: 74 Credits

The South University, Montgomery; South University, Savannah: and South University, West Palm Beach campuses follow a 9-quarter sequence of courses:

4th Quarter

- PTA1001 Introduction to Physical Therapist Assistant *4 credit hours*
- PTA1003 Pathophysiology *4 credit hours*

- PTA1005 Kinesiology *6 credit hours*

5th Quarter

- PTA1006 Testing and Measurement for the Physical Therapist Assistant *6 credit hours*
- PTA2000 Habilitation/Rehabilitation *6 credit hours*

6th Quarter

- PTA1008 Modalities *6 credit hours*
- PTA2021 Therapeutic Exercise and Orthopedic Applications *6 credit hours*

7th Quarter

- PTA2046 Advanced Habilitation/Rehabilitation *6 credit hours*
- PTA2050 Professional Seminar *4 credit hours*
- PTA2057 Physical Therapy through the Lifespan *2 credit hours*

8th Quarter

- PTA2058 Clinical Externship I *9 credit hours*
- PTA2059 Current Rehabilitation Issues *3 credit hours*

9th Quarter

- PTA2099 Clinical Externship II *12 credit hours*

South University, Austin; South University, Columbia; South University, High Point; South University, Novi; and South University, Tampa follow an 8-quarter sequence of courses:

Area II Technical Phase: 74 Credits

4th Quarter

- PTA1001 Introduction to Physical Therapist Assistant *4 credit hours* **
- PTA1003 Pathophysiology *4 credit hours*
- PTA1005 Kinesiology *6 credit hours*
- PTA1006 Testing and Measurement for the Physical Therapist Assistant *6 credit hours*

5th Quarter

- PTA1008 Modalities *6 credit hours*
- PTA2000 Habilitation/Rehabilitation *6 credit hours*
- PTA2047 Essentials of Clinical Care *2 credit hours*

6th Quarter

- PTA2021 Therapeutic Exercise and Orthopedic Applications *6 credit hours*
- PTA2046 Advanced Habilitation/Rehabilitation *6 credit hours*
- PTA2050 Professional Seminar *4 credit hours*

7th Quarter

- PTA2048 Clinical Externship I *8 credit hours*
- PTA2049 Current Rehabilitation Issues *4 credit hours*

8th Quarter

- PTA2099 Clinical Externship II *12 credit hours*

Note(s):

***PTA1001 may also be taken in the quarter preceding the Technical Phase of the Program.*

College of Nursing and Public Health

Limited Access Program

Nursing is a limited access program. Qualified applicants are considered for selection after successful completion of all prerequisite courses and all admission requirements. (Please refer to Procedure for Admission to the Doctor of Nursing Practice Program in the Admission section of this catalog). The nursing program supports the South University policy of nondiscrimination.

Acceptance into a South University nursing program or its completion does not imply or guarantee that a student will be able to obtain licensure or certification. The student should contact the state licensing board of nursing and/or the respective national professional certification body for specific requirements regarding application and the application process.

Graduate Nursing

Doctoral Degrees

Nursing Practice (DNP**)

Offered at South University, Savannah; South University, Tampa; and South University, Online Programs.

Note: The Doctor of Nursing Practice offered through South University, Online Programs is a term-based program. Students enrolled through South University, Online Programs will follow all campus based and term based policies.

Program Description

The Doctor of Nursing Practice (DNP) program in the College of Nursing is designed as the highest degree for advanced practice nurses who wish to maintain nursing practice as their area of professional emphasis. The DNP program provides options for

current nurse practitioners and other advanced practice nurses to incorporate progressive and thoughtful clinical practice, inquiry, and leadership competencies into their clinical practice repertoire.

The DNP program is offered as a post-master's program, providing a pathway for master's prepared advanced practice nurses to achieve doctoral level competencies consistent with a clinical program of study. Coursework in the program emphasizes advanced topics in nursing, field experiences, and capstone nursing experiences, while offering program electives drawn from a broad range of interdisciplinary fields from the South University College of Business and College of Health Professions. The program is offered in a hybrid format incorporating both online and on-ground educational experiences that support ongoing education for working nurses. Courses are provided online or in a blended format with the clinical component (i.e., advanced nursing field experiences which are guided by agency mentors) provided on-ground in the students' geographical regions.

In 2004 the American Association of Colleges of Nursing (AACN) endorsed the DNP degree and proposed that the DNP is the terminal degree for nursing practice. As a nationally recognized provider of online education, South University offers five advanced practice nursing specialties. The South University College of Nursing is uniquely qualified to provide the framework for this new practice doctorate degree. As an integrated, national system of higher education, the exposure to outstanding faculty, coupled with state-of-the-art online coursework and industry-standard clinical opportunities in the student's geographical area provides a dynamic environment for DNP students to grow into new leadership roles and clinical arenas.

***NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.*
For more information about the Doctor of Nursing Practice within the nursing profession, please visit the American Association of Colleges of Nursing website at http://www.aacn.nche.edu/DNP/index.htm.

Program Student Learning Outcomes

Graduates should be able to:

1. Provide the highest level of nursing practice through integration of advanced competencies in leadership, ethics and the practice sciences, including biophysical, psychosocial, analytical, organizational, and public health sciences.
2. Demonstrate organizational and care systems leadership for quality and safety.
3. Use contemporary healthcare science to address and resolve complex healthcare problems and disparities.
4. Evaluate scientific findings for clinical applicability and potential to affect transformative care.
5. Integrate information technology and informatics to provide scalable solutions for real-world systems problems.
6. Use strategies of risk reduction/illness prevention, health promotion, and health maintenance to improve the care of individuals, families, and populations.
7. Partner in the generation of healthcare policy to shape financing, regulation, access, and delivery of health services.

Ultimately, the DNP degree is designed to provide practicing clinicians with the depth and breadth of clinical skill, leadership, and clinical inquiry competencies essential to achieving the highest level of clinical excellence.

Doctor of Nursing Practice: 66 credits

Program credits are determined based on evaluation of MSN program of study and clinical/practicum hour attainment.

Foundation: 28 Credits

- NSG7000 Organization and Systems Leadership for Nursing *4 credit hours*
- NSG7005 Clinical Prevention and Population Health *4 credit hours*
- NSG7010 Healthcare Policy *4 credit hours*
- NSG7015 Financial Management and Resource Utilization *4 credit hours*

- NSG7020 Evidence, Effectiveness, and Clinical Quality *4 credit hours*
- PHE5015 Principles of Epidemiology *4 credit hours*
- PHE5020 Biostatistical Methods *4 credit hours*

Specializations (Students select Two or Four Courses):16 Credits*

Administration Specialization

- MHC6301 Healthcare Structure, Organization, and Governance *4 credit hours*
- MHC6302 Public Health Organization and Management *4 credit hours*
- MHC6303 Quality Performance and Management *4 credit hours*
- MPA5001 Foundations of Public Administration *4 credit hours*
- MPA5005 Public and Non-profit Organizational Behavior *4 credit hours*
- MPA5010 Public and Non-profit Budgeting and Accounting *4 credit hours*
- MPA6001 Research and Data Analysis in Public Administration *4 credit hours*
- MPA6105 Grant Writing and Contract Administration *4 credit hours*
- MPA6115 Program Evaluation of Public and Non-profit Organizations *4 credit hours*
- MPA6501 State and Local Government and Intergovernmental Relations *4 credit hours*
- MPA6505 Legislative and Judicial Process *4 credit hours*
- MPA6520 Legal Environment of Public Administration *4 credit hours*

Information Technology Specialization

- MIS5020 Information Systems Fundamentals *4 credit hours*
- MIS6000 Principles of System Development *4 credit hours*
- MIS6010 Project Management *4 credit hours*
- MIS6020 Corporate Information Systems Management *4 credit hours*
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Leadership Specialization

- LEA5100 Leadership, Organization Theory and Change *4 credit hours*
- LEA5125 Leadership Ethics, Culture, and Politics *4 credit hours*
- LEA5130 Team Building and Group Dynamics *4 credit hours*
- LEA6175 International Leadership *4 credit hours*
- LEA6185 International Negotiations *4 credit hours*
- LEA5140 Emotional Intelligence and Leadership *4 credit hours*
- LEA6150 Coaching and Professional Development *4 credit hours*
- LEA6180 Strategic Negotiations *4 credit hours*

Public Health Specialization

- PHE6202 Program Planning and Evaluation *4 credit hours*
- PHE6210 Health Promotion and Disease Prevention *4 credit hours*
- PHE6220 Evidence-based Public Health Practice *4 credit hours*
- PHE6201 Public Health Policy Research *4 credit hours*

- PHE6402 Public Health Law and Ethics *4 credit hours*
- PHE6404 Grant and Contract Proposal Writing in Public Health *4 credit hours*

Note(s):

**Students are required to complete 2 program elective courses (8 credits). Students may also elect to complete 4 courses (16 credits) across the different program elective areas to earn a General specialization or to complete 4 courses within a single program elective area to earn an Administration, Information Technology, Leadership, Project Management, or Public Health specialization. In all cases, students should work closely with their Academic Counselor and Faculty Mentor to select appropriate coursework that meets their career needs and course prerequisites.*

Clinical Field Experience: 12 or 18 Credits**

- NSG7200 Advanced Nursing Field Experience I *4 or 6 credit hours*
- NSG7205 Advanced Nursing Field Experience II *4 or 6 credit hours*
- NSG7210 Advanced Nursing Field Experience III *4 or 6 credit hours*

Note(s):

***Students entering the DNP program with 640 or more hours of documented, post-baccalaureate clinical experience must take the DNP Clinical Field Experience coursework at 4 credits each. Students entering the DNP program with 460 hours but less than 640 hours of documented, post-baccalaureate clinical experience must take the DNP Clinical Field Experience coursework at 6 credits each. Students entering the DNP program with less than 460 hours of documented, post-baccalaureate clinical experience must take NSG 7220 prior to their enrollment in NSG7200 to reach the minimum 460 hours of documented, post-baccalaureate clinical experience. NSG7220 may be repeated up to three times. In all cases, students should work closely with their Academic Counselor and Faculty Mentor to schedule the appropriate clinical and field experience coursework needed to reach the total minimum required 1,000 documented hours of, post-baccalaureate clinical experience- required upon completion of the DNP program.*

Capstone in Applied Practice: 4 Credits

- NSG8100 Capstone in Applied Practice I *1 credit hour*
- NSG8105 Capstone in Applied Practice II *1 credit hour*
- NSG8110 Capstone in Applied Practice III *1 credit hour*
- NSG8115 Capstone in Applied Practice IV *1 credit hour*

Note(s):

***South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Post Graduate Certificates

Adult-Gerontology Primary Care Nurse Practitioner (PGC)

Program Student Learning Outcomes

Graduates should be able to:

1. Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality health care services to individuals, populations and systems.
2. Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in Primary Care.
3. Integrate professional nursing standards, values and accountability into role and self-development as an advanced practice nurse.
4. Utilize information technology and an evidence-based research approach development of nursing knowledge and design of health care services for clients, populations and systems.
5. Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.

Adult Gerontology Primary Care Nurse Practitioner Post graduate Certificate: 36 Credits

- NSG6001 Advanced Nursing Practice I *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours*
- NSG6006 Pre-Specialty Evaluation *0 credit hours*
- NSG6020 Advanced Health and Physical Assessment *6 credit hours*
- NSG6021 Pre-Clinical Evaluation *0 credit hours* *
- NSG6320 Practicum I: Adult Health - Adults and Gerontology *6 credit hours*
- NSG6330 Practicum II Adult Health: Women's Health *6 credit hours*
- NSG6340 Practicum III: Adult Health - Primary Care *6 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

**If the student receives a failing grade in NSG6021, the student must enroll in and successfully pass the following two (2)-credit course: NSG6022 Nurse Practitioner Enhancement.*

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information

Family Nurse Practitioner (PGC)

Offered at South University, Columbia; South University, Novi, South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; and South University, Virginia Beach.

Program Description

The Post Graduate Certificate in Family Nurse Practitioner is a 42-credit hour program designed for individuals who hold a master's degree in nursing that has prepared them for practice in another advanced role or in an advanced nursing specialty. The certificate program provides students the knowledge and decision making skills to provide direct advanced practice nursing health care services to individuals across the life span.

Post-master's students must successfully complete graduate didactic and clinical requirements of the master's specialization and are expected to master the same outcome competencies as master's students pursuing an MSN with a specialization in Family Nurse Practitioner, including the master's core competencies and the specialization competencies.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

Program Student Learning Outcomes

Graduates should be able to:

1. Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality health care services to individuals, families, populations and systems.
2. Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in Primary Care.
3. Integrate professional nursing standards, values and accountability into role and self-development as an advanced practice nurse.
4. Utilize information technology and an evidence-based research approach development of nursing knowledge and design of health care services for clients, populations and systems.
5. Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.

Family Nurse Practitioner Post Graduate Certificate: 42 Credits

- NSG6001 Advanced Nursing Practice I *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours*
- NSG6006 Pre-Specialty Evaluation *0 credit hours*
- NSG6020 Advanced Health and Physical Assessment *6 credit hours*
- NSG6021 Pre-Clinical Evaluation *0 credit hours* *
- NSG6420 Practicum I: Family Health - Adult and Gerontology *6 credit hours*
- NSG6430 Practicum II: Family Health- Women's Health *6 credit hours*
- NSG6435 Practicum III: Family Health - Pediatrics *6 credit hours*
- NSG6440 Practicum IV: Family Health - Primary Care *6 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

**If the student receives a failing grade in NSG6021, the student must enroll in and successfully pass the following two (2)-credit course: NSG6022 Nurse Practitioner Enhancement.*

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Nurse Adminstrator Post Graduate Certificate (PGC)

South University no longer accepts applications for entrance into the Nurse Administrator Post Graduate Certificate program offered online or on ground.

Program Description

The Post-graduate Certificate in Nursing program with a specialization in Nurse Administrator is comprised of courses in leadership, administration, financial and resource management and two practicum courses. Under the guidance of the approved preceptor, the practicum courses provide an opportunity for the student to enact the role of health facility administrator in the clinical setting.

Post-master's students must successfully complete graduate didactic and clinical requirements of the master's specialization and are expected to master the same outcome competencies as master's students pursing the specialization in Nurse Administrator, including the master's core competencies and the specialization competencies.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

Program Student Learning Outcomes

Graduates should be able to:

1. Apply concepts and theories of organizational management and nursing administration to the design of complex healthcare delivery systems.
2. Incorporate the use of technology, contemporary practice, ethics, and professional standards into the ongoing delivery of healthcare.
3. Integrate concepts of health policy, regulation, and financing to the organization of healthcare delivery, with a focus on parsimonious and responsible use of resources.
4. Lead efforts in designing innovative patient safety and quality improvement efforts and effective evaluation of nursing outcome measures.
5. Employ evidence-based practice in the care of patients with chronic and/or acute illnesses across the lifespan, or in structuring nursing interventions designed to promote health.
6. Facilitate the professional development and socialization of diverse nurse populations.
7. Function as change agents and leaders in healthcare settings domestically and abroad.
8. Contribute to the development of the science of nursing by engaging in scholarly activities and by promoting the translation of nursing science into patient care outcomes.

Nurse Administrator Post Graduate Certificate: 28 Credits

- NSG6005 Advanced Pharmacology *4 credit hours*
- NSG6601 Managing Complex Healthcare Systems *4 credit hours*
- NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations *4 credit hours*
- MHC6306 Human Resource Management in Healthcare Organizations *4 credit hours*
- NSG6620 Practicum 1: Quantitative Skills in Nursing Administration *4 credit hours*
- NSG6630 Practicum II: Qualitative Skills in Nursing Administration *4 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Nurse Educator Post Graduate Certificate (PGC)**

Offered at South University, Online Programs

Program Description

The Post-graduate Certificate in Nursing program with a specialization in Nurse Educator is comprised of courses in teaching and learning strategies, curriculum development, evaluation, and two practicum courses. Under the guidance of an approved preceptor, the practicum courses provide an opportunity for the student to enact the role of the nurse educator in clinical and academic settings.

Post-master's students must successfully complete graduate didactic and clinical requirements of the master's specialization and are expected to master the same outcome competencies as master's students pursuing the specialization in Nurse Educator, including the master's core competencies and the specialization competencies.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

Program Student Learning Outcomes

Graduates should be able to:

1. Create a variety of successful instructional methods to meet the needs of targeted learner populations.
2. Develop plans of study in nursing education based on appropriate curricular principles, pedagogical principles and strategies, and learning assessment strategies.
3. Apply appropriate clinical expertise when conducting educational experiences.

Nurse Educator Post Graduate Certificate: 34 Credits

- NSG6003 Teaching and Learning Strategies in Nursing *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours*
- NSG6020 Advanced Health and Physical Assessment *6 credit hours*
- NSG6102 Evaluation of Educational Outcomes in Nursing *4 credit hours*
- NSG6103 Curriculum Design and Evaluation in Nursing Education *4 credit hours*
- NSG6203 Practicum in Nursing Education I *4 credit hours*
- NSG6204 Practicum in Nursing Education II *4 credit hours*

- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

**South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Nursing Informatics Post Graduate Certificate

Offered at South University, Online Programs.

The 21st century nurse informaticist will transform care of patients and communities by optimizing information management and communication. These activities include the design and use of informatics solutions and technology to support all areas of nursing practice, including the direct provision of care, establishing effective administrative systems, designing useful decision support systems, managing and delivering educational experiences, enhancing lifelong learning, and supporting nursing research. The Master of Science in Nursing program with a specialization in Nursing Informatics at South University is designed to prepare the next generation of nursing leaders to develop the knowledge, skills, and abilities to develop and implement information management systems in a variety of settings including home health and hospice agencies, nursing homes, public and community health agencies, physician offices, ambulatory care centers, medical device vendors, large and small software companies, web content providers, disease management companies, and government agencies. Students will complete 240 practicum hours during progression through the program.

Program curriculum for the MSN with a specialization in Nursing Informatics includes key attributes from the American Association of Colleges of Nursing (AACN) Essentials of Masters Education for Advanced Practice Nursing (2011), the Alliance for Nursing Informatics (2010), and the ANA Scope and Standards of Practice (2008). Students completing this program will be eligible to sit for the AACC certification examination.

Specialization Outcomes

Graduates should be able to:

1. Evaluate information requirements for nursing practice.
2. Use principles of database management to collect and analyze the comprehensive data, information, and knowledge pertinent to a situation in nursing practice.
3. Use principles of project management to develop and implement a plan that prescribes strategies, alternatives, and recommendations to attain expected nursing informatics outcomes.
4. Integrate current theories of technology implementation to influence the identified plan, enhance the abilities of other professionals, and effect change in nursing practice.
5. Analyze computer and information technologies for their application to nursing practice.
6. Collaborate with professionals in other informatics-related disciplines to develop informatics solutions to nursing problems.
7. Develop strategies for introducing, modifying, and evaluating information systems for nursing practice.

Nurse Infomatics Post Graduate Certificate 28 Credits

- MIS5010 Information Technology Infrastructure *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours **
- NSG6650 Introduction to Nursing Informatics *4 credit hours*
- NSG6652 Issues and Trends in Nursing Informatics *4 credit hours*
- NSG6670 Practicum I: Database Management in Nursing Informatics *4 credit hours*

- NSG6680 Practicum II: Project Management in Nursing Informatics *4 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

**South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Master's Degrees

Master of Science in Nursing (MSN)**

The Master of Science in Nursing degree program (MSN) is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue advanced positions in today's challenging healthcare environment. The program, based on the American Association of Colleges of Nursing Master's Essentials, blends nursing theory with advanced practice concepts that prepare students to work within a healthcare organization or educational setting.

All applicants to the MSN program must hold a current and unencumbered license in the state in which they are completing program requirements. Additionally, all applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional personal testing.

The program consists of five core courses and courses in an area of specialization in education, administration, informatics, and various nurse practitioner programs. Program includes practica and experiences in areas of specialization.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined on the written request of individual students through a transcript analysis as determined by the Program Director, Chair, or College Dean.

Program Student Learning Outcomes

Graduates should be able to:

1. Synthesize theories and concepts from nursing and other disciplines for application in advanced nursing roles.
2. Analyze current scientific research for application of findings to initiate change and to improve practice.
3. Create comprehensive plans of action that address the health promotion and disease prevention needs of individual, family, and community populations.
4. Formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
5. Apply an ethical decision-making process in professional practice and an analysis of systems of healthcare.
6. Model a professional leadership role that fosters improvement of healthcare and advocates scholarly activities to advance self and profession.
7. Employ informatics and technology in various aspects of the advanced nursing leadership role.
8. Practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of advanced nursing practice.

Nurse Practitioner SpecializationsMaster of Science in Nursing (Specialization in Adult-Gerontology Primary Care Nurse Practitioner)

Offered at South University, Online Programs.

South University's College of Nursing MSN degree program with a specialization in Adult-Gerontology Primary Care Nurse Practitioner education encompasses graduate-level health sciences theory as well as supervised, in-depth clinical preparation and experience. The focus of the South University College of Nursing program is industry-standard community-based care, with an emphasis on at-risk and vulnerable populations. Adult-gerontology primary care nurse practitioners are certified through a national certification examination process (ANCC; AANP) in independent management of adolescent and adult healthcare, including elder care, with special emphasis on health promotion, risk reduction, disease prevention, and primary healthcare management. Nurse practitioners diagnose and treat common health problems by: conducting health histories and providing complete physical examinations; interpreting laboratory results and diagnostic procedures; prescribing and managing medications and other therapies; engaging in health teaching and support with particular reference to prevention of illness and health maintenance; and referring patients to other health professionals where indicated.

The South University College of Nursing Master of Science in Nursing with a specialization Adult-Gerontology Primary Care Nurse Practitioner degree program meets the core competencies for Adult Health Nurse Practitioners as outlined by the National Organization for Nurse Practitioner Faculties (NONPF). These competencies include:

1. Providing health promotion, health protection, disease prevention, and treatment.
2. Assessing health status.
3. Diagnosing health status.
4. Creating a plan of care and implementation of treatment
5. Ensuring a professional, collegial, and collaborative approach to care.
6. Serving as a teacher and coach to patients.
7. Committing to advancing the profession.
8. Assisting patients in managing and negotiating the healthcare delivery system.
9. Monitoring and ensuring high quality healthcare practice
10. Demonstrating cultural competence

Specialization Outcomes

Graduates should be able to:

1. Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality healthcare services to individuals, families, populations and systems.
2. Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in primary care.
3. Integrate professional nursing standards, values and accountability into role and self-development as an advanced practice nurse.
4. Utilize information technology and an evidence-based research approach in the development of nursing knowledge and design of healthcare services for clients, populations and systems.
5. Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.

Master of Science in Nursing (Specialization in Adult-Gerontology Primary Care Nurse Practitioner): 56 Credits

MSN Core Courses: 20 Credits

- NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice *4 credit hours*
- NSG5002 Advanced Theoretical Perspectives for Nursing *4 credit hours*
- NSG5003 Advanced Pathophysiology *4 credit hours*
- NSG6002 Health Policy and Health Promotion in Advanced Nursing Practice *4 credit hours*
- NSG6101 Nursing Research Methods *4 credit hours*

Specialization in Adult-Gerontology Primary Care Nurse Practitioner: 36 Credits

- NSG6001 Advanced Nursing Practice I *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours*
- NSG6006 Pre-Specialty Evaluation *0 credit hours*
- NSG6020 Advanced Health and Physical Assessment *6 credit hours*
- NSG6021 Pre-Clinical Evaluation *0 credit hours **
- NSG6320 Practicum I: Adult Health - Adults and Gerontology *6 credit hours*
- NSG6330 Practicum II Adult Health: Women's Health *6 credit hours*
- NSG6340 Practicum III: Adult Health - Primary Care *6 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

**If the student receives a failing grade in NSG6021, the student must enroll in and successfully pass the following two (2) credit course: NSG6022 Nurse Practitioner Enhancement.*

Students are required to complete a minimum of 600 hours in four supervised clinical practicum courses that are designed to provide the opportunity for skill development and practice in the Adult Health Nurse Practitioner role.

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Master of Science in Nursing (Specialization in Family Nurse Practitioner) (MSN)**

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point: South University, Montgomery; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach.

The Master of Science in Nursing with a specialization in Family Nurse Practitioner (FNP) degree program is designed to prepare advanced practice nurses for the current and evolving primary healthcare system. The South University College of Nursing program focuses on advanced health sciences knowledge and skills to prepare advanced clinicians to deliver leading edge, community-based primary healthcare to individuals and families across the lifespan. The program places a strong emphasis on health promotion as well as the development of positive health behaviors for clients at different developmental and age stages. FNP students share course content with fellow students in the Adult Nurse Practitioner (ANP) programs where appropriate. This

structure exposes students to a variety of expert specialty faculty and supports development of inter-specialty relationships in client management.

The South University program is designed to prepare graduates to provide the full range of primary care services to individuals during the ante- partum period, infancy, childhood and adolescence through the adult lifespan. Competencies include provision of preventive care to children and adults as well as the diagnosis and management of common acute and chronic health problems. In addition to direct patient care, students also participate in clinical translational efforts, education, and policy activities relevant to advanced practice nursing and diverse population healthcare issues. National certification is available upon program completion through the national certifying bodies (ANCC; AANP).

The South University College of Nursing Master of Science in Nursing with a specialization in Family Nurse Practitioner degree program meets the Core Competencies for Family Nurse Practitioners outlined by the National Organization for Nurse Practitioner Faculties (NONPF). Upon graduation and entry into practice, family nurse practitioners are proficient in the following areas:

1. Providing health promotion, health protection, disease prevention, and treatment.
2. Assessing health status.
3. Diagnosing health status.
4. Creating a plan of care and implementation of treatment.
5. Ensuring a professional, collegial, and collaborative approach to care.
6. Serving as a teacher and coach to patients.
7. Committing to advancing the profession.
8. Assisting patients in managing and negotiating the healthcare delivery system.
9. Monitoring and ensuring high quality healthcare practice.
10. Demonstrating cultural competence

Specialization Outcomes

Graduates will be able to:

1. Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality healthcare services to individuals, families, populations and systems.
2. Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in primary care.
3. Integrate professional nursing standards, values and accountability into role and self-development as an advanced practice nurse.
4. Utilize information technology and an evidence-based research approach in the development of nursing knowledge and design of healthcare services for clients, populations and systems.
5. Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.

The plan of study and required courses for the Master of Science in Nursing with a specialization in Family Nurse Practitioner degree program includes the Master's Core requirements (24 credits) with the addition of the following clinical course requirements (38 credits):

Master of Science in Nursing (Specialization in Family Nurse Practitioner): 62 Credits

MSN Core Courses: 20 Credits

- NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice *4 credit hours*

- NSG5002 Advanced Theoretical Perspectives for Nursing *4 credit hours*
- NSG5003 Advanced Pathophysiology *4 credit hours*
- NSG6002 Health Policy and Health Promotion in Advanced Nursing Practice *4 credit hours*
- NSG6101 Nursing Research Methods *4 credit hours*

Specialization in Family Nurse Practitioner: 42 Credits

- NSG6001 Advanced Nursing Practice I *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours*
- NSG6006 Pre-Specialty Evaluation *0 credit hours*
- NSG6020 Advanced Health and Physical Assessment *6 credit hours*
- NSG6021 Pre-Clinical Evaluation *0 credit hours **
- NSG6420 Practicum I: Family Health - Adult and Gerontology *6 credit hours*
- NSG6430 Practicum II: Family Health- Women's Health *6 credit hours*
- NSG6435 Practicum III: Family Health - Pediatrics *6 credit hours*
- NSG6440 Practicum IV: Family Health - Primary Care *6 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

**If the student receives a failing grade in NSG6021, the student must enroll in and successfully pass the following two (2) credit course: NSG6022 Nurse Practitioner Enhancement.*

Students are required to complete a minimum of 780 hours in the four supervised clinical practicum courses that are designed to provide the opportunity for skill development and practice in the Family Nurse Practitioner role.

South University, Online Programs may not be available to residents of all states. Please contact an admissions representative for further information.

Master of Science in Nursing (Specialization in Nurse Administrator) (MSN)**

Offered at South University, Online Programs.

The 21st century nurse administrator will transform care of patients and communities through ethical nursing leadership that is evidence-based, outcome-oriented and focused on nursing excellence. The Master of Science in Nursing with a specialization in Nurse Administrator degree program at South University is designed to prepare the next generation of nursing leaders through innovative, blended coursework delivered online. The program is targeted to the working professional nurse who seeks to develop the knowledge, skills and abilities to practice within a role of leadership such as a Chief Nursing Officer, Associate Chief Nursing Officer, Director of Nursing or Nurse Manager. The student will complete 240 practicum hours during progression through the program.

Program curriculum for the MSN with a Specialization in Nurse Administrator concentration includes key attributes from the American Association of Colleges of Nursing (AACN) Essentials of Masters Education for Advanced Practice Nursing (1996), The American Organization of Nurse Executives (AONE) Nurse Executive Competencies (2005), and the American Nurses Association (ANA) Scope of Practice for Nurse Administrators (2009).

Specialization Outcomes

Graduates should be able to:

1. Apply concepts and theories of organizational management and nursing administration to the design of complex healthcare delivery systems.
2. Incorporate the use of technology, contemporary practice, ethics, and professional standards into the ongoing delivery of healthcare.
3. Integrate concepts of health policy, regulation, and financing to the organization of healthcare delivery, with a focus on parsimonious and responsible use of resources.
4. Lead efforts in designing innovative patient safety and quality improvement efforts and effective evaluation of nursing outcome measures.
5. Employ evidence-based practice in the care of patients with chronic and/or acute illnesses across the lifespan, or in structuring nursing interventions designed to promote health.
6. Facilitate the professional development and socialization of diverse nurse populations.
7. Function as change agents and leaders in healthcare settings domestically and abroad.
8. Contribute to the development of the science of nursing by engaging in scholarly activities and by promoting the translation of nursing science into patient care outcomes.

Master of Science in Nursing (Specialization in Nurse Administrator): 48 Credits

Core 20 Credits

- NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice *4 credit hours*
- NSG5002 Advanced Theoretical Perspectives for Nursing *4 credit hours*
- NSG5003 Advanced Pathophysiology *4 credit hours* *
- NSG6002 Health Policy and Health Promotion in Advanced Nursing Practice *4 credit hours*
- NSG6101 Nursing Research Methods *4 credit hours*

Specialization in Nurse Administrator: 28 Credits

- MHC6306 Human Resource Management in Healthcare Organizations *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours* *
- NSG6601 Managing Complex Healthcare Systems *4 credit hours*
- NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations *4 credit hours*
- NSG6620 Practicum I: Quantitative Skills in Nursing Administration *4 credit hours*
- NSG6630 Practicum II: Qualitative Skills in Nursing Administration *4 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

**Students wishing to further develop their advanced practice skills should take NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, and NSG6005 Advanced Pharmacology. Students wishing to further develop their management, administration, and technology skills may take LEA5100 Leadership, Organization Theory and Change, LEA5130 Team Building and Group Dynamics, IST5010 Information Technology Infrastructure, and/or PMC6601 Foundations of Project Management in place of NSG5003, NSG6001, and/ or NSG6005. In all cases students should work closely with their Academic Advisors or Academic Counselors to select appropriate coursework that meets their career needs and course prerequisites.*

***South University, Online Programs may not be available to residents of all states. Please contact an admissions representative for further information.*

Master of Science in Nursing (Specialization in Nurse Educator) (MSN)**

Offered at South University, Online Programs.

Nurse educators combine clinical expertise and a passion for teaching into rich and rewarding careers. These professionals, who work in the classroom and the practice setting, are responsible for preparing and mentoring current and future generations of nurses. Nurse educators play a pivotal role in strengthening the nursing workforce, serving as role models and providing the leadership needed to implement evidence-based practice.

Nurse educators are responsible for designing, implementing, evaluating and revising academic and continuing education programs for nurses. These include formal academic programs that lead to a degree or certificate, or more informal continuing education programs designed to meet individual learning needs. Students will complete 176 practicum hours during progression through the program.

Specialization Outcomes

1. Graduates should be able to:Create a variety of successful instructional methods to meet the needs of targeted learner populations.
2. Develop plans of study in nursing education based on appropriate curricular principles, pedagogical principles and strategies, and learning assessment strategies.
3. Integrate clinical expertise with appropriate strategies of instruction when engaged in educational experiences.

Master of Science in Nursing (Specialization in Nurse Educator): 54 Credits

MSN Core 20 Credits

- NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice *4 credit hours*
- NSG5002 Advanced Theoretical Perspectives for Nursing *4 credit hours*
- NSG5003 Advanced Pathophysiology *4 credit hours*
- NSG6002 Health Policy and Health Promotion in Advanced Nursing Practice *4 credit hours*
- NSG6101 Nursing Research Methods *4 credit hours*

Specialization in Nurse Educator: 34 Credits

- NSG6003 Teaching and Learning Strategies in Nursing *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours*
- NSG6020 Advanced Health and Physical Assessment *6 credit hours*
- NSG6102 Evaluation of Educational Outcomes in Nursing *4 credit hours*
- NSG6103 Curriculum Design and Evaluation in Nursing Education *4 credit hours*
- NSG6203 Practicum in Nursing Education I *4 credit hours*
- NSG6204 Practicum in Nursing Education II *4 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

South University, Online Programs may not be available to residents of all states. Please contact an admissions representative for further information.

***NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.*

Master of Science in Nursing (Specialization in Nursing Informatics) (MSN)**

Offered at South University, Online Programs.

The 21st century nurse informaticist will transform care of patients and communities by optimizing information management and communication. These activities include the design and use of informatics solutions and technology to support all areas of nursing practice, including the direct provision of care, establishing effective administrative systems, designing useful decision support systems, managing and delivering educational experiences, enhancing lifelong learning, and supporting nursing research. The Master of Science in Nursing program with a specialization in Nursing Informatics at South University is designed to prepare the next generation of nursing leaders to develop the knowledge, skills, and abilities to develop and implement information management systems in a variety of settings including home health and hospice agencies, nursing homes, public and community health agencies, physician offices, ambulatory care centers, medical device vendors, large and small software companies, web content providers, disease management companies, and government agencies. Students will complete 240 practicum hours during progression through the program.

Program curriculum for the MSN with a specialization in Nursing Informatics includes key attributes from the American Association of Colleges of Nursing (AACN) Essentials of Masters Education for Advanced Practice Nursing (2011), the Alliance for Nursing Informatics (2010), and the ANA Scope and Standards of Practice (2008). Students completing this program will be eligible to sit for the AACC certification examination.

Specialization Outcomes

Graduates should be able to:

1. Evaluate information requirements for nursing practice.
2. Use principles of database management to collect and analyze the comprehensive data, information, and knowledge pertinent to a situation in nursing practice.
3. Use principles of project management to develop and implement a plan that prescribes strategies, alternatives, and recommendations to attain expected nursing informatics outcomes.
4. Integrate current theories of technology implementation to influence the identified plan, enhance the abilities of other professionals, and effect change in nursing practice.
5. Analyze computer and information technologies for their application to nursing practice.
6. Collaborate with professionals in other informatics-related disciplines to develop informatics solutions to nursing problems.
7. Develop strategies for introducing, modifying, and evaluating information systems for nursing practice.

Master of Science in Nursing (Specialization in Nursing Informatics): 48 Credits

MSN Core 20 Credits

- NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice *4 credit hours*
- NSG5002 Advanced Theoretical Perspectives for Nursing *4 credit hours*
- NSG5003 Advanced Pathophysiology *4 credit hours **
- NSG6002 Health Policy and Health Promotion in Advanced Nursing Practice *4 credit hours*
- NSG6101 Nursing Research Methods *4 credit hours*

Specialization in Nursing Informatics: 28 Credits

- MIS5010 Information Technology Infrastructure *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours **
- NSG6650 Introduction to Nursing Informatics *4 credit hours*
- NSG6652 Issues and Trends in Nursing Informatics *4 credit hours*
- NSG6670 Practicum I: Database Management in Nursing Informatics *4 credit hours*
- NSG6680 Practicum II: Project Management in Nursing Informatics *4 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

**Students wishing to further develop their advanced practice skills should take NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, and NSG6005 Advanced Pharmacology. Students wishing to further develop their information technology skills may take MIS5020 Information Systems Fundamentals, IST6000 Principles of Systems Development, IST6101 Web Technologies, and/or PMC6601 Foundations of Project Management, in place of NSG5003, NSG6001, and/or NSG6005. In all cases students should work closely with their Academic Advisors or Academic Counselors to select appropriate coursework that meets their career needs and course prerequisites.*

South University, Online Programs may not be available to residents of all states. Please contact an admissions representative for further information.

Undergraduate Nursing

Bachelor's Degrees

Bachelor of Science in Nursing (BSN)

The BSN degree program is designed to provide students with a solid educational foundation that prepares individuals for entry into the nursing profession. The BSN graduate will be able to incorporate the concepts of caring, communication, critical thinking, professionalism, and holism to provide care for individuals, families and communities. The comprehensive theoretical and clinical practice components aim to allow South University BSN graduates to make a smooth transition into professional nursing practice. Graduates of the South University Bachelor of Science in Nursing program are encouraged to continue the educational process and are prepared for the challenges of graduate study.

The BSN degree program is designed for the non-registered nurse student. Students may complete prerequisite courses in as few as six quarters and then apply for admission to the nursing program, which is taught over seven quarters. The program allows

highly motivated full-time students to complete the program of study in nursing in a concentrated period of time. After successful completion of the nursing program, the graduate must pass the National Council Licensure Examination Registered Nurse (NCLEX-RN) in order to obtain licensure and begin practice as a registered nurse.*

**South University does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to South University.*

Program Student Learning Outcomes

Graduates should be able to:

1. Synthesize knowledge from nursing, the physical and social sciences, arts, and humanities in the practice of professional nursing practice.
2. Apply critical thinking skills in establishing priorities, delegating responsibility, formulating decisions, and maintaining accountability in the practice of professional nursing through the application of nursing standards.
3. Integrate care and concern for humanity, with scholarly research and systematic inquiry to deliver evidenced based, comprehensive, and holistic nursing care which promotes health and quality of life.
4. Utilize informatics and technology to adapt to the challenges of nursing practice of today and the future.
5. Demonstrate professionalism by advocating for legal, ethical, financial and political issues involving healthcare.
6. Communicate effectively and collaboratively within nursing and other healthcare disciplines to empower patients experiencing health challenges through education and promotion of health and well-being.
7. Utilize the nursing process to collaborate with consumers and other health professionals to initiate improvements in healthcare and promote health and well-being in persons, families and communities.
8. Demonstrate a self-awareness of and commitment to excellence in nursing practice through the pursuit of community, educational, and organizational opportunities to enhance personal and professional growth.
9. Provide holistic caring to diverse patient populations, across the lifespan in a variety of settings with technical proficiency that integrates foundational, discipline-specific and interdisciplinary knowledge essential for professional practice.

Bachelor of Science in Nursing: 180 Credits

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Richmond; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach

Area I General Education Requirements: 68 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*

Choose one additional course:

- UVC1000 Strategies for Success *4 credit hours*
- Advisor approved elective *4 credit hours*

Note: Students entering South University in their freshman year who plan to apply to the Bachelor of Science in Nursing Program, may register for AHS1001 Medical Terminology (please note that AHS1001 is a prerequisite for BIO1011) which fulfills the elective requirement here. Transfer students may bring an elective from a prior program or complete an advisor-approved general elective. South University, Montgomery transfer students should consider BIO3344 Principles of Genetics to fulfill this elective requirement.

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT1005 College Algebra II *4 credit hours*
- MAT2058 Statistics *4 credit hours*

Choose one additional course from the list below:

- MAT1001 College Algebra I *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- PSY1001 General Psychology *4 credit hours*

- PSY2022 Human Growth and Development *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Note(s):

**PSY2022 is required by CCNE for all BSN students. Per the Department of Behavioral Sciences, the course meets the South University General Education requirements for Social and Behavioral Sciences for Nursing students ONLY.*

Area II Foundation Requirements: 22 Credits

- BIO2015 Human Pathophysiology *4 credit hours*
- BIO2070 Microbiology *4 credit hours*
  (must be taken concurrently with BIO2073 Microbiology Laboratory)
- BIO2073 Microbiology Laboratory *2 credit hours (campuses)*
- CHM1010 General Chemistry *4 credit hours*
- NTR2050 Nutrition *4 credit hours*
- General Education Elective *4 credit hours*

Area III Major Requirements: 90 Credits

Core

- NSG3001 Introduction to the Profession of Nursing *4 credit hours*
- NSG3008 Principles of Assessment Lab *3 credit hours*
- NSG3009 Principles of Assessment *3 credit hours*
- NSG3022 Pharmacotherapeutics I *3 credit hours*
- NSG3023 Fundamentals of Nursing *3 credit hours*
- NSG3024 Fundamentals of Nursing Skills Lab *4 credit hours*
- NSG3027 Fundamentals of Nursing Practice *2 credit hours*
- NSG3032 Pharmacotherapeutics II *3 credit hours*
- NSG3036 Introduction to Nursing Research *3 credit hours*
- NSG3037 Caring for Adults I *4 credit hours*
- NSG3038 Caring for Adults I-Practice *4 credit hours*
- NSG3045 Caring for Adults II - Practice *3 credit hours*
- NSG3046 Caring for Adults II *3 credit hours*
- NSG3047 Caring for Women and Neonates *3 credit hours*
- NSG3048 Caring for Women and Neonates-Practice *4 credit hours*
- NSG3068 Caring for Diverse & Vulnerable Populations I *3 credit hours*
- NSG4052 Caring for Adults III *2 credit hours*
- NSG4053 Caring for Adults III - Practice *3 credit hours*
- NSG4056 Caring for Children *3 credit hours*
- NSG4057 Caring for Children - Practice *4 credit hours*
- NSG4058 Caring for Persons with Psychiatric/Mental Health Problems *3 credit hours*
- NSG4059 Caring for Persons with Psychiatric/Mental Health Problems - Practice *4 credit hours*
- NSG4060 Caring for Adults IV *2 credit hours*
- NSG4061 Caring for Adults IV - Practice *3 credit hours*
- NSG4069 Caring for Diverse and Vulnerable Populations II *2 credit hours* *

- NSG4070 Legal and Ethical Issues in Nursing *2 credit hours*
- NSG4071 Transition into Professional Nursing *6 credit hours*
- NSG4073 Transition into Professional Nursing Preceptorship *4 credit hours*

Application Process and Deadline

The College of Nursing and Public Health admits two classes of students per year to each campus-based BSN programs. Application packets and deadlines are available on each campus. Fully completed application materials (including evidence of completion of all prerequisite courses) are due by the posted deadline, usually the first day of the quarter before admission (ex., first day of summer quarter for fall quarter program start). Incomplete or late applications will not be considered.

Bachelor of Science in Nursing (BSN), Novi campus only

Bachelor of Science in Nursing Program: 192 Credits

Area I General Education Requirements: 68 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*

Choose one additional course:

- UVC1000 Strategies for Success *4 credit hours*
- Advisor approved elective *4 credit hours*

Note: Students entering South University in their freshman year who plan to apply to the Bachelor of Science in Nursing Program, may register for AHS1001 Medical Terminology (please note that AHS1001 is a prerequisite for BIO1011) which fulfills the elective requirement here. Transfer students may bring an elective from a prior program or complete an advisor-approved general elective. South University,

Basic Communication

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT1005 College Algebra II *4 credit hours*
- MAT2058 Statistics *4 credit hours*

Choose one additional course from the list below:

- MAT1001 College Algebra I *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*

Natural Sciences

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO 1012)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO 1014)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- PSY1001 General Psychology *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Note(s):

**PSY 2022 is required by CCNE for all BSN students. Per the Department of Behavioral Sciences, the course meets the South University General Education requirements for Social and Behavioral Sciences for Nursing students ONLY.*

Area II Foundation Requirements: 22 Credits

- BIO2015 Human Pathophysiology *4 credit hours*
- BIO2070 Microbiology *4 credit hours*
  (must be taken concurrently BIO2073)

- BIO2073 Microbiology Laboratory *2 credit hours (campuses)*
- CHM1010 General Chemistry *4 credit hours*
- NTR2050 Nutrition *4 credit hours*
- General Education Elective *4 credit hours*

Area III Major Requirements: 102 Credits

Core

- NSG3001 Introduction to the Profession of Nursing *4 credit hours*
- NSG3009 Principles of Assessment *3 credit hours*
- NSG3011 Principles of Assessment Lab *4 credit hours*
- NSG3014 Critical Reading, Studying and Thinking in Nursing *2 credit hours*
- NSG3022 Pharmacotherapeutics I *3 credit hours*
- NSG3023 Fundamentals of Nursing *3 credit hours*
- NSG3024 Fundamentals of Nursing Skills Lab *4 credit hours*
- NSG3027 Fundamentals of Nursing Practice *2 credit hours*
- NSG3032 Pharmacotherapeutics II *3 credit hours*
- NSG3033 Caring for Adults I *5 credit hours*
- NSG3034 Caring for Adults I - Practice *5 credit hours*
- NSG3036 Introduction to Nursing Research *3 credit hours*
- NSG3042 Caring for Women and Neonates *4 credit hours*
- NSG3043 Caring for Women and Neonates - Practice *5 credit hours*
- NSG3044 Caring for Adults II *2 credit hours*
- NSG3045 Caring for Adults II - Practice *3 credit hours*
- NSG4050 Caring for Children *4 credit hours*
- NSG4051 Caring for Children - Practice *5 credit hours*
- NSG4052 Caring for Adults III *2 credit hours*
- NSG4053 Caring for Adults III - Practice *3 credit hours*
- NSG4060 Caring for Adults IV *2 credit hours*
- NSG4061 Caring for Adults IV - Practice *3 credit hours*
- NSG4062 Caring for Persons with Psychiatric/Mental Health Problems *4 credit hours*
- NSG4063 Caring for Persons with Psychiatric/Mental Health Problems - Practice *5 credit hours*
- NSG4070 Legal and Ethical Issues in Nursing *2 credit hours*
- NSG4071 Transition into Professional Nursing *6 credit hours*
- NSG4072 Transition into Professional Nursing Preceptorship *5 credit hours*
- NSG3069 Caring for Diverse and Vulnerable Populations I *4 credit hours* *
- NSG4069 Caring for Diverse and Vulnerable Populations II *2 credit hours* *

Application Process and Deadline

The College of Nursing and Public Health admits two classes of students per year to each campus-based BSN programs. Application packets and deadlines are available on each campus. Fully completed application materials (including evidence of completion of all prerequisite courses) are due by the posted deadline, usually the first day of the quarter before admission (ex., first day of summer quarter for fall quarter program start). Incomplete or late applications will not be considered.

For Initial Licensure

For the BSN degree program for initial licensure, progression is also contingent upon completion of required assessment examinations. These examinations include:

1. Standardized achievement tests in course subjects as assigned.
2. Final pre-licensure examination. Students are required to obtain a minimum score on the pre-licensure examination. Students who fail to achieve the required minimum score must perform remediation activities and retest. Failure to achieve the required score within three attempts will delay program completion.
3. Math Competency Examinations. Students in quarters 1-3 must receive a score of 80 percent or higher on all math examinations. Students in Quarters 4-6 students must receive a score of 90 percent or higher on all math examinations. Quarter 7 students must receive a score of 100 percent on the math examination. A maximum of three opportunities are allowed to pass the math requirement each quarter. Failure to pass the math requirement will result in course failure and prevent progression in the nursing program.

A student on provisional status who does not satisfactorily complete the requirements for removing provisional status will be dismissed from the nursing program.

All applicants to the RN to BSN program must hold a current and unencumbered license in the state in which they are completing program requirements. Additionally, all BSN and RN to BSN applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional testing.

Assessment through Standardized Tests

Achievement Examinations and NCLEX-RN Preparation

The South University Nursing Faculty is committed to assisting students to achieve success on the National Council Licensing Examination-Registered Nurse (NCLEX-RN). Successful completion of this examination is required for entry into the practice of professional nursing. In addition to faculty prepared examinations, nursing students take a series of achievement examinations upon completion of the various courses in the nursing program to prepare for taking the NCLEX-RN. The examinations are used to measure student nursing knowledge, acquired nursing skills and competencies. Students failing to achieve the national average on any achievement test must provide evidence of remediation to their faculty advisors.

South University provides students with ample educational resources including library resources, CDs, DVDs, computer software programs, videotapes, audiotapes and access to a variety of nursing education websites such as atitesting.com. Students are required to attend NCLEX-RN review courses during the final quarter of the program.

ATI Policy

The following policy describes the use of the Assessment Technologies Inc. (ATI) Comprehensive Assessment and Review Program (CARP) as a component of admission, progression, and graduation in nursing program at South University. This policy has been developed to establish guidelines to prepare students for the NCLEX-RN licensure examination and to identify at-risk students. All students have the opportunity for review and remediation to enhance their success in the program and on NCLEX-RN after graduation.

1. Admission

The ATI Test of Essential Academic Skills (TEAS) is a requirement of the admission process. The TEAS is used to determine academic preparedness of pre-licensure nursing students in Reading, Math, Science, and English and Language Usage. Students must achieve a "Proficient" level to be considered for admission to the nursing program. Applicants are limited to testing twice within a 12 month period with a minimum of one month between testing.

2. Comprehensive ATI Program

Students have access to and are assigned to utilize the comprehensive ATI package. ATI Resources are listed below along with corresponding courses.

NSG3001 Introduction to the Profession of Nursing	Tutorial: ATI Nursing Getting Started: Steps to success *Practice Assessment: Self-assessment Inventory* *Achieve* • Test taking skills • Study Skills • Classroom Skills • Challenges for English as second Language (ESL) Students **Proctored Assessment**: *Critical Thinking Assessment*- Entrance:
NSG3008/NSG3011 Principles of Assessment Lab	Tutorial: *Dosage calculations* *Skills Modules: Adult Physical Assessment*
NSG3023 Fundamentals of Nursing	*Nurse Logic* - Beginning Student • Knowledge and Clinical Judgment • Nursing Concepts • Priority Setting Frameworks • Testing and Remediation • Preparing for Clinical Experiences Practice Assessments • Fundamentals A & B Tutorial: Learning System RN: • Targeted Medical-Surgical: Fluid, Electrolyte and Acid-Base
NSG3022 Pharmacotherapeutics I	Tutorial: Pharmacology Made Easy • Introduction to Pharmacology • The Neurological System (Parts 1 & 2) • Pain and Inflammation • The Cardiovascular System
NSG3032 Pharmacotherapeutics II	Tutorial: Pharmacology Made Easy • The Musculoskeletal System • The Respiratory System • The Hematologic System • The Gastrointestinal System • The Reproductive and Genitourinary System • The Endocrine System • The Immune System • Infection Pharmacology Practice Assessments A & B Tutorial: Learning System: RN: Pharmacology
NSG3033/NSG3037 Caring for Adults I	Targeted Medical Surgical Practice Assessments • Medical-Surgical: Cardiovascular and Hematology • Medical-Surgical: Endocrine • Medical-Surgical: Respiratory • Medical-Surgical: Oncology Tutorial: Learning System RN: (Same content as above)
NSG3044/NSG3046 Caring for	Targeted Medical Surgical Practice Assessments: • Medical-Surgical: Neurosensory

Adults II	• Medical-Surgical: Dermatological • Medical-Surgical: Gastrointestinal Tutorial: Learning System RN: (Same content as above)
NSG4052 Caring for Adults III	Nurse Logic-Advanced Student • Knowledge and Clinical Judgment • Nursing Concepts • Priority Setting Frameworks • Testing and Remediation • Preparing for Clinical Experiences Targeted Medical Surgical Practice Assessments • Medical-Surgical: Cardiovascular and Hematology • Medical-Surgical: Musculoskeletal • Medical-Surgical: Renal and Urinary
NSG4060 Caring for Adults IV	Targeted Medical Surgical Practice Assessments: • Perioperative Tutorial: Learning System RNL (same as above)
NSG3068/NSG3069/NSG4069 Caring for Diverse and Vulnerable Populations I	Practice Assessments: • Community Health Tutorial: Learning System RN: (same content as above)
NSG3042/NSG3047 Caring for Women and Neonates	Practice Assessments: • Maternal Newborn A & B Tutorial: Learning System RN: (same content as above)
NSG4050/NSG4056 Caring for Children	Practice Assessments: • Nursing Care of Children A & B Tutorial: Learning Sytem RN: (same content as above) *Skills Modules: Physical Assessment - Child*
NSG4058/NSG4062 Caring for Persons with Psychiatric/Mental Health Problems	Practice Assessments: • Mental Health A & B Tutorial: Learning System RN: (same content as above)
NSG4071 Transition into Professional Nursing	Tutorial: Learning System RN: Practice Tests: • Leadership Proctored Assessment: Critical Thinking Assessment – Exit

3. **ATI Testing**

A. Content Mastery Series

The ATI review and remediation Content Mastery Series is used as a component of formative and summative academic assessment in the BSN program. Students must provide documentation of completion of assigned non-proctored ATI Content Mastery and/or Targeted Medical Surgical Assessment Series exams with a score of 85% prior to taking proctored examinations. Practice exam results are administered with rationales disabled.

Students are required to take the Proctored Assessments listed below. A minimum score of Level 2 is the goal.

Course	**Exam**
NSG3023 Fundamentals of Nursing	Fundamentals

NSG3042/NSG3047 Caring for Women and Neonates	Maternal Newborn
NSG4050/NSG4056 Caring for Children	Nursing Care for Children
NSG4052 Caring for Adults III	Nutrition
NSG4050/NSG4056 Caring for Children	Nursing Care of Children
NSG4069 Caring for Diverse and Vulnerable Populations I	Community Health
NSG4060 Caring for Adults IV	Adult Medical Surgical
NSG4058/NSG4062 Caring for Psychiatric/Mental Health Problems	Mental Health
NSG4071 Transition in the Profession of Nursing	Leadership Comprehensive Predictor

ATI assessment activities are valued at 10% of the course grade in designated courses as indicated above. Grades will be assigned based upon the results of Proctored Assessment, first attempt.

- Level 3 100%
- Level 2 90%
- Level 1 or below level 1 60%
- Failure to submit remediation 0%

Students who achieve a Level 2 or 3 on the retake will receive an 80% for the ATI grade

B. Remediation

Remediation provides an opportunity for students to review, study and acquire additional knowledge. Remediation is intended to help students recover important information that was missed when taking the initial assessment.

Remediation is required for all ATI Practice and First Attempt proctored assessments. Remediation templates are available on the ATI student homepage. Students must utilize their test results to complete remediation. Content areas with a score equal to or less than 70% require remediation. Additionally, remediation may be completed on the ATI website under focused review. Faculty assign students with remediation activities based upon student test results.

Practice Assessments:

All practice assessments will be made available to students at the beginning of each quarter. Students are required to take both practice assessment tests and complete remediation for both practice assessments by the end of week seven in order to take the proctored assessment. Remediation will be completed based on first attempt on the practice assessments. Form B is to be completed by the end of week four and Form A is to be completed by the end of week seven, An overall score of 85% is required on both non-proctored assessments by the end of week seven. Rationales will be enabled after the first attempt for each practice assessment.

Proctored Assessments:

Proctored assessments will be administered week 9 or 10 of the quarter. Remediation is required for the Proctored Assessment regardless of the level achieved for any areas with a score less than 70%. Students are required to complete remediation for the Proctored Assessment prior to taking the final examination.

Retesting is required for any student not achieving a minimum grade of Level 2 on the proctored assessment. Retesting will take place during the week of final exams. A different test version will be utilized for retesting. Students who achieve a Level 2 or Level 3 on the second Proctored Assessment will receive an 80% for the ATI grade. A student not achieving a Level 2 on retesting is strongly encouraged to complete additional remediation. Remediation strategies may include but are not limited to the following:

ATI Active Learning Templates

- Review assessment results and determine appropriate template to use. Use the templates to perform detailed remediation of assessment content. Students may type into the template or print and handwrite. Completed remediation documents are to be submitted to the faculty member by the required due date.

Short Answer Remediation

- Individualized attention to those areas missed on a test can be addressed through short essays. To be considered remedial, a student must print out the ATI test results listing those items and topics missed. Using the review manuals provided by ATI, the student must then address each of the areas with a score less than 70%, writing a short paragraph discussing the essential content, and identifying the appropriate reference area in the book.

C. Comprehensive Predictor Exam

The proctored ATI RN Comprehensive Predictor Exam is a component of NSG4071. Students must pass the examination within two attempts during this course with a score commensurate with a 90% probability of passing NCLEX-RN on the first attempt. The first and second attempts must be completed by the scheduled deadline date. If student fails to achieve a 90% prediction to pass NCLEX on the first attempt, remediation will be required prior to the second attempt.

The faculty member will determine when the student is ready for re-testing.

The course grade assigned for meeting the 90% on Predictor (calculated as 10% of grade in NSG4071) is:

- First attempt meets 90% prediction level and submits any required remediation - 100% assigned as course grade
- Second attempt meets 90% prediction level and submits any required remediation - 80% assigned as course grade
- 90% prediction level not met and submits any required remediation – 60% assigned as course grade

- 4. **NCLEX-RN Reviews**

Two ATI NCLEX-RN reviews are provided for all nursing students.

1. ATI Live Campus Review

The Comprehensive Live NCLEX Review is an all-inclusive, live study session covering essential nursing content that aligns with the NCLEX test plan. Led by a master's-degreed nurse educator, the engaging, interactive format reviews all content areas and includes test-taking strategies, critical-thinking exercises and Q&A practice.

South University provides access to ATI live reviews on campus or students may be referred to an alternate location.

2. Virtual ATI Review

"The Virtual-ATI NCLEX review is an innovative, online partnership that provides a

12-week access to interactive online review resources to prepare nursing graduates for NCLEX success. The review is guided by a Master's-prepared nurse educator and is individualized to each graduate. The program directly aligns with the current NCLEX ® test plan, and takes place in an online classroom that provides access to a variety of on-demand resources including online learning activities, NCLEX test-taking strategies, content-based case studies, concept maps, NCLEX subscale-specific quiz questions, and alternate item format quiz questions that are all accessible by computer, tablet, and mobile devices." (ATI website).

- Students will begin the VATI during WEEK 6 of Quarter 7
- Participation and successful completion of VATI from the Beginning of the Review through Stage 4 will represent 10% of the NSG4071 course grade.
- Ongoing engagement is expected for the 45 days prior to graduation and post-graduation until the Green Light is achieved.
- Students may pay for an extension if more time is needed to complete the review.
- Students are advised to take the NCLEX within 3 weeks of receiving the Green Light.

Failure to comply with the ATI testing policy may result in a course failure.

Course Week /ATI Enrollment Week	Modules	Grade Percentage
Week6 ATI Week 1	Beginning Review Test Taking Strategies Module • Completing Survey • Online Classroom Orientation • Nurse Logic Advanced Assessments	20%
Week 7 ATI Week 2	Stage 1 - Fundamentals Module	20%
Week 8 ATI Week 3	Stage 2 - Pharmacology Module	20%
Week 9 &10 ATI Week 4 & 5	Stage 3- Medical- Surgical Module	20%
Week 11 ATI Week 6	Stage 4 - Maternal Newborn	20%
	Total Grade Possible	100%
Post-Graduation		
ATI Week 7	Nursing Care of Children Mental Health	75% Stage
ATI Week 8	Leadership	100% Stage

	Virtual-ATI Predictor Post-Predictor Review	
ATI Week 9 -12	Green Light Post-Green Light Review	Green Light
NCLEX within 3 weeks of ATI Course "Green Light"		

RN to MSN and RN to BSN Programs

Master's Degrees

Nursing (RN to MSN)***

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Savannah; and South University, Tampa.

The RN to Master of Science in Nursing program allows students with strong academic backgrounds to reduce the number of courses required in the undergraduate component of the program. Students substitute certain graduate courses for undergraduate nursing courses. The program includes integrated practica experience, didactic instruction, and a summative project to assess individual student learning outcomes.

Students who successfully complete all requirements of RN to Master of Science in Nursing program will be awarded both the Bachelor of Science in Nursing degree and the Master of Science in Nursing degree.

RN to Master of Science in Nursing***

Area I: General Education: 76 Credits

A transcript evaluation is completed for each student to transfer in up to 90 general education credits. For students to receive block transfer credit for General Education courses, they must meet the standard outlined in the General Education Transfer Credit policy.

Professional Development

- AHS1001 Medical Terminology *4 credit hours*
- ITS1000 Computer and Internet Literacy *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT1001 College Algebra I *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2058 Statistics *4 credit hours*

Natural Sciences

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*

Arts and Humanities (chose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- PSY1001 General Psychology *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

General Education Elective (Choose Two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*

- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- POL2076 American Government *4 credit hours*
- REL1001 World Religions *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Area II Foundation Requirements: 14 Credits

- BIO2070 Microbiology *4 credit hours*
  (must be taken concurrently with BIO2071 or BIO2073)
- BIO2071 Microbiology Lab *2 credit hours (online)*
  OR
- BIO2073 Microbiology Laboratory *2 credit hours (campuses)*
  (required for BSN; RN to BSN students ONLY can take either)
- CHM1010 General Chemistry *4 credit hours*
- NTR2050 Nutrition *4 credit hours*

Undergraduate Nursing (45 transfer credits + 36 credits from South University)

- NSG3007 Foundations for Professional Nursing *4 credit hours*
- NSG3029 Foundations of Nursing Research *4 credit hours*
- NSG3039 Information Management and Technology *4 credit hours*
- NSG4028 Concepts of Teaching and Learning *4 credit hours*
- NSG4029 Leadership in a Diverse Society *4 credit hours*
- NSG4055 Illness and Disease Management Across the Life Span *4 credit hours*
- NSG4067 Gerontological Nursing *4 credit hours*
- NSG4068 Trends in Healthcare Policy *4 credit hours*
- NSG4074 Health Promotion and Clinical Prevention *4 credit hours*

Graduate Nursing (Students must complete core credits and one specialization)

MSN Core: 20 Credits

- NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice *4 credit hours*
- NSG5002 Advanced Theoretical Perspectives for Nursing *4 credit hours*
- NSG5003 Advanced Pathophysiology *4 credit hours* **
- NSG6002 Health Policy and Health Promotion in Advanced Nursing Practice *4 credit hours*
- NSG6101 Nursing Research Methods *4 credit hours*

Specialization in Adult-Gerontology Primary Care Nurse Practitioner: 36 Credits for Specialization, 227 Total Credits for Program

Offered at South University, Online Programs.

- NSG6001 Advanced Nursing Practice I *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours*
- NSG6006 Pre-Specialty Evaluation *0 credit hours*
- NSG6020 Advanced Health and Physical Assessment *6 credit hours*
- NSG6021 Pre-Clinical Evaluation *0 credit hours **
- NSG6320 Practicum I: Adult Health - Adults and Gerontology *6 credit hours*
- NSG6330 Practicum II Adult Health: Women's Health *6 credit hours*
- NSG6340 Practicum III: Adult Health - Primary Care *6 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*
  **If the student receives a failing grade in NSG6021, the student must enroll in and pass the following two (2) credit hour course: NSG6022 Nurse Practitioner Enhancement.*

Specialization in Family Nurse Practitioner: 42 Credits for Specialization, 233 Total Credits for Program

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Richmond; South University, Savannah; and South University, Tampa.

- NSG6001 Advanced Nursing Practice I *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours*
- NSG6006 Pre-Specialty Evaluation *0 credit hours*
- NSG6020 Advanced Health and Physical Assessment *6 credit hours*
- NSG6021 Pre-Clinical Evaluation *0 credit hours **
- NSG6420 Practicum I: Family Health - Adult and Gerontology *6 credit hours*
- NSG6430 Practicum II: Family Health- Women's Health *6 credit hours*
- NSG6435 Practicum III: Family Health - Pediatrics *6 credit hours*
- NSG6440 Practicum IV: Family Health - Primary Care *6 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*
  ***If the student receives a failing grade in NSG2021, the student must enroll in and successfully pass the following two (2) credit course NSG6022 Nurse Practitioner Enhancement

Specialization in Nurse Administrator: 28 Credits for Specialization, 219 Total Credits for Program

Offered at South University, Online Programs.

- MHC6306 Human Resource Management in Healthcare Organizations *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours **
- NSG6601 Managing Complex Healthcare Systems *4 credit hours*
- NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations *4 credit hours*
- NSG6620 Practicum I: Quantitative Skills in Nursing Administration *4 credit hours*
- NSG6630 Practicum II: Qualitative Skills in Nursing Administration *4 credit hours*

- NSG6999 Graduate Project in Nursing *4 credit hours*

Specialization in Nurse Educator: 34 Credits for Specialization, 225 Total Credits for Program

Offered at South University, Online Programs.

- NSG6003 Teaching and Learning Strategies in Nursing *4 credit hours*
- NSG6005 Pharmacology *4 credit hours*
- NSG6020 Advanced Health and Physical Assessment *6 credit hours*
- NSG6102 Evaluation of Educational Outcomes in Nursing *4 credit hours*
- NSG6103 Curriculum Design and Evaluation in Nursing Education *4 credit hours*
- NSG6203 Practicum in Nursing Education I *4 credit hours*
- NSG6204 Practicum in Nursing Education II *4 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Specialization in Nursing Informatics: 28 Credits for Specialization, 219 Total Credits for Program

Offered at South University, Online Programs.

- MIS5010 Information Technology Infrastructure *4 credit hours*
- NSG6005 Advanced Pharmacology *4 credit hours **
- NSG6650 Introduction to Nursing Informatics *4 credit hours*
- NSG6652 Issues and Trends in Nursing Informatics *4 credit hours*
- NSG6670 Practicum I: Database Management in Nursing Informatics *4 credit hours*
- NSG6680 Practicum II: Project Management in Nursing Informatics *4 credit hours*
- NSG6999 Graduate Project in Nursing *4 credit hours*

Note(s):

***Students wishing to further develop their advanced practice skills should take NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, and NSG6005 Advanced Pharmacology. Students wishing to further develop their management, administration, and technology skills may take LEA5100 Leadership, Organization Theory and Change, LEA5130 Team Building and Group Dynamics, MIS5010 Information Technology Infrastructure and/or PMC6601 Foundations of Project Management in place of NSG5003, NSG6001 , and/or NSG6005. In all cases students should work closely with their Academic Advisors or Academic Counselors to select appropriate coursework that meets their career needs and course prerequisites.*

****South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.*

Bachelor's Degrees

RN to Bachelor of Science in Nursing (BSN)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; South University, Orlando Learning Site; South University, Virginia Beach; and South University, West Palm Beach.

The RN to BSN degree program at South University is designed to enhance the professional knowledge and employment scope for the licensed registered nurse. Concepts of nursing research and community health are key components of the curriculum. These educational experiences are designed to prepare professional nurses for practice today and well into the future. Graduates of the RN to BSN degree completion program meet the same program student learning outcomes whether in the on-campus BSN degree program or the online RN to BSN degree program.

Potential students must be comfortable with technology, self-motivated, able to solve problems independently, have good organizational skills, good writing skills, and are prepared to invest time to their studies in both the on ground and online nursing programs. Forty-five credit hours of nursing credit will be accepted toward the BSN degree based upon graduation from an accredited school of nursing.

Program Student Learning Outcomes

Graduates should be able to:

1. Provide nursing care in a multitude of settings with technical proficiency that integrates foundational, discipline specific and interdisciplinary knowledge essential for professional practice.
2. Integrate caring and concern for humanity with scientific knowledge to promote health and quality of life.
3. Utilize critical thinking skills to adapt to the challenges of nursing practice of today and the future.
4. Apply critical thinking skills in establishing priorities, delegating responsibility, and formulating decisions.
5. Utilize the nursing process to promote health and well-being in persons, families and communities.
6. Communicate effectively and collaboratively within nursing and other healthcare disciplines.
7. Provide comprehensive holistic care to persons, families and communities in any healthcare setting.
8. Collaborate with consumers and other health professionals to initiate improvements of healthcare and health promotion.
9. Model professional behavior by accepting responsibility and accountability for individual nursing practice, and for commitment to personal and professional growth.
10. Empower persons experiencing health challenges by providing education and promoting health and well-being.
11. Demonstrate professionalism by advocating for legal, ethical, financial and political issues involving healthcare.

RN to BSN: 180 Credits

Area I: General Education: 76 Credits

A transcript evaluation is completed for each student to transfer in up to 90 general education credits. For students to receive block transfer credit for General Education courses, they must meet the standard outlined in the General Education Transfer Credit policy.

Professional Development

- AHS1001 Medical Terminology *4 credit hours*

- ITS1000 Computer and Internet Literacy *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT1001 College Algebra I *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2058 Statistics *4 credit hours*

Natural Sciences

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- PSY1001 General Psychology *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

General Education Elective (Choose Two)

- BIO1020 Principles of Biology I *4 credit hours*
- BIO1021 Principles of Biology II *4 credit hours*
- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- MAT1500 College Mathematics *4 credit hours*
- MAT2000 Pre-Calculus *4 credit hours*
- MAT2101 Calculus I *4 credit hours*
- MAT2102 Calculus II *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- POL2076 American Government *4 credit hours*
- REL1001 World Religions *4 credit hours*
- SOC2010 Social Problems *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Area II Foundation Requirements: 14 Credits

- BIO2070 Microbiology *4 credit hours*
  (must be taken concurrently with BIO2071 or BIO2073)
- BIO2071 Microbiology Lab *2 credit hours (online)*
  OR
- BIO2073 Microbiology Laboratory *2 credit hours (campuses)*
  (required for BSN; RN to BSN students ONLY can take either)
- CHM1010 General Chemistry *4 credit hours*
- NTR2050 Nutrition *4 credit hours*

Nursing (45 transfer credits + 45 credits from South University): 90 Credits

- NSG3007 Foundations for Professional Nursing *4 credit hours*
- NSG3012 Principles of Assessment for RNs *4 credit hours*
- NSG3029 Foundations of Nursing Research *4 credit hours*
- NSG3039 Information Management and Technology *4 credit hours*
- NSG4028 Concepts of Teaching and Learning *4 credit hours*
- NSG4029 Leadership in a Diverse Society *4 credit hours*
- NSG4055 Illness and Disease Management Across the Life Span *4 credit hours*
- NSG4067 Gerontological Nursing *4 credit hours*
- NSG4068 Trends in Healthcare Policy *4 credit hours*

- NSG4074 Health Promotion and Clinical Prevention *4 credit hours*
- NSG4076 RN to Bachelor of Science in Nursing Capstone Synthesis *5 credit hours*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Public Health

Master's Degrees

Master of Public Health (MPH)

Offered at South University, Online Programs; and South University, Savannah.

The Master of Public Health (MPH) degree program at South University is a 56-credit program designed to educate students and working professionals about areas of critical importance to local, national, and international public health challenges. The MPH program is organized around a curriculum which consists of core competencies, principal courses, and a practicum experience. The core courses cover the five main areas of public health competencies. The principal courses are designed to cover a broad range of topics to help develop each student's knowledge, skills, and abilities in public health practice and to further develop the skillsets of working professionals in the public health field. Lastly the students take part in a practicum experience that synthesizes information learned throughout the program and as such should be taken as the last course in the program.

Program Student Learning Outcomes

Graduates should be able to:

1. Utilize core public health concepts in the areas of biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health.
2. Assess the public health conditions, including assets and deficiencies, of populations.
3. Demonstrate the ability to plan, implement, and evaluate programs and services designed to address public health conditions.
4. Employ an "ecological approach" to public health, with emphasis on the linkages and relationships among the multiple determinants of health to assure conditions that protect and promote the health of populations.
5. Analyze health disparities to design appropriate and culturally competent prevention and intervention strategies.
6. Apply theoretical knowledge in field-based settingsthat incorporates the eight competency domains for public health professionals:
7. Demonstrate skills in public health research and communication.
8. Apply critical thinking skills within the context of public health policy, practice, and research.

Master of Public Health Degree Program: 56 Credits

Core Courses: 20 Credits

- PHE5001 Social and Behavioral Aspects of Public Health *4 credit hours*
- PHE5005 Introduction to Health Services and Research *4 credit hours*
- PHE5010 Environmental and Occupational Health *4 credit hours*

- PHE5015 Principles of Epidemiology *4 credit hours*
- PHE5020 Biostatistical Methods *4 credit hours*

Principal Courses: 32 Credits

- PHE6201 Public Health Policy Research *4 credit hours*
- PHE6202 Program Planning and Evaluation *4 credit hours*
- PHE6203 Public Health Informatics *4 credit hours*
- PHE6210 Health Promotion and Disease Prevention *4 credit hours*
- PHE6220 Evidence-based Public Health Practice *4 credit hours*
- PHE6250 Case Studies in Public Health *4 credit hours*
- PHE6402 Public Health Law and Ethics *4 credit hours*
- PHE6404 Grant and Contract Proposal Writing in Public Health *4 credit hours*

Practicum Experience: 4 Credits

- PHE6980 Practicum in Public Health *4 credit hours*

Note(s)

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Bachelor's Degrees

Bachelor of Science in Public Health (BS)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Richmond; South University, Savannah; South University, Tampa; South University, Virginia Beach; and South University, West Palm Beach.

The Bachelor of Science in Public Health degree program is designed to provide students with the knowledge and practical skills required of a public health professional and advocate for population health. The curriculum is designed to provide a broad general education, strong foundation in the human health and disease sciences, and core areas of public health. The curriculum aligns with the competencies expected of a public health practitioner by providing courses in health communication, health disparities, legal and ethical issues, management of public health systems, and policy and research. Students develop the ability to apply core concepts to assess the health needs of diverse populations at the local, national and international levels, plan and evaluate programs, and communicate and advocate health promotion. Graduates are prepared to contribute to delivery of the essential services of public health in health agencies at the government or community-based level and in the private sector, continue to learn throughout their professional careers, and to pursue graduate study in public health and the health sciences.

Program Student Learning Outcomes

Graduates should be able to:

1. Explain and apply the basic concepts of public health including an historical perspective to the practice of public health at the local, national and global level.
2. Recognize the biological and chemical basis of human health and disease and utilize that knowledge as a foundation for promoting health and wellness across the lifespan.

3. Relate the interconnectedness among physical, social, biological and environmental factors to their impact on the health of individuals and communities and reasons for health disparities.
4. Evaluate the collection methods, source and quality of health information and data as it relates to individual and community health and the evidence based practice of public health at the local, national and global levels.
5. Compare and contrast various governmental and non-governmental healthcare agencies, organizations and systems in the United States and around the world and their role in individual and public health.
6. Describe how legislation, ethics and economics impact public health policy and the effects on both individual and population health.
7. Discuss the role of public health professionals in the health of populations by identifying the needs of a community and the development and evaluation of health education programs.
8. Identify and assess methods and communication strategies including social media and electronic technology for health education and promotion campaigns and develop plans for communicating public health specific information to a diverse population.
9. Apply the skills required to assess public health needs of a community or population at the local and global levels and plan, implement, and evaluate programs to meet those needs.

Bachelor of Science in Public Health: 182 Credits

Area I General Education Requirements: 68 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT2058 Statistics *4 credit hours*

Natural Sciences

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- ECO2071 Principles of Microeconomics *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Area II Major Foundation Requirements: 16 Credits

- AHS1001 Medical Terminology *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*
- NTR2050 Nutrition *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*

Area III Major Requirements: 98 Credits

Core

- BIO1020 Principles of Biology I *4 credit hours*
- BIO2015 Human Pathophysiology *4 credit hours*
- BIO2070 Microbiology *4 credit hours*
  (must be taken concurrently with BIO2071 Microbiology Lab or BIO2073 Microbiology Laboratory; BIO2073 is required for BSN students; RN to BSN students can take either)
- BIO2071 Microbiology Lab *2 credit hours (online)*
- BIO2073 Microbiology Laboratory *2 credit hours (campuses)*
- BIO3344 Principles of Genetics *4 credit hours*
- PHE2001 Introduction to Public Health *4 credit hours*
- HCM2005 Healthcare Delivery and Organization *4 credit hours*
- HSC2010 Medical Sociology *4 credit hours*
- HSC3002 Environmental Health *4 credit hours*
- HSC4010 Epidemiology and Disease Control *4 credit hours*
- HSC4021 Health Promotion and Wellness *4 credit hours*
- PHE3001 Legal and Ethical Issues in Public Health *4 credit hours*

- PHE3025 Research Methods in Public Health *4 credit hours*
- PHE3050 Public Health Policy *4 credit hours*
- PHE3070 Medical and Public Health Informatics *4 credit hours*
- PHE4015 Introduction to Global Health *4 credit hours*
- PHE4030 Foundation of Health Communication *4 credit hours*
- PHE4055 Public Health Planning and Evaluation *4 credit hours*
- PHE4070 Management and Administration of Public Health Systems *4 credit hours*
- PHE4120 Health Disparities and Minority Health *4 credit hours*
- PHE4200 Capstone in Public Health *4 credit hours*

Elective Pool (16 credits):

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

- BIO1021 Principles of Biology II *4 credit hours*
- BUS2023 Business Communications *4 credit hours*
- HCM3006 Healthcare Marketing and Strategy *4 credit hours*
- HCM3008 Health Information Management Systems *4 credit hours*
- HSC3004 Complementary and Alternative Health *4 credit hours*
- HCM3020 Managed Care *4 credit hours*
- HCM3030 Federal and State Healthcare Programs *4 credit hours*
- HSC4000 Contemporary Issues in Aging *4 credit hours*
- HSC4030 Women and Minority Health Issues *4 credit hours*
- HSC4040 Emergency and Disaster Management *4 credit hours*
- MAT3058 Statistics II *4 credit hours*
- UVC4000 Career Exploration Seminar *4 credit hours*

Note(s):

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Health Sciences

Bachelor's Degrees

Health Sciences (BS)

As of October 1, 2016, South University will no longer accept applications for entrance into the Bachelor of Science in Health Sciences program for all other locations.

The Bachelor of Science in Health Sciences degree program is designed to provide a firm foundation for competency development in health sciences or in public health that prepares graduates to seek entry-level employment in a range of positions in the healthcare industry. Such employment occurs at facilities including health practitioners' offices, hospitals, home healthcare services, outpatient care services, nursing care facilities, health insurance companies, and state and government healthcare programs. The program is designed to prepare students for graduate study and the recognition of the need and ability to engage in continued personal and professional growth in the healthcare field.

The Core Curriculum of the University which is completed in the first two years of the program is designed to provide students with a foundation in the humanities, mathematics and science. During the second two years, the curriculum provides for a broad focus on essential business knowledge, the evolving healthcare delivery system in the United States, and knowledge development and utilization in the health sciences.

The specialization in Public Health provides the educational underpinnings needed for entry-level positions in the Public Health profession. A variety of career paths exists for students completing the specialization in Public Health. While a portion of these students may obtain employment within for-profit entities, other individuals would likely seek entry-level employment within the public and not-for-profit sectors for which knowledge of and skills in Public Health are important. The emphasis on specialized knowledge in Public Health at the upper division level allows for a compelling educational pathway from the undergraduate program in Health Science to graduate study, either at the master's level or doctoral level, in Public Health. The specialization is designed to provide beginning application skills, in the areas of policy, planning and evaluation, management and administration, and healthcare law.

After successful completion of the Health Sciences program, students receive a Bachelor of Science in Health Science degree. Completion of the first two years of the BS in Health Science degree program may provide students with the required prerequisite courses to apply for professional programs such as the Bachelor of Science in Nursing degree program. However, admission to these programs is competitive at most institutions (including South University) and is not guaranteed. Students interested in transferring credit must consult with the institution that they wish to attend in order to determine if and under what circumstances courses will transfer. This consultation should occur before taking the courses. Please be aware that some institutions will not accept online science and laboratory courses for transfer credit.

Program Student Learning Outcomes

Graduates should be able to:

1. Utilize the principles and theories of the natural, social, behavioral, and health sciences to serve as competent and considerate healthcare professionals.
2. Demonstrate effective and culturally sensitive written, oral and interpersonal communication skills with individuals, groups and peers in a variety of healthcare settings.
3. Apply exemplary ethical and professional behaviors in various healthcare positions and organizations.
4. Apply creative and critical thinking skills to identify, explore, and develop alternative solutions for a range of healthcare delivery system issues and challenges.
5. Effectively search, analyze and report on healthcare related data through the application of information technology and health management information systems.

6. Effectively apply organizational and management skills that incorporate knowledge of the political, financial, economic, and public health issues which impact the healthcare delivery system.

Upon completion of the Bachelor of Science in Health Sciences with a specialization in Public Health, graduates should be able to:

7. Describe the interaction between resource management, organizational theory, marketing and public policy to safeguard and sustain the public health of individuals and populations.
8. Apply principles of public health planning collaboratively with health service providers, policy makers, and healthcare consumers in the implementation and evaluation of health promotion programs.
9. Analyze current and emerging issues facing the health of diverse communities and populations.
10. Critically evaluate public health research questions to proactively develop and design innovative healthcare programs.
11. Prepare for continued studies in advanced Public Health degree programs.

Bachelor of Science in Health Sciences: 182 Credits

Area I General Education Requirements: 68 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT1001 College Algebra I *4 credit hours*
- MAT1005 College Algebra II *4 credit hours*
- MAT2058 Statistics *4 credit hours*

Natural Sciences

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*

Arts and Humanities (choose two)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- PHI2301 Introduction to Philosophy *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences

- ECO2071 Principles of Microeconomics *4 credit hours*
- PSY1001 General Psychology *4 credit hours*
- SOC1001 Introduction to Sociology *4 credit hours*

Area II Major Foundation Requirements: 16 Credits

- AHS1001 Medical Terminology *4 credit hours*
- CHM1010 General Chemistry *4 credit hours*
- NTR2050 Nutrition *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*

Area III Major Requirements: 98 Credits

Core

- BIO2015 Human Pathophysiology *4 credit hours*

- BIO2070 Microbiology *4 credit hours*
  (must be taken concurrently with BIO2071 Microbiology Lab or BIO2073 Microbiology Laboratory)

- BIO2071 Microbiology Lab *2 credit hours (online)*
  (required for BSN; RN to BSN students ONLY can take either)
  OR
- BIO2073 Microbiology Laboratory *2 credit hours (campuses)*

- BIO3344 Principles of Genetics *4 credit hours*
- HCM2005 Healthcare Delivery and Organization *4 credit hours*
- HSC2010 Medical Sociology *4 credit hours*
- HSC3000 Ethics in Healthcare *4 credit hours*
- HCM3030 Federal and State Healthcare Programs *4 credit hours*
- HSC4010 Epidemiology and Disease Control *4 credit hours*

- HSC4021 Health Promotion and Wellness *4 credit hours*
- HSC4030 Women and Minority Health Issues *4 credit hours*
- HSC4060 Working with Healthcare Professionals *4 credit hours*

Choose two courses from the following:

- HSC3002 Environmental Health *4 credit hours*
- HSC4000 Contemporary Issues in Aging *4 credit hours*
- HSC4040 Emergency and Disaster Management *4 credit hours*

Elective Pool (five courses or 20 credit hours)

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Recommended electives include:

- ECO2072 Principles of Macroeconomics *4 credit hours*
- HCM3002 Economics of Healthcare *4 credit hours*
- HSC3002 Environmental Health *4 credit hours*
- HSC3004 Complementary and Alternative Health *4 credit hours*
- HCM3010 Long-Term Care *4 credit hours*
- HSC3015 Behavioral Health *4 credit hours*
- HCM3020 Managed Care *4 credit hours*
- HSC3070 Medical Informatics *4 credit hours*
- HSC4000 Contemporary Issues in Aging *4 credit hours*
- HSC4040 Emergency and Disaster Management *4 credit hours*
- MGT3045 Human Resources Management *4 credit hours*
- PHE2001 Introduction to Public Health *4 credit hours*
- PHE3025 Research Methods in Public Health *4 credit hours*
- PHE3050 Public Health Policy *4 credit hours*
- PHE4055 Public Health Planning and Evaluation *4 credit hours*
- PHE4070 Management and Administration of Public Health Systems *4 credit hours*
- PHE4095 Special Topics in Public Health *4 credit hours*

Specializations (choose one): 24 Credits

Generalist Track

- HCM3002 Economics of Healthcare *4 credit hours* *
- HSC3004 Complementary and Alternative Health *4 credit hours*

- HCM3010 Long-Term Care *4 credit hours*
- HSC3015 Behavioral Health *4 credit hours*
- HCM3020 Managed Care *4 credit hours*
- HSC3070 Medical Informatics *4 credit hours*

Note(s):

** Requires a prerequisite must be selected as an elective.*

Public Health

- PHE3025 Research Methods in Public Health *4 credit hours*
- PHE3001 Legal and Ethical Issues in Public Health *4 credit hours*
- PHE3050 Public Health Policy *4 credit hours*
- PHE4055 Public Health Planning and Evaluation *4 credit hours*
- PHE4070 Management and Administration of Public Health Systems *4 credit hours*
- PHE4095 Special Topics in Public Health *4 credit hours*

Note(s):

South University, Online Program offerings may not be available to residents of all states. Please contact an admissions representative for further information.

Associate Degrees

Allied Health Science (AS)

Effective January 1, 2017 South University is no longer accepting applications for the Associate of Science in Allied Health Sciences

The Associate of Science in Allied Health Sciences degree program is designed to expose students to a broad education in general studies combined with an emphasis on life science subjects such as anatomy and physiology, chemistry, nutrition, and pathophysiology. It offers students interested in health careers a knowledge base from which they may achieve their professional goals. Students within this program may consider entry into the Bachelor of Science in Health Sciences or other professional programs upon graduation.

Program Student Learning Outcomes

Graduates should be able to:

1. Utilize the principles and theories of the natural, social, behavioral, and health sciences to serve as competent and considerate healthcare professionals.
2. Demonstrate effective and culturally sensitive written, oral and interpersonal communication skills with individuals, groups and peers in a variety of healthcare settings.
3. Apply exemplary ethical and professional behaviors in various healthcare positions and organizations
4. Apply creative and critical thinking skills to identify, explore, and develop alternative solutions for a range of healthcare delivery system issues and challenges.

5. Effectively search, analyze and report on healthcare related data through the application of information technology and health management information systems.

Associate of Science in Allied Health Sciences: 90 Credits

Area I General Education Requirements: 40 Credits

Professional Development

- ITS1000 Computer and Internet Literacy *4 credit hours*
- UVC1000 Strategies for Success *4 credit hours*

Basic Communications

- ENG1100 Composition I *4 credit hours*
- ENG1200 Composition II *4 credit hours*
- ENG1300 Composition III *4 credit hours*
- SPC1026 Public Speaking *4 credit hours*

Mathematics and Statistics

- MAT1005 College Algebra II *4 credit hours* (MAT 1001 is the pre-req.)

Natural Sciences

- CHM1010 General Chemistry *4 credit hours*

Arts and Humanities (choose one)

- ENG2002 World Literature I: From the Ancient World to the Middle Ages *4 credit hours*
- ENG2003 World Literature II: From Enlightenment to Modernity *4 credit hours*
- ENG2011 Introduction to American Literature: 1865 to present *4 credit hours*
- HIS1101 U.S. History I: Colonial to 1865 *4 credit hours*
- HIS1102 U.S. History II: 1865 to Present *4 credit hours*
- HUM1001 History of Art through the Middle Ages *4 credit hours*
- HUM1002 History of Art from the Middle Ages to Modern Times *4 credit hours*
- HUM2101 World Civilization I: Prehistory to 1500 C.E. *4 credit hours*
- HUM2102 World Civilization II: 1500 to Present *4 credit hours*
- REL1001 World Religions *4 credit hours*

Social and Behavioral Sciences (choose one)

- ECO2071 Principles of Microeconomics *4 credit hours*
- ECO2072 Principles of Macroeconomics *4 credit hours*
- POL2076 American Government *4 credit hours*

- SOC1001 Introduction to Sociology *4 credit hours*
- SOC2010 Social Problems *4 credit hours*

Area II Foundation Requirements: 20 Credits

- AHS1001 Medical Terminology *4 credit hours*
- MAT2058 Statistics *4 credit hours*
  Choose one additional Mathematics (MAT) course (4 credits) other than MAT1005 College Algebra II or MAT2058 Statistics.
- PHI2301 Introduction to Philosophy *4 credit hours*
- PSY1001 General Psychology *4 credit hours*

Area III Major Requirements: 30 Credits

- BIO1011 Anatomy and Physiology I *4 credit hours*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab *2 credit hours*
- BIO1013 Anatomy and Physiology II *4 credit hours*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab *2 credit hours*
- BIO2015 Human Pathophysiology *4 credit hours*
- BIO2070 Microbiology *4 credit hours*
  (must be taken concurrently with BIO2071 Microbiology Lab or BIO2073 Microbiology Laboratory)

- BIO2071 Microbiology Lab *2 credit hours (online)*
  (required for BSN; RN to BSN students ONLY can take either)
  OR
- BIO2073 Microbiology Laboratory *2 credit hours (campuses)*

- NTR2050 Nutrition *4 credit hours*
- PSY2022 Human Growth and Development *4 credit hours*

Note(s):

South University, Online Program Offerings may not be available to residents of all states. Please contact an admissions representative for further information.

College of Theology

Purpose

The purpose of the College of Theology is to equip graduates of all faith traditions to seek entry as ministry practitioners through advanced practical theology and ministry studies in a variety of settings, including local churches, parachurch organizations, institutions, the community, and the marketplace. The College is non-denominational and rooted in the Christian tradition, and shares the University's vision of contributing to human flourishing through educating graduates who care for the whole person. Drawing on the resources of the University, it offers practice-oriented education that prepares men and women to provide leadership in ministry and spiritual care.

Theological Position

South University is a private university and does not consider itself to be a faith-based institution. The University does seek to offer, however, a broad-based approach to learning that can and should offer religious and theological perspective and provide academically rigorous professional education for those who provide spiritual care in their faith communities and in public institutions. Accordingly, the College of Theology does not use a statement of faith or other religious test as a criterion of admissions for students or for hiring faculty and staff. Students from all religious traditions (and none) are welcome to enroll in the program. At the same time, the College considers the Nicene Creed to be the theological benchmark by which students, faculty and staff may better understand the perspective of the College and its programs.

Ministry

Doctor of Ministry

Doctor of Ministry * (D.Min.)

Offered at South University, Austin; South University, Cleveland; South University, Columbia; South University, High Point; South University, Montgomery; South University, Novi; South University, Online Programs; South University, Orlando Learning Site; South University, Richmond; South University, Savannah; South University, Tampa; and South University, West Palm Beach.

The Doctor of Ministry degree at South University is a 96 credit hour program and is designed to be the first-professional degree to prepare ministry practitioners to seek or advance in vocational or bi-vocational ministry. The program can help to develop a student's understanding of the nature and purpose of ministry, enhance the student's competencies in ministry skills, and promote the student's growth in spiritual maturity.

The Doctor of Ministry (D.Min.) degree program at South University is designed to equip ministry practitioners to provide ministry leadership and spiritual care in the following roles:

- Pastors, ministry staff, and lay ministers in local churches/parishes
- Program staff leaders in parachurch organizations
- Chaplains and spiritual care coordinators in a variety of institutional settings
- Program staff leaders in non-profit service agencies, community development, advocacy and justice ministries
- Social entrepreneurs pursuing business as mission, and commercial and industrial chaplaincy

Program Student Learning Outcomes

Graduates will be able to:

1. Articulate a biblically informed and theologically reasoned understanding of ministry that is consistent with the student's faith tradition and the needs of the student's chosen vocational context.
2. Explain the nature of the practice of ministry and exhibit a commitment to its ethical and professional expectations appropriate to the context
3. Display knowledge of the nature and causes of interpersonal conflict and strategies to resolve disputes and achieve resolution and reconciliation among parties in ministry settings.
4. Formulate an awareness of the diversity found in ministry, and an ability to work effectively with differences of religious beliefs (or none), denominational differences, racial and ethnic differences, generational differences and gender differences.
5. Acquire the specific skills required for competent practice of ministry in a variety of settings.

6. Engage complex issues and problems of ministry settings and demonstrate the capacity to design and implement strategies to successfully overcome and/or resolve them.

The Standard Track of the D.Min. program is designed for students seeking to prepare for vocational or bi-vocational ministry. Foundational courses provide an introduction and overview to the various disciplines required for effective ministry leadership. Ministry skills courses, advanced ministry studies courses, and the final project further integrate biblical and theological perspectives into the practice of ministry. Students can have the opportunity to gain lifelong learning skills that will enable them to continue their personal, intellectual and professional growth.

The Advanced Track of the D.Min. program is designed for students who have completed a graduate degree or a significant amount of coursework in biblical, theological, and ministry studies, and who are currently engaged in vocational ministry. Students in the Advanced Ministry Study can further develop their understanding of the nature and purpose of ministry, enhance their ministry skills, and continue their growth in spiritual maturity.

Doctor of Ministry Standard Track: 96 Credits

Orientation: 8 Credits

- MIN7000 Learning Skills for Ministry *4 credit hours*
- MIN7001 Academic Writing *4 credit hours*

Foundation: 28 Credits

- MIN7010 Biblical Interpretation *4 credit hours*
- MIN7011 Old Testament Context and Theology *4 credit hours*
- MIN7012 New Testament Context and Theology *4 credit hours*
- MIN7020 Theology Survey *4 credit hours*
- MIN7040 World Religions *4 credit hours*
- MIN7050 Christian Spiritual Formation *4 credit hours*
- MIN7060 Diversity in Ministry *4 credit hours*

Ministry Skills: 28 Credits

- MIN7051 Community and Discipleship *4 credit hours*
- MIN7061 Leadership and Management in Ministry *4 credit hours*
- MIN7062 Communication Skills for Ministry *4 credit hours*
- MIN7063 Conflict Mediation and Reconciliation *4 credit hours*
- MIN7080 Introduction to Pastoral Counseling *4 credit hours*

Choose one of the following sequences:

- MIN7590 Ministry Practicum I *4 credit hours*
- MIN7690 Ministry Practicum II *4 credit hours*
  Or
- MIN7591 Clinical Pastoral Education, Level 1A *4 credit hours*
- MIN7691 Clinical Pastoral Education, Level 1B *4 credit hours*
  Or
- MIN7592 Clinical Pastoral Education, Level 2A *4 credit hours*

- MIN7692 Clinical Pastoral Education, Level 2B *4 credit hours*

Advanced Ministry Study: 20 Credits

- MIN7560 Person and Practice of Ministry *4 credit hours*
  Choose four additional courses from the following:
- MIN7110 Biblical and Theological Perspectives on Health and Wholeness *4 credit hours*
- MIN7160 Ministry in the Local Church *4 credit hours*
- MIN7161 Ministry in Institutional Settings *4 credit hours*
- MIN7181 Lifespan Development *4 credit hours*
- MIN7561 Theology, Death and Dying *4 credit hours*
- MIN7562 Homiletics *4 credit hours*
- MIN7563 Ministry with Disabled Persons *4 credit hours*
- MIN7565 Principles and Practice of Worship *4 credit hours*
- MIN7580 Ministry with Families *4 credit hours*

Final Project 12 credits

- MIN7500 Theology and Research in Ministry *4 credit hours*

Choose one of the following sequences:

Dissertation

- MIN8000 Dissertation I *4 credit hours*
- MIN8100 Dissertation I Extension A *0 credit hours*
- MIN8200 Dissertation I Extension B *0 credit hours*
- MIN8300 Dissertation I Extension C *0 credit hours*
- MIN8010 Dissertation II *4 credit hours*
- MIN8110 Dissertation II Extension A *0 credit hours*
- MIN8210 Dissertation II Extension B *0 credit hours*
- MIN8310 Dissertation II Extension C *0 credit hours*

Or

Ministry Project

- MIN8001 Ministry Project I *4 credit hours*
- MIN8101 Ministry Project I Extension A *0 credit hours*
- MIN8201 Ministry Project I Extension B *0 credit hours*
- MIN8301 Ministry Project I Extension C *0 credit hours*
- MIN8011 Ministry Project II *4 credit hours*
- MIN8111 Ministry Project II Extension A *0 credit hours*
- MIN8211 Ministry Project II Extension B *0 credit hours*
- MIN8311 Ministry Project II Extension C *0 credit hours*

Or

Supervisory Clinical Pastoral Education

- MIN8002 Supervisory Clinical Pastoral Education I *4 credit hours*
- MIN8102 Supervisory Clinical Pastoral Education I Extension A *0 credit hours*
- MIN8202 Supervisory Clinical Pastoral Education I Extension B *0 credit hours*
- MIN8302 Supervisory Clinical Pastoral Education I Extension C *0 credit hours*

- MIN8012 Supervisory Clinical Pastoral Education II *4 credit hours*
- MIN8112 Supervisory Clinical Pastoral Education II Extension A *0 credit hours*
- MIN8212 Supervisory Clinical Pastoral Education II Extension B *0 credit hours*
- MIN8312 Supervisory Clinical Pastoral Education II Extension C *0 credit hours*
  **Opportunities to pursue Clinical Pastoral Education (CPE) are a unique feature of the D.Min. program. CPE Level I or Level II fulfills the ministry practicum requirement; students who have completed CPE Level II (4 credit hours) may elect to use Supervisory CPE for their final project if they have been accepted into a supervisory clinical pastoral education program.*

Doctor of Ministry Advanced Track: 96 Credits

Advanced standing credit is determined based on student's previous college work providing 56 credit hours of transfer credit.

Advanced Standing Credit: 56 Credits

Orientation: 8 Credits

- MIN7000 Learning Skills for Ministry *4 credit hours*
- MIN7001 Academic Writing *4 credit hours*

Foundation: 4 Credits

- MIN7060 Diversity in Ministry *4 credit hours*

Ministry Skills: 4 Credits

- MIN7063 Conflict Mediation and Reconciliation *4 credit hours*

Advanced Ministry Study: 12 Credits

- MIN7560 Person and Practice of Ministry *4 credit hours*
  Electives
  Choose two electives from the following:
- MIN7110 Biblical and Theological Perspectives on Health and Wholeness *4 credit hours*
- MIN7160 Ministry in the Local Church *4 credit hours*
- MIN7161 Ministry in Institutional Settings *4 credit hours*
- MIN7181 Lifespan Development *4 credit hours*
- MIN7561 Theology, Death and Dying *4 credit hours*
- MIN7563 Ministry with Disabled Persons *4 credit hours*

Final Project: 12 Credits

- MIN7500 Theology and Research in Ministry *4 credit hours*

Choose one of the following sequences:

Dissertation

- MIN8000 Dissertation I *4 credit hours*
- MIN8100 Dissertation I Extension A *0 credit hours*
- MIN8200 Dissertation I Extension B *0 credit hours*
- MIN8300 Dissertation I Extension C *0 credit hours*
- MIN8010 Dissertation II *4 credit hours*
- MIN8110 Dissertation II Extension A *0 credit hours*
- MIN8210 Dissertation II Extension B *0 credit hours*
- MIN8310 Dissertation II Extension C *0 credit hours*

OR

Ministry Project

- MIN8001 Ministry Project I *4 credit hours*
- MIN8101 Ministry Project I Extension A *0 credit hours*
- MIN8201 Ministry Project I Extension B *0 credit hours*
- MIN8301 Ministry Project I Extension C *0 credit hours*
- MIN8011 Ministry Project II *4 credit hours*
- MIN8111 Ministry Project II Extension A *0 credit hours*
- MIN8211 Ministry Project II Extension B *0 credit hours*
- MIN8311 Ministry Project II Extension C *0 credit hours*

Or

Supervisory Clinical Pastoral Education

- MIN8002 Supervisory Clinical Pastoral Education I *4 credit hours*
- MIN8102 Supervisory Clinical Pastoral Education I Extension A *0 credit hours*
- MIN8202 Supervisory Clinical Pastoral Education I Extension B *0 credit hours*
- MIN8302 Supervisory Clinical Pastoral Education I Extension C *0 credit hours*
- MIN8012 Supervisory Clinical Pastoral Education II *4 credit hours*
- MIN8112 Supervisory Clinical Pastoral Education II Extension A *0 credit hours*
- MIN8212 Supervisory Clinical Pastoral Education II Extension B *0 credit hours*
- MIN8312 Supervisory Clinical Pastoral Education II Extension C *0 credit hours*

**Opportunities to pursue Clinical Pastoral Education are a unique feature of the D.Min. program. CPE Level 1 or Level 2 fulfills the ministry practicum requirement; students who have completed CPE Level 2 (4 units) may elect to use Supervisory CPE for their final project if they have been accepted into a program.*

Note(s):

This online program may not be available to residents of all states. Please contact an admissions representative for further information.

School of Pharmacy

Doctor of Pharmacy (PharmD)

Offered a South University, Columbia; and South University, Savannah

South University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, - 135 South LaSalle Street, Suite 4100, Chicago, IL 60603. TEL (312) 664-3575 , FAX (312) 664-4652, www.acpeaccredit.org. The South University's Doctor of Pharmacy program is one of four Schools of Pharmacy in the state of Georgia and one of a few ACPE-accredited Doctor of Pharmacy degree programs in the country to offer an enhanced curriculum.

School of Pharmacy Mission Statement

To prepare pharmacists for life-long learning in the practice of collaborative patient-centered care, and promote excellence in teaching, scholarship and service.

Accelerated Program

One of only a limited number of accelerated Doctor of Pharmacy Degree programs nationwide through full-time continuous enrollment, South University provides four academic years of study within three calendar years. After being accepted to the South University School of Pharmacy, students begin a 12-quarter schedule.

Curriculum

The carefully structured curriculum is designed to prepare graduates for high standards of contemporary pharmacy practice as well as the evolution of the profession.

Teaching Method

In a setting of collaborative learning and teamwork, the program interrelates the basic sciences and practice.

Technology and Facilities

The South University School of Pharmacy offers personalized and technical instructional delivery utilizing industry-standard equipment and facilities.

The role of pharmacists in the medical field is changing and evolving to meet the demands of the profession and society. The Doctor of Pharmacy degree program's curriculum at South University is structured to produce graduates who can adapt to the profession's changes while also maintaining high standards of pharmacy practice. South University's progressive curriculum is designed to incorporate technology in addition to a traditional classroom setting.

South University Campus and Affiliations with Healthcare Facilities

The South University School of Pharmacy in Savannah is a 40,000-square-foot, freestanding, facility designed specifically to house a modern pharmacy school. The building provides instructional, laboratory, and office facilities for pharmacy students, faculty and administrators. This facility also provides two large modern lecture halls and an adequate number of small classrooms to facilitate small group instruction.

A General Purpose Laboratory is located in the building. This laboratory includes rooms for patient counseling practice and teaching physical assessment. All rooms have videotape/playback capabilities. In addition, a sterile products room and a model pharmacy are available. This practice laboratory accommodates up to 34 students per class, and is designed to emulate real practice settings as well as to provide maximum use in the academic program. There is also a 32-station Analytical Chemistry

Laboratory that is used for chemistry, pharmaceutics, and professional laboratory courses. A Drug Information Center on the first floor provides an active learning center in the School of Pharmacy.

Practice sites have been recruited to support the experiential component of the curriculum. Early activity will be focused on the introductory practice experiences. Students will be precepted at sites in all three phases of practice experience: introductory, intermediate and advanced. Experiential sites will include, but not be limited to, chain and independent community pharmacies, teaching and community hospitals, long term care facilities, managed care facilities, pharmaceutical companies, home infusion therapy companies, regulatory agencies, family practice clinics and a veterinary hospital, among others.

On June 14, 2010, South University opened the doors to the second campus offering the Doctor of Pharmacy degree program. The School of Pharmacy occupies a new building in Columbia, SC, on the existing South University campus. The building is complete with a pharmacy practice lab, mock pharmacy and patient assessment labs affording students the opportunity to develop dispensing, compounding, intravenous admixture and patient assessment/counseling skills. The laboratory in Columbia accommodates 48 students and is a complete practice and chemistry laboratory in one. An onsite Drug Information Center provides information to consumers and healthcare professionals as well as serves as an advanced rotation site for students.

The South University, Columbia faculty, in conjunction with the South University, Savannah faculty, are a combination of professionals who enable South University to utilize Tandberg distance education, and other modern technologies in combination with live instruction, and who provide the pharmacy education required for students to develop the professional skills to serve patients.

South University has developed a program that is visionary in its approach to educating Pharmacy students, with a carefully structured curriculum designed to prepare graduates for both high standards of contemporary pharmacy practice and the evolution of the profession. At South University, we have integrated Medicinal Chemistry, Pharmacology, and Therapeutics into one combined continuing course sequence developed in full collaboration by science and practice faculty. The resulting efficiency allows a rigorous comprehensive didactic component in a curriculum that contains 12 months of full-time rotations using an accelerated, full-time 12-quarter schedule designed to deliver four academic years in three calendar years.

Program Student Learning Outcomes:

Domain 1: Foundational Knowledge

1.1. Apply principles of chemistry, biochemistry, and pharmacology to medication safety and efficacy.

1.2. Apply the principles of pharmaceutical science and calculations to drug design and drug delivery systems.

1.3 Apply pharmacokinetic, pharmacodynamic, and pharmacogenomic principles to therapeutic strategies.

1.4 Compare and contrast the physiology and biochemistry of normal body system function to that of abnormal function.

1.5 Critically analyze literature related to drugs and diseases to enhance clinical decision-making.

Domain 2: Essentials for Practice and Care

2.1. Collect subjective and objective patient information to identify medication and medical-related problems.

2.2. Assess and analyze information to determine effectiveness of therapy, identify problems, and prioritize needs to achieve optimal patient care.

2.3. Design an individual patient-centered care plan in collaboration with the patient and other health care professionals that is evidence-based and cost-effective to maximize desired effects.

2.4. Implement the care plan in collaboration with the patient, caregiver, and other healthcare professionals.

2.5. Follow-up and monitor the care plan to evaluate its effectiveness and modify the plan as needed.

Domain 3: Approach to Practice and Care of Individual Patients

3.1 Demonstrate accurate, safe, and time-sensitive preparation, dispensing, and administration of pharmaceuticals.

3.2 Manage pharmacy resources to optimize pharmacotherapy outcomes for individual patients.

3.3 Educate patients and health care providers.

Domain 4: Approach to Practice and Care of Populations

4.1 Demonstrate skills needed to participate in, or provide, preventive services.

4.2 Apply research processes to ensure informed decision-making.

Personal and Professional Development

5.1 Examine personal attributes that may enhance or limit personal and professional growth.

5.2 Demonstrate responsibility for creating and achieving shared goals, regardless of organizational position.

5.3 Engage in innovative and creative methods to accomplish goals.

5.4 Demonstrate professional citizenship in the delivery of patient care, distribution of medications, and the promotion of wellness and disease prevention.5.5 Advocate for the profession and patients.

5.6 Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

5.7 Demonstrate problem solving skills including the ability to think critically, exercise professional judgment, and articulate and defend a decision.

5.8 Exhibit behaviors and values that are consistent with the trust bestowed to the profession by patients, other healthcare providers, and society.

5.9 Demonstrate knowledge of, and compliance with, federal and state laws/regulations governing the practice of pharmacy.

Create Value for Stakeholders of the Health Care System

6.1 Demonstrate the ability to create a business plan and/or strategy to launch a new service, product, or business line or improve an existing one.

6.2 Demonstrate the ability to apply performance improvement strategies to monitor the quality of a service, product, or business.

6.3 Demonstrate the ability to apply business and financial management tools to monitor the performance of a service, product, or business.

Doctor of Pharmacy Degree Program Curriculum and Courses: 220.5 Credits

1st Quarter (Summer Quarter) 18 Credits

- PHA3101 Biochemistry I *3 credit hours*
- PHA3113 Pathophysiology I *5 credit hours*
- PHA3118 Introduction to Medicinal Chemistry *4 credit hours*
- PHA3119 Professional Practice and Informatics *2 credit hours*
- PHA3127 Pharmaceutical Calculations *3 credit hours*
- PHA3145 Integrated Pharmacy Skills Laboratory I *1 credit hour*

2nd Quarter (Fall Quarter) 17.5 Credits

- PHA3102 Biochemistry II *3 credit hours*
- PHA3114 Pathophysiology II *4 credit hours*
- PHA3116 Pharmaceutics I *4 credit hours*
- PHA3136 Integrated Pharmacy Skills Laboratory II *2 credit hours*
- PHA3150 Health Care Systems *2 credit hours*
- PHA3152 Communications *2.5 credit hours*

3rd Quarter (Winter Quarter) 18 Credits

- PHA3109 Microbiology/Immunology *5 credit hours*
- PHA3110 Molecular Biology *3 credit hours*
- PHA3117 Pharmaceutics II *2 credit hours*
- PHA3124 Pharmacotherapy I *2 credit hours*
- PHA3137 Integrated Pharmacy Skills Laboratory III *2 credit hours*
- PHA3162 Integrated Sequence I *4 credit hours*

4th Quarter (Spring Quarter) 18 Credits

- PHA4212 Pharmacokinetics I *4 credit hours*
- PHA4225 Pharmacotherapy II *3 credit hours*
- PHA4238 Integrated Pharmacy Skills Laboratory IV *1 credit hour*
- PHA4254 Pharmacy Law/Ethics *2 credit hours*
- PHA4264 Integrated Sequence II - Infectious Disease *5 credit hours*
- PHA4265 Integrated Sequence III - Inflammation *3 credit hours*

5th Quarter (Summer Quarter) 16 Credits

- PHA4280 Community Professional Practice Experience *8 credit hours*
- PHA4281 Institutional Professional Practice Experience *8 credit hours*

6th Quarter (Fall Quarter) 18 Credits

- PHA4228 Pharmacokinetics II *3 credit hours*
- PHA4236 Leadership and Advocacy *1 credit hour*
- PHA4335 Clinical Epidemiology and Biostatics *3 credit hours*
- PHA4367 Integrated Sequence IV - Autonomics *5 credit hours*
- PHA4368 Integrated Sequence V - GI/Hepatic Therapeutics *3 credit hours*
  Elective *3 credit hours*

7th Quarter (Winter Quarter) 16 Credits

- PHA5333 Drug Information, Literature Evaluation, Research Design and Methods *3 credit hours*
- PHA5353 Pharmacy Practice Management *3 credit hours*
- PHA5369 Integrated Sequence VI - Cardiology *7 credit hours*
- PHA5370 Integrated Sequence VII - Renal Therapeutics *3 credit hours*

8th Quarter (Spring Quarter) 17 Credits

- PHA5331 Applied Pharmaceutical Care I *4 credit hours*
- PHA5371 Integrated Sequence VIII - Central Nervous System *6 credit hours*
- PHA5372 Integrated Sequence IX - Endocrine Therapeutics *4 credit hours*
- Electives *3 credit hours*

9th Quarter (Summer Quarter)

- PHA5332 Applied Pharmaceutical Care II *3 credit hours*
- PHA5350 Health Economics and Outcomes Assessment *2 credit hours*
- PHA5351 Integrated Sequence XI - Hematology/Oncology *3 credit hours*
- PHA5352 Complementary and Preventive Medicine *2 credit hours*
- PHA5373 Integrated Sequence X - Critical Care Nutrition *4 credit hours*
- Electives *3 credit hours*

10th, 11th, and 12th Quarters (Fall/Winter/Spring Quarters) 65 Credits

Advanced Professional Practice Experience Rotations*

Students are required to take the following:

- PHA6500 Essential Knowledge of Practice Review I *3 credit hours*
- PHA6501 Essential Knowledge of Practice Review II *3 credit hours*
- PHA6502 Essential Knowledge of Practice Review III *3 credit hours*
- PHA6525 APPE I: Advanced Community Rotation *8 credit hours*
- PHA6526 APPE II: Ambulatory Care Rotation *8 credit hours*
- PHA6527 APPE III: Inpatient General Medicine Rotation *8 credit hours*
- PHA6528 APPE IV: Advanced Institutional Rotation *8 credit hours*

Students are required to take three of the following:

- PHA6529 APPE V: Elective - Institutional Care Rotation I *8 credit hours*

- PHA6530 APPE VI: Elective - Institutional Care Rotation II *8 credit hours*
- PHA6531 APPE VII: Elective - Institutional Care Rotation III *8 credit hours*
- PHA6532 APPE VIII: Elective - Community Care Rotation I *8 credit hours*
- PHA6533 APPE IX: Elective - Community Care Rotation II *8 credit hours*
- PHA6534 APPE X: Elective - Community Care Rotation III *8 credit hours*
- PHA6535 APPE XI: Elective - Non-Patient Care Rotation *8 credit hours*
- PHA6536 APPE XII: Elective - Administrative Rotation *8 credit hours*

  One additional elective is available and will add one credit to the program for a total of 221.5 credit hours.
- PHA6339 Grand Rounds *1 credit hour* (Optional additional elective)

Note(s):

**Students are required to take 7 of the 12 listed rotations (56 credit hours) along with the 3 Essential Knowledge of Practice Review courses (9 credit hours) for a total of 65 required credit hours. Students will take PHA6525 , PHA6526 , PHA6527 , PHA6528 , PHA6500 , PHA6501 , PHA6502 and any combination of three of the following: PHA6529, PHA6530, PHA6531, PHA6532, PHA6533, PHA6534, PHA6535, PHA6536. In addition, Grand Rounds (PHA6339) is an optional elective that students may elect to take in one of the last three quarters of the curriculum and will be scheduled at the discretion of the School of Pharmacy.*

Pharmacy/Business Joint Degree (PharmD/MBA)

Offered at South University, Columbia and South University, Savannah to students enrolled in the Doctor of Pharmacy Degree program.

South University offers the opportunity to pursue the Master of Business Administration (MBA) degree simultaneously with the Doctor of Pharmacy (PharmD) degree. This presents the student with the prospect of earning both degrees with an expected substantial time savings over that required to earn each degree separately. Completion of degree requirements for the PharmD degree is expected to precede those of the MBA degree.

The South University Master of Business Administration program prepares students for leadership positions in profit and not for profit organizations. These positions require strong competencies in the fundamentals of business and management. The curriculum is designed to provide students a sound foundation in basic business skills followed by cross-functional core courses covering the best practices for business decisions to deliver goods and services to constituents.

Admission Requirements

Doctor of Pharmacy students with a grade point average of 2.70 or higher and not on academic or professional probation may apply to the MBA program upon completion of the equivalent of 120 undergraduate quarter hours.

Satisfactory Progress

The guidelines outlined in the Catalog and repeated in the School of Pharmacy Handbook will apply to courses taken to fulfill the requirements for the Pharm. D. degree. However, for subsequent courses taken to fulfill the requirements for the MBA degree, the guidelines outlined in the Catalog and repeated in the College of Business Handbook will apply. In addition, students with a grade of 2.00 or less in any course will be required to meet with the Pharm. D/MBA Directors of the Program to discuss their academic progress.

Sequence of Courses

After completion of the equivalent of 120 undergraduate quarter hours and acceptance to the MBA program, students may proceed to the fundamental and core courses. Upon completion of the core courses, students proceed to the specialization courses in the area of Pharmacy Administration. Upon completion of these specialization courses, students proceed to the MBA6999 Strategic Development and Implementation course. This completes the requirements for the MBA.

Master of Business Administration

Master of Business Administration with Pharmacy Administration Specialization: 48 Credits

Foundation: 16 Credits

- MBA5001 Organizational Behavior and Communication *4 credit hours*
- MBA5004 Managerial Economics *4 credit hours*
- MBA5005 Law and Ethics for Managers *4 credit hours*
- MBA5009 Managerial Environment *4 credit hours*

Core: 12 Credits

- MBA6010 Managerial Finance *4 credit hours*
- MBA6011 Strategic Marketing *4 credit hours*
- MBA6012 Operations and Supply Chain Management *4 credit hours*

Pharmacy Administration Specialization: 16 Credits

- PHA4335 Clinical Epidemiology and Biostatics *3 credit hours*
- PHA5333 Drug Information, Literature Evaluation, Research Design and Methods *3 credit hours*
- PHA5350 Health Economics and Outcomes Assessment *2 credit hours*
- PHA5353 Pharmacy Practice Management *3 credit hours*
- PHA6339 Grand Rounds *1 credit hour*

Choose one course from the two courses listed below

- MHA6050 Regulation and Policy in Healthcare *4 credit hours*
- MHC6303 Quality Performance and Management *4 credit hours*

Note(s):

(PHA6536 APPE XII Elective Administrative Rotation will be required as part of the Pharm. D. course credits)

Capstone

- MBA6999 Strategic Development and Implementation *4 credit hours* (Quarter 13)

Course Timing

- Two foundation courses completed as electives during quarters 8 and 9
- Two foundation courses completed in quarters 10 and 11
- Four specialization courses completed during quarters 6, 7, and 9
- Three core, one specialization, and capstone course completed in quarters 12, 13, and 14
- One rotation must be in Pharmacy Administration

MBA with Pharmacy Administration Specialization Course Calendar

Quarter 1* through 6 all students follow the Pharmacy curriculum outline for the PharmD program. Beginning in Quarter 8 PharmD/MBA students will add the MBA required courses to their Quarterly enrollment as follows:

QUARTER	REQUIRED COURSES
Q6	PHA4335 Clinical Epidemiology and Biostatistics
Q7	PHA5333 Drug Information Research Design and PHA5353 Pharmacy Practice Management
Q8	MBA5001 Organization Behavior and Communication as SOP Elective
Q9	MBA5005 Law and Ethics for Managers as SOP Elective and PHA5350 Health Economics and Outcomes Assessment
Q10	MBA5009 Managerial Environment
Q11	MBA5004 Managerial Economics
Q12	MBA6010 Managerial Finance
Q13	MBA6011 Strategic Marketing and MBA6012 Operations and Supply Chain Management
Q14	MBA6999 Strategic Development and Implementation Choice of one (1) of the following: MHC6303 Quality Performance and Management or MHA6050 Regulation and Policy in Healthcare

*Quarter 1 for the Pharm D program begins in the 2nd quarter of the calendar year.

Course Descriptions

Course Numbering System. South University courses are numbered according to the general level of instruction. Although there are exceptional cases, most courses numbered at the 1000 and 2000 levels are designed for freshmen and sophomore students; courses numbered at the 3000 and 4000 levels are intended for junior and senior students. Developmental courses are designated by a 0099 course number. Courses are assigned letters by the department/major area in which they are taught and are listed in alphabetical order.

Academic offerings are subject to change at the discretion of the institution. Prerequisites can be waived with the permission of the Department Chair or Program Director. If no prerequisite is indicated, none is required.

South University reserves the right to cancel any scheduled class if 10 or fewer students are registered. Not all courses are offered at all campuses. Some courses are offered only through the online programs. Please contact the particular campus for current course availability.

Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student's responsibility to participate in the activities that will lead to successfully meeting the learning outcomes.

Accounting

ACC1001 Accounting I

Prerequisite(s): None
Corequisite(s): None
ACC1001 is the first of a three-course sequence focusing on how stakeholders rely upon accounting information to assist them in their decision making activities. ACC1001 introduces accounting as the "language of business"--the tool used to communicate the effects of an organization's business activities on its income, financial position, and cash flows. The course provides an overview of the financial accounting system, including: the role of accounting in business; the format, content, and use of financial statements; the impact of transactions on the financial statements; the regulatory environment of accounting; and the accounting standard-setting process. *4 credit hours*

ACC1002 Accounting II

Prerequisite(s): ACC1001 with a grade of "C" or better
Corequisite(s): None
ACC1002 is the second of a three-course sequence focusing on how stakeholders rely upon accounting information to assist them in their decision making activities. ACC1002 continues the study of the financial accounting system, including a study of the time value of money and the effects of various financing, investing, and operating activities on a firm's earnings, financial position, and cash flows. It also begins the study of managerial accounting systems as an invaluable source of information to support managers' decision-making activities and introduces a host of alternative cost concepts, including the concept of different costs for different purposes. *4 credit hours*

ACC1003 Accounting III

Prerequisite(s): ACC1002 with a grade of "C" or better
Corequisite(s): None
ACC1003 is the third of a three-course sequence focusing on how stakeholders rely upon accounting information to assist them in their decision making activities. ACC1003 continues the study of the managerial accounting system, including a focused study of product costing using both traditional and activity-based approaches, the uses of cost-based information in decision making, the use of budgeting to accomplish organization objectives, traditional and contemporary approaches to performance management for all levels of responsibility centers, and capital budgeting. *4 credit hours*

ACC2003 Business Taxation

Prerequisite(s): ACC1001
Corequisite(s): None
This course introduces the student to many of the common tax issues that normally confront small businesses. Some of the issues addressed include income, employment, sales, and property taxes considerations. *4 credit hours*

ACC2010 Automated Accounting Systems and Processes I

Prerequisite(s): ACC1002, ITS1000
Corequisite(s): None
This course explores how to implement and use automated accounting systems. Topics may include setting up a chart of accounts, journalizing business transactions for sales and expenses, creating receivables and payables schedules, and producing financial statements for small and medium size businesses. *4 credit hours*

ACC2015 Automated Accounting Systems and Processes II

Prerequisite(s): ACC2010
Corequisite(s): None
This course continues the exploration of how to implement and use automated accounting systems. Topics may include transferring information from different software packages into the accounting system, payroll, inventories, cash budgeting, and financial ratios. *4 credit hours*

ACC3010 Accounting Information Systems

Prerequisite(s): ACC1003 with a grade of "C" or better
Corequisite(s): None
This course provides students with an integrated view of business processes/cycles, information processes, and accounting procedures. Topics may include how business and information processes impact business strategy, with internal controls embedded to mitigate different types of risk. Emphasis is placed on linkages between financial and managerial accounting techniques and business processes. *4 credit hours*

ACC3020 Intermediate Financial Accounting I

Prerequisite(s): ACC1002 with a grade of "C" or better
Corequisite(s): None
This course explores Generally Accepted Accounting Principles (GAAP) associated with preparing and reporting a corporation's balance sheet, income statement, and statement of cash flows. Topics may include the regulatory environment surrounding financial accounting, measurement and reporting of balance sheet assets, and fundamental revenue and expense recognition principles. *4 credit hours*

ACC3025 Intermediate Financial Accounting II

Prerequisite(s): ACC3020
Corequisite(s): None
This course continues the exploration of Generally Accepted Accounting Principles (GAAP) associated with a preparing and reporting corporation's balance sheet, income statement, and statement of cash flows. Topics may include the measurement and reporting of balance sheet liabilities and equity, more advanced revenue and expense recognition situations, and accounting corrections and changes. *4 credit hours*

ACC3040 Cost Accounting

Prerequisite(s): ACC3010
Corequisite(s): None
This course explores cost accumulation and budgeting systems applicable to manufacturing, service, and informational organizations. Students relate cost accounting information to management planning and decision-making activities. Topics may include job order, process, and activity-based costing systems. *4 credit hours*

ACC3045 Intermediate Cost Management

Prerequisite(s): ACC3040
Corequisite(s): None
This course continues the exploration of cost management techniques and approaches used in manufacturing, service, and information organizations. Topics may include performance measurement and reporting systems, Total Quality Management (TQM), cost allocations, decision support for managerial decision making, theory of constraints, and economic valued added. *4 credit hours*

ACC4010 Federal Taxation I

Prerequisite(s): ACC3025
Corequisite(s): None
This course explores the U.S. Internal Revenue Code applicable to individual income taxes. Topics may include taxable income, deductions, exemptions, property transactions, filings, and individual tax planning. *4 credit hours*

ACC4035 Governmental and Not-for-Profit Accounting

Prerequisite(s): ACC3025
Corequisite(s): None
This course explores accounting principles applicable to governmental (state and local), health care, educational, and other not-for-profit organizations. Topics may include the regulatory environment (which includes standard setting bodies such as the Governmental Accounting Standards Board [GASB]), fund accounting, reporting requirements, financial management, and budgets. *4 credit hours*

ACC4050 Internal Auditing and Assurance

Prerequisite(s): ACC3025, MAT2058
Corequisite(s): None
This course emphasizes fundamental assurance theories, concepts, and techniques associated with internal auditing. Topics may include the regulatory environment applicable to internal auditing, risk assessment, internal controls, evidential matter, audit reporting, and fraud. *4 credit hours*

ACC5001 Ethics and Accounting

Prerequisite(s): None
Corequisite(s): None
This course is designed to evaluate issues related to ethical reasoning, integrity, objectivity, independence, and other core values as defined by the American Institute of Certified Public Accountants (AICPA). *4 credit hours*

ACC5005 Financial Accounting and Reporting

Prerequisite(s): AMBA students: MBA5009
Corequisite(s): None
This course explores financial accounting (as defined by Generally Accepted Accounting Principles or GAAP) and reporting in a

variety of decision and industry contexts. Topics may include preparing and reporting a corporation's balance sheet, income statement, and statement of cash flows. Topics may include the regulatory environment surrounding financial accounting, measurement and reporting of balance sheet assets, fundamental revenue and expense recognition principles, and analysis of a firm's financial statements. *4 credit hours*

ACC5328 Intermediate Financial Accounting III

Prerequisite(s): ACC5001
Corequisite(s): None
This course continues the exploration of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) associated with complex financial transactions that are fundamental to modern corporations. Topics may include asset and/or utility acquisition through leases, accounting for employee pensions and post-retirement benefits, accounting for federal income taxes, and financial instruments. Students may also prepare more sophisticated financial statements to report the effect of complex financial transactions. Emphasis is placed on current professional research in financial accounting and reporting and analyzing and solving problems within the accounting profession. *4 credit hours*

ACC5335 Governmental and Not-for-Profit Accounting

Prerequisite(s): ACC5001
Corequisite(s): None
This course explores accounting principles applicable to governmental (state and local), health care, educational, and other not-for-profit organizations. Topics may include the regulatory environment (which includes standard setting bodies such as the Governmental Accounting Standards Board [GASB]), fund accounting, reporting requirements, financial management, and budgets. Emphasis is placed on current professional research in governmental and not-for-profit accounting and analyzing and solving problems within the accounting profession. *4 credit hours*

ACC5348 Advanced Financial Accounting

Prerequisite(s): ACC5328, ACC5335
Corequisite(s): None
This course explores Generally Accepted Accounting Principles (GAAP) associated with a corporation's merger, acquisition, and foreign transactions and operations. Topics may include partnership transactions, International Financial Reporting Standards (IFRS), and advanced tools and techniques for governmental and not-for-profit entities. *4 credit hours*

ACC5360 External Auditing and Assurance

Prerequisite(s): ACC5328
Corequisite(s): None
This course explores assurance concepts associated with external auditing. Topics include the regulatory environment applicable to external auditing, generally accepted auditing standards (GAAS), audit reporting, professional conduct and ethics, audit responsibilities and objectives, audit evidence, audit planning and analytical procedures, and information systems auditing. Emphasis is placed on current professional research in external auditing and assurance and analyzing and solving problems within the accounting profession. *4 credit hours*

ACC5372 Federal Taxation II

Prerequisite(s): ACC5001
Corequisite(s): None
This course explores the U.S. Internal Revenue Code applicable to corporate income taxes. Topics include taxable income, expenses, equity transactions, filings, and corporate tax planning. Emphasis is placed on current professional research in corporate taxation and analyzing and solving problems within the accounting profession. *4 credit hours*

ACC6311 Advanced Accounting Information Systems

Prerequisite(s): ACC5335
Corequisite(s): None
This course continues the exploration of accounting information systems by examining the impact industry models and paradigms have on accounting information systems. Industries may include healthcare, financial services, information technology and software, manufacturing, and hospitality services. *4 credit hours*

ACC6315 Accounting Services Consulting

Prerequisite(s): ACC5001
Corequisite(s): None
This course explores the potential consulting models, policies, and procedures associated with other professional accounting services. Topics may include client marketing, engagement management, consulting categories, scope of services, risk mitigation, and customer service. *4 credit hours*

ACC6330 Advanced Financial Reporting

Prerequisite(s): ACC5348
Corequisite(s): None
This course explores reporting as specified by the Securities and Exchange Commission (SEC) under a variety of business and corporate circumstances. Topics may include the regulatory environment applicable to corporate entities (which includes reporting requirements under Sarbanes-Oxley), accounting restatements, forecasts, and projections. *4 credit hours*

ACC6342 Corporate Controllership

Prerequisite(s): ACC5348 or ACC6330
Corequisite(s): None
This course explores the knowledge, skills, abilities, and professional experience needed to become a successful corporate controller of a U.S. business organization. Topics may include strategic alignment of operating and financial systems, systems implementation, corporate reporting, budgetary control, and risk analysis. *4 credit hours*

ACC6345 Intermediate Cost Management

Prerequisite(s): ACC5328
Corequisite(s): None
This course continues the exploration of cost management techniques and approaches used in manufacturing, service, and information organizations. Topics may include performance measurement and reporting systems, total quality management (TQM), cost allocations, decision support for managerial decision making, theory of constraints, and economic valued added. Emphasis is placed on current professional research in cost management and analyzing and solving problems within the accounting profession. *4 credit hours*

ACC6362 Forensic and Fraud Auditing

Prerequisite(s): ACC5348
Corequisite(s): None
This course explores the historical and current fraud environment faced by business organizations. Topics include fraud investigation, loss exposure, fraud risks, and control policies. *4 credit hours*

ACC6374 Advanced Taxation

Prerequisite(s): ACC5372
Corequisite(s): None
This course explores the U.S. Internal Revenue Code applicable to estates, trusts, gifts, partnerships, and other corporate entities. Topics include advanced tax planning, tax research, and tax implications of management decisions. *4 credit hours*

ACC6999 Capstone Review

Prerequisite(s): Course must be taken during student's last session in the program.
Corequisite(s): None
This comprehensive overview course integrates graduate accounting and taxation concepts and skills acquired from previous courses. The course prepares students to take the uniform Certified Public Accountant (CPA) Examination for Certification in Accountancy. This course will review the Financial Accounting and Reporting, Auditing and Attestation, Regulation, and Business Environment and Concepts sections of the CPA Exam. The simulation question requirements of the CPA Exam will also be reviewed. *4 credit hours*

Allied Health Sciences

AHS1001 Medical Terminology

Prerequisite(s): ENG0099 or exemption from ENG0099
Corequisite(s): None
Medical Terminology is designed to provide the allied health student with a basic knowledge of the language of health care, medical terminology, as well as the ability to read and comprehend the fundamental terminology used in a variety of medical records and reports. The course focuses on the definition, spelling, and pronunciation of medical terms relating to the human body and disease. *4 credit hours*

AHS2005 Clinical Competencies I

Prerequisite(s): AHS1001, BIO2015
Corequisite(s): BIO2015
Clinical Competencies I is designed to furnish the medical assisting student with the theory, rationale and technical application of the medical assisting profession. Theoretical and practical applications are presented, demonstrated and practiced by the student to prepare for professional practice. Areas studied include obtaining a health history and vital signs, proper documentation, performing ECGs and assisting the physician with routine and specialty examinations. Medical asepsis and correct hand washing techniques are emphasized. Students are required to obtain Standard First Aid Certification and Healthcare Provider CPR Certification to meet the objectives of this course. *4 credit hours*

AHS2006 Clinical Competencies II

Prerequisite(s): AHS1001, BIO2015 or concurrent
Corequisite(s): BIO2015
Clinical Competencies II is designed to furnish the medical assisting student with the theory, rationale and technical application of the medical assisting profession. Theoretical and practical applications are presented, demonstrated and practiced by the student to prepare for professional practice in the areas of microbiology, specimen collection, sterile techniques and pharmacology. Course content includes specimens collection for microbiological testing, sterilization techniques, use of the autoclave; surgical asepsis, sterile gloving and dressing changes. Pharmacological principles including administration of intradermal, subcutaneous, and intramuscular injections are also covered *4 credit hours*

AHS2007 Clinical Laboratory Competencies

Prerequisite(s): AHS1001, BIO2015 or concurrent
Corequisite(s): BIO2015
Clinical Laboratory Competencies is designed to furnish the medical assisting student with the theory, rationale and technical applications of the medical assisting profession. Theoretical and practical applications are presented, demonstrated and practiced by the student in the areas of hematology and clinical chemistry. Hematological screening and diagnostic procedures include aseptic blood collection (both venous and capillary), blood cell counts, erythrocyte sedimentation rates, coagulation studies and other miscellaneous tests are covered. Also included is the chemical and microscopic evaluation of urine specimens. Practical procedures include venipuncture techniques, the use of a microscope, and the operation of the centrifuge and chemistry analyzer. *4 credit hours*

AHS2087 Medical Office Procedures

Prerequisite(s): AHS1001, BIO2015 or concurrent, ITS1000
Corequisite(s): BIO2015
AHS2087 Medical Office Procedures is designed to furnish the Medical Assisting student with basic knowledge of administrative medical office management. Techniques, methods and procedures covered include patient reception, record management, billing, scheduling, and human resource management. Medical law, ethics, and bioethics in the ambulatory health care setting are also the focus of this course. *4 credit hours*

AHS2090 Medical Insurance and Coding

Prerequisite(s): AHS1001, BIO2015 or concurrent
Corequisite(s): BIO2015
Medical Insurance and Coding is an introduction to medical insurance and diagnostic and procedural coding. The course is designed to furnish the medical assisting student with the basic knowledge of the types of medical insurance, Diagnosis Related Groups, alternative delivery systems, resourced based relative value scales, and diagnostic and procedural coding. In accordance with the AAMA's established Entry-Level Competencies for the Medical Assistant, upon completion of AHS2090, the medical assisting student will be able to perform the following competencies: analyze and employ current third party guidelines for reimbursement; implement current procedural terminology and ICD-9 coding; distinguish among the various types of health insurance; process medical insurance claims; abstract from medical records; recognize the alternate health care delivery systems; process patient billing and collections; and define legal issues affecting insurance claims and medical records. This course is designed to furnish the student with the beginning competencies in the above stated areas. Terminal performance objectives, tests, and assignments are employed to evaluate the student's knowledge of these competencies. *4 credit hours*

AHS2092 Computers in the Medical Office

Prerequisite(s): AHS1001, BIO2015 or concurrent, ITS1000
Corequisite(s): BIO2015
This course provides allied health students with the opportunity to use computers in basic accounting, the application of medical administrative software and the application of simulated electronic health records (EHR) software. Students become familiar with basic accounting concepts and terms, including assets, liabilities, and equity. They learn how to use universal accounting tools such as the general journal, general ledger, and trial balance to develop acceptable accounting practices. Through the use of current medical administrative software, students will learn to input patient information, schedule appointments, record payment transactions, submit electronic claims, and print financial and practice management reports. Students will become familiar with the need for EHRs and the basic purpose and content of an EHR system. They will learn the role of federal regulations for privacy and security of an electronic health record system. Through the use of simulated EHR software, Practice Partner, they will gain hands-on experience inputting information into an electronic patient record. *4 credit hours*

AHS2095 Medical Assisting Certification Review

Prerequisite(s): Completion of all AHS coursework with grades of "C" or better
Corequisite(s): AHS2098
The student will be placed in a physician's office, clinic, group practice, or other appropriate healthcare setting where he or she will perform clinical and administrative duties appropriate to the Medical Assisting field. Twenty hours of supervised, unpaid training will be performed each week for a period of ten weeks (200 hours). Consideration will be given to the student's needs and special interests when assignments and schedules are determined. Students will also be required to complete a questioner form critiquing the medical assisting program. *2 credit hours*

AHS2098 Medical Assisting Practicum

Prerequisite(s): Completion of all AHS coursework with grades of "C" or better
Corequisite(s): AHS2095
The student will be placed in a physician's office, clinic, group practice, or other appropriate healthcare setting where he or she will perform clinical and administrative duties appropriate to the Medical Assisting field. Twenty hours of supervised, unpaid training will be performed each week for a period of ten weeks (200 hours). Consideration will be given to the student's needs and special interests when assignments and schedules are determined. Students will also be required to complete a questioner form critiquing the medical assisting program. *6 credit hours*

Anesthesia Science

ANS5001 Clinical Anesthesia I

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Foundations of the clinical practice of anesthesia gained through one-on-one supervised instruction in the operating rooms and ancillary anesthetizing locations. Credit varies each quarter, escalating throughout the year as expectations and responsibilities increase with increasing knowledge base. Minimum of 20 hours clinical experience. Pass/Fail *1 credit hour*

ANS5012 Clinical Anesthesia II

Prerequisite(s): ANS5001
Corequisite(s): None
Foundations of the clinical practice of anesthesia gained through one-on-one supervised instruction the operating rooms and ancillary anesthetizing locations. Credit varies each quarter, escalating throughout the year as expectations and responsibilities increase with increasing knowledge base. Minimum of 120 hours clinical experience. *4 credit hours*

ANS5013 Clinical Anesthesia III

Prerequisite(s): ANS5012
Corequisite(s): None
Foundations of the clinical practice of anesthesia gained through one-on-one supervised instruction in the operating rooms and ancillary anesthetizing locations. Credit varies each quarter, escalating throughout the year as expectations and responsibilities increase with increasing knowledge base.Minimum of 138 hours clinical experience. *5 credit hours*

ANS5014 Clinical Anesthesia IV

Prerequisite(s): ANS5013
Corequisite(s): None
Foundations of the clinical practice of anesthesia gained through one-on-one supervised instruction the operating rooms and

ancillary anesthetizing locations. Credit varies each quarter, escalating throughout the year as expectations and responsibilities increase with increasing knowledge base. Minimum of 170 hours clinical experience. *5 credit hours*

ANS5015 Clinical Anesthesia V

Prerequisite(s): ANS5014
Corequisite(s): None
Foundations of the clinical practice of anesthesia gained through one-on-one supervised instruction the operating rooms and ancillary anesthetizing locations. Credit varies each quarter, escalating throughout the year as expectations and responsibilities increase with increasing knowledge base. Minimum of 180 hours clinical experience. *6 credit hours*

ANS5020 Medical Terminology

Prerequisite(s): Permission of the faculty
Corequisite(s): None
This is a pass/fail (satisfactory/unsatisfactory) self-paced, self-study course in which the students will complete a programmed learning text and take a final exam at the completion of the text. Includes: word formulation, association to body systems, standard abbreviations, and various surgical procedures. Pass/Fail *1 credit hour*

ANS5081 Principles of Airway Management I

Prerequisite(s): Permission of the faculty
Corequisite(s): None
This course will provide an opportunity to learn basic airway management techniques including bag/mask ventilation, simple oral and nasal intubation techniques, oral and nasal airways, application of laryngeal mask airway. *2 credit hours*

ANS5100 Physics of Anesthesia

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Basic physical principles and processes applied to the clinical practice of anesthesia. Includes dimensional analysis; work, energy, and power; gas laws; fluid mechanics; heat transfer; vaporization; solubility; diffusion and osmosis; fires and explosions; laser and x-ray radiation; as well as principles of electrical circuit theory used to model anesthesia equipment, physiologic systems and time constants. *2 credit hours*

ANS5120 Introduction to Anesthesia Delivery Systems & Equipment

Prerequisite(s): Permission of faculty
Corequisite(s): None
Introduction to the anesthesia delivery system including gas distribution systems, anesthesia machines, breathing circuits, anesthesia ventilators, scavenging waste gases and monitoring pollution, risk management, along with critical incidents in anesthesia, and resuscitation equipment. *2 credit hours*

ANS5140 Pre-anesthetic Evaluation

Prerequisite(s): Permission of the faculty
Corequisite(s): None
An introduction to pre-anesthetic evaluation including assessment of risk, planning and implementation of an appropriate anesthetic history and physical exam, and consideration of various co-morbidities and patient populations that may alter anesthesia care. *3 credit hours*

ANS5160 Introduction to Clinical Anesthesia

Prerequisite(s): None
Corequisite(s): None
Introductory course which will introduce the student to the fundamentals of the Operating Room. Students will also be introduced to the various types of anesthesia and to the standards of management and monitoring of patients during the perioperative period. *3 credit hours*

ANS5181 Anesthesia Laboratory I

Prerequisite(s): Permission of the faculty
Corequisite(s): None
The summer quarter of the anesthesia laboratory provides an opportunity for students to learn hands-on skills for understanding and use of the anesthesia machine, breathing circuit, and introductory airway management skills used in anesthesia practice. Students will work in small groups with instructors to practice IV insertion procedural skills and drug administration using aseptic technique as recommended by the CDC. Skills learned in the lab will be applied during clinical education and in the anesthesia simulation course. *1 credit hour*

ANS5182 Anesthesia Laboratory II

Prerequisite(s): ANS5181
Corequisite(s): None
The anesthesia laboratory correlates with introductory principles of anesthesia monitory systems and instrumentation. Students apply lecture materials to hands on experiments with various monitoring systems. Benefits and faults of each system will be analyzed. Systems studied will include electrocardiography, non-invasive blood pressure, intra-arterial blood pressure, and capnography. *1 credit hour*

ANS5183 Anesthesia Laboratory III

Prerequisite(s): ANS5182
Corequisite(s): None
This anesthesia laboratory correlates with instrumentation and monitoring and ventilation. Students will record the plethysmogram and pulse oximeter and determine the monitor's strengths and weaknesses. Two labs will be spent on patient supply of supplemental oxygen and capnography associated with various techniques. Furthermore, airway resistance and compliance will be simulated to test the ability of a ventilator to overcome respiratory issues. *1 credit hour*

ANS5184 Anesthesia Laboratory IV

Prerequisite(s): ANS5183
Corequisite(s): None
The spring quarter of anesthesia laboratory centers on electrical safety, delivery systems review, and design laboratory. Students will observe the various methods by which electricity is monitored and maintained in the operating room. Furthermore, the students will review the various anesthesia delivery systems. Finally, students will prepare, execute, and present upon an experiment of their own design. *1 credit hour*

ANS5191 Anesthesia Simulation I

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Anesthesia Simulation I is an introductory course for students to learn the clinical skills of a beginner level anesthesiologist assistant student. In this quarter, students will learn and apply basic ASA standard monitoring, perform a basic pre-anesthetic patient interview, and set up the equipment needed to manage a typical anesthetic. Students will demonstrate bag mask

ventilation and endotracheal intubation as well as the ability to manage an adult patient during the perioperative phase of a general anesthetic Students will practice communication skills as appropriate for a member of the Anesthesia Care Team while using a high-fidelity patient simulator for the assigned tasks in the course.*1 credit hour*

ANS5192 Anesthesia Simulation II

Prerequisite(s): ANS5191
Corequisite(s): None
The second course in a four course sequence for students to learn, practice and demonstrate clinical anesthesia skills. This quarter focuses on the assessment, and airway management of the difficult Airway. Student will practice managing difficult patient airways using a variety of techniques and devices according the ASA difficult airway algorithm. *1 credit hour*

ANS5193 Anesthesia Simulation III

Prerequisite(s): ANS5192
Corequisite(s): None
The third course in a four quarter sequence for students to learn, practice and demonstrate clinical anesthesia skills. This quarter focuses on patient care skills, teamwork, critical thinking and decision making during the course of anesthesia care. All sessions involve the use of the high fidelity patient simulated environment, where students assume various roles as members of the ACT. These sessions will be recorded using video and audio and then reviewed with the group in a debriefing session immediately following the simulation. *1 credit hour*

ANS5194 Anesthesia Simulation IV

Prerequisite(s): ANS5193
Corequisite(s): None
The fourth course in a four quarter sequence for students to learn, practice and demonstrate clinical anesthesia skills. This quarter focuses on patient care skills, teamwork, critical thinking and decision making during the course of anesthesia care. All sessions involve the use of the high fidelity patient simulated environment, where students assume various roles as members of the ACT. These sessions will be recorded using video and audio and then reviewed with the group in a debriefing session immediately following the simulation. *1 credit hour*

ANS5201 Cardiovascular Physiology for Anesthesia Practice I

Prerequisite(s): ANS5932
Corequisite(s): None
This is the first course in a sequence of two on the form and function of the human cardiovascular system. In this course students will be instructed on current physiology concepts and the application of such concepts to the care of patients undergoing anesthesia. *2 credit hours*

ANS5202 Cardiovascular Physiology for Anesthesia Practice II

Prerequisite(s): ANS5201
Corequisite(s): None
This is the second course in a sequence of two on the form and function of the human cardiovascular system. In this course students will be instructed on current physiology concepts and the application of such concepts to the care of patients undergoing anesthesia. *3 credit hours*

ANS5221 Principles of Instrumentation and Patient Monitoring I

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Covers the fundamental principles of measurement and the principles, application and interpretation of various monitoring

modalities including: ECG, invasive and non-invasive blood pressure, oximetry, cardiac output, respiratory gas analysis as well as monitoring respiration. Also includes intraoperative neurophysiology monitoring, temperature, renal function, coagulation/hemostasis, and neuromuscular junction. *2 credit hours*

ANS5222 Principles of Instrumentation and Patient Monitoring II

Prerequisite(s): ANS5221
Corequisite(s): None
Covers the fundamental principles of measurement and the principles, application and interpretation of various monitoring modalities including: ECG, invasive and non-invasive blood pressure, oximetry, cardiac output, respiratory gas analysis as well as monitoring respiration. Also includes intraoperative neurophysiology monitoring, temperature, renal function, coagulation/hemostasis, and neuromuscular junction. *2 credit hours*

ANS5300 Pulmonary Physiology for Anesthesia Practice

Prerequisite(s): ANS5932
Corequisite(s): None
The first course in a two course sequence that covers the function, and processes of the human pulmonary system with particular emphasis on the application of concepts to the clinical practice of anesthesia. *2 credit hours*

ANS5302 Pulmonary Physiology for Anesthesia Practice II

Prerequisite(s): ANS5300
Corequisite(s): None
The second course in a two course sequence that covers the anatomy, function, and processes of the human pulmonary system with particular emphasis on the pathophysiology of pulmonary disease and how these disease states impact the care of the patient receiving anesthesia. *2 credit hours*

ANS5345 Anesthesia Principles and Practice I

Prerequisite(s): ANS5160
Corequisite(s): None
Introductory and supplementary coverage of the basic science courses in anatomy and physiology. Basic pulmonary physiology includes: ventilation, lung volumes, gas exchange, mechanics of breathing, and pulmonary function testing. *3 credit hours*

ANS5346 Anesthesia Principles and Practice II

Prerequisite(s): ANS5345
Corequisite(s): None
Principles involved in the formulation of anesthetic plans based upon data obtained during the preoperative evaluation. Includes the formulation of different anesthetic plans and techniques as related to specific surgical procedures and pathophysiology. *3 credit hours*

ANS5347 Anesthesia Principles and Practice III

Prerequisite(s): ANS5346
Corequisite(s): None
Principles involved in the formulation of anesthetic plans based upon data obtained during the preoperative evaluation. Includes the formulation of different anesthetic plans and techniques as related to specific surgical procedures and pathophysiology. *3 credit hours*

ANS5348 Anesthesia Principles and Practice IV

Prerequisite(s): ANS5347
Corequisite(s): None
Principles involved in the formulation of anesthetic plans based upon data obtained during the preoperative evaluation. Includes the formulation of different anesthetic plans and techniques as related to specific surgical procedures and pathophysiology. *3 credit hours*

ANS5421 Pharmacology in Anesthesia Practice I

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Emphasizes drugs specifically related to the practice of anesthesia: inhaled anesthetics, opioids, barbiturates, benzodiazepines, anticholinesterases and anticholinergics, neuromuscular blockers, adrenergic agonists and antagonists, nonsteroidal anti-inflammatory drugs, anti-dysrhythmics, calcium channel blockers, diuretics, anticoagulants, antihistamines and antimicrobials. *2 credit hours*

ANS5422 Pharmacology in Anesthesia Practice II

Prerequisite(s): ANS5421
Corequisite(s): None
Emphasizes drugs specifically related to the practice of anesthesia: inhaled anesthetics, opioids, barbiturates, benzodiazepines, anticholinesterases and anticholinergics, neuromuscular blockers, adrenergic agonists and antagonists, nonsteroidal anti-inflammatory drugs, anti-dysrhythmics, calcium channel blockers, diuretics, anticoagulants, antihistamines and antimicrobials. *2 credit hours*

ANS5502 Advanced Anesthesia Systems and Monitoring

Prerequisite(s): ANS5120, ANS5221, ANS5222
Corequisite(s): None
Through classroom lectures and sessions in the anesthesia learning laboratory, students will update their knowledge of current anesthesia delivery systems, mechanical ventilation and patient monitoring including point of care testing (POCT). Clinical scenarios will be provided for students to apply their knowledge to properly identify a patient's acid base status and demonstrate how to use that information to appropriately manage pulmonary ventilation and renal function. Aseptic technique and the insertion procedures for arterial and central lines will be covered through lectures and practice sessions using partial task trainers. *2 credit hours*

ANS5510 AA Professional Seminar

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Through classroom teaching and interactive discussions this course presents an introduction/overview of the Anesthesiologist Assistant (AA) profession. Emphasis is placed upon the inception, history, and evolution of the AA profession; AA relationships with the supervising physician, the patient; responsibilities including the concepts of privilege, confidentiality and informed consent. The scope of AA practice, medical informatics systems and the concept of the quality of care and safety will also be introduced. Students will participate in class discussions and role playing exercises to explore the ethical and legal aspects of practicing as an Anesthesiologist Assistant. *1 credit hour*

ANS5520 Advanced Airway Management

Prerequisite(s): ANS5181
Corequisite(s): None
Covers recognition of the difficult airway, techniques to manage the difficult pediatric and adult airway, the ASA Difficult Airway Algorithm, physiologic response to intubation, fiber optic techniques, retrograde techniques, and the surgical airway. *2 credit hours*

ANS5601 Regional Anesthesia Practice I

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Through classroom lectures students will learn about all aspects of the practice of regional anesthesia. Students will gain an understanding of the anatomy specific for each type of regional block as well as techniques for establishing the block and the local anesthetics. Students will also gain an understanding of the use of ultrasound guidance and peripheral nerve stimulation for peripheral nerve blocks. Management of complications associated with these blocks will also be discussed. A skills lab in which students will be instructed and practice the techniques of neuraxial blockade will reinforce concepts taught in the lecture portion of this course. *2 credit hours*

ANS5602 Regional Anesthesia Practice II

Prerequisite(s): ANS5601
Corequisite(s): None
Through classroom lectures students will learn about all aspects of the practice of regional anesthesia. Students will gain an understanding of the anatomy specific for each type of regional block as well as techniques for establishing the block and the local anesthetics. Students will also gain an understanding of the use of ultrasound guidance and peripheral nerve stimulation for peripheral nerve blocks. Management of complications associated with these blocks will also be discussed. A skills lab in which students will be instructed and practice the techniques of neuraxial blockade will reinforce concepts taught in the lecture portion of this course. *2 credit hours*

ANS5931 Anatomy & Physiology I

Prerequisite(s): Permission of program faculty
Corequisite(s): ANS5941
Medical Anatomy and Physiology I is the first course of a two quarter sequence in human anatomy and physiology. Class sessions will focus on an in-depth look at human anatomy and physiology with an emphasis on cellular and sub-cellular mechanisms of normal function. Introductory information will be provided as to clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease. Class sessions will focus on an in-depth look at the central nervous system, cardiovascular, pulmonary and digestive systems. *4 credit hours*

ANS5932 Anatomy & Physiology II

Prerequisite(s): ANS5931
Corequisite(s): ANS5942
Medical Anatomy and Physiology II is the second course of a two quarter sequence in which the student will build upon information learned in the basic anatomy and physiology prerequisite courses. General review of all anatomic and physiologic concepts and systems will be undertaken. Class sessions will focus on an in-depth look at the bone, axial skeleton, endocrine system, immune system, renal and reproductive systems. Clinically relevant examples will be provided throughout the course. *4 credit hours*

ANS5941 Anatomy & Physiology Lab I

Prerequisite(s): Permission of the faculty
Corequisite(s): ANS5931
Anatomy laboratory course applying information/knowledge in ANS5931 Anatomy & Physiology I. Students will work in small groups with faculty member to identify relevant structures using multiple learning modalities including software, models, radiology images and other learning aids. *1 credit hour*

ANS5942 Anatomy & Physiology Lab II

Prerequisite(s): ANS5931
Corequisite(s): ANS5932
Anatomy laboratory course applying information/knowledge in ANS5932 Anatomy & Physiology II. Students will work in small groups with faculty member to identify relevant structures using multiple learning modalities including software, models, radiology images and other learning aids. *1 credit hour*

ANS5995 Individual Tutorial

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Permits first year students to study a particular problem or area of emphasis in anesthesiology, with more breadth or greater depth than covered in the normal curriculum, under the direction of a faculty member. Pass/Fail *Variable credit hours*

ANS5996 Individual Directed Study

Prerequisite(s): Permission of faculty
Corequisite(s): None
Permits first year students to study a particular problem or area of emphasis in anesthesiology, with more breadth or greater depth than covered in the normal curriculum, under the direction of a faculty member. Pass/Fail *Variable credit hours*

ANS5998 Remedial Studies

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Permits first year students to enroll for review, under the direction of a faculty member, an area of emphasis in anesthesiology for which the student is having difficulty. Pass/Fail *1 credit hour*

ANS6011 Clinical Anesthesia I

Prerequisite(s): ANS5015
Corequisite(s): None
This course encompasses the student's clinical experience in required rotations through all anesthesia subspecialty areas in the senior year. Clinical practice of anesthesia gained through one-on-one supervised instruction and ancillary anesthetizing locations. Minimum of 480 hours clinical experience. *16 credit hours*

ANS6012 Clinical Anesthesia II

Prerequisite(s): ANS6011
Corequisite(s): None
This course encompasses the student's clinical experience in required rotations through all anesthesia subspecialty areas in the senior year. Clinical practice of anesthesia gained through one-on-one supervised instruction and ancillary anesthetizing locations. Minimum of 495 hours clinical experience. *16 credit hours*

ANS6013 Clinical Anesthesia III

Prerequisite(s): ANS6012
Corequisite(s): None
This course encompasses the student's clinical experience in required rotations through all anesthesia subspecialty areas in the senior year. Clinical practice of anesthesia gained through one-on-one supervised instruction and ancillary anesthetizing locations. Minimum of 480 hours clinical experience. *15 credit hours*

ANS6014 Clinical Anesthesia IV

Prerequisite(s): ANS6013
Corequisite(s): None
This course encompasses the student's clinical experience in required rotations through all anesthesia subspecialty areas in the senior year. Clinical practice of anesthesia gained through one-on-one supervised instruction and ancillary anesthetizing locations. Minimum of 480 hours clinical experience. *16 credit hours*

ANS6021 Senior Seminar I

Prerequisite(s): Permission of the program director
Corequisite(s): None
Learn how to critically evaluate and analyze evidence based medicine in the field of anesthesiology. Develop a cohesive class presentation of a clinical case vignette, hazards and complications scenario and review topics in current anesthesia practice using recent peer reviewed medical literature. *1 credit hour*

ANS6022 Senior Seminar II

Prerequisite(s): ANS6021
Corequisite(s): None
Develop a cohesive class presentation of a clinical case vignette, hazards and complications scenario and review topics in current anesthesia practice using recent peer reviewed medical literature. *1 credit hour*

ANS6023 Senior Seminar III

Prerequisite(s): ANS6022
Corequisite(s): None
Develop a cohesive class presentation of a clinical case vignette, hazards and complications scenario and review topics in current anesthesia practice using recent peer reviewed medical literature. *1 credit hour*

ANS6024 Senior Seminar IV

Prerequisite(s): ANS6023
Corequisite(s): None
Develop a cohesive class presentation of a clinical case vignette, hazards and complications scenario and review topics in current anesthesia practice using recent peer reviewed medical literature. *1 credit hour*

ANS6041 Anesthesia Review I

Prerequisite(s): ANS5348
Corequisite(s): None
Students are required to read specific chapters in a comprehensive Anesthesiology review textbook during the second year and knowledge is assessed weekly on the assigned topics.*1 credit hour*

ANS6042 Anesthesia Review II

Prerequisite(s): ANS6041
Corequisite(s): None
Students are required to read specific chapters in a comprehensive Anesthesiology review textbook during the second year and knowledge is assessed weekly on the assigned topics.*1 credit hour*

ANS6043 Anesthesia Review III

Prerequisite(s): ANS6042
Corequisite(s): None
Students are required to read specific chapters in a comprehensive Anesthesiology review textbook during the second year and knowledge is assessed weekly on the assigned topics.*1 credit hour*

ANS6044 Anesthesia Review IV

Prerequisite(s): ANS6043
Corequisite(s): None
Students are required to read specific chapters in a comprehensive Anesthesiology review textbook during the second year and knowledge is assessed weekly on the assigned topics. *1 credit hour*

ANS6995 Individual Clinical Practicum

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Permits students to enroll for review and participation in, a subspecialty area of clinical anesthesia. Minimum of 30 clinical hours for each credit hour enrolled. *Variable credit hours*

ANS6996 Individual Directed Study

Prerequisite(s): Permission of the faculty
Corequisite(s): None
Permits senior students to study a particular problem or area of emphasis in anesthesiology that is not covered in the program curriculum, under the direction of a faculty member. *Variable credit hours*

Behavioral Sciences

BEH2007 Statistics for Behavioral Sciences

Prerequisite(s): PSY1001 and MAT2058 with a grade of "C" or better
Corequisite(s): BEH2008
An investigation of the methodological principles regarding behavioral science research, descriptive and inferential techniques, and the process of using these techniques for psychological experimentation and data analysis. *4 credit hours*

BEH2008 Statistics for Behavioral Sciences Lab

Prerequisite(s): None
Corequisite(s): BEH2007
An understanding of the statistical principles associated with the study of behavioral science research through application and computerized data analysis (i.e., Minitab). *2 credit hours*

BEH2060 Research Methods

Prerequisite(s): BEH2007 with a grade of "C" or better
Corequisite(s): BEH2061
Research design and methodology. An analysis of the approaches to developing, understanding, and interpreting psychological phenomena. Topics include experimental vs. non-experimental research such as survey, observation, case study, and archival data. An understanding of reliability, validity, and experimental control issues. *4 credit hours*

BEH2061 Research Methods Lab

Prerequisite(s): BEH2008 with a grade of "C" or better
Corequisite(s): BEH2060
An understanding of the methodological principles associated with behavioral science research through an application of the theoretical, conceptual, and practical principles. *2 credit hours*

BEH3500 Motivation

Prerequisite(s): PSY1001 with a "C" or better
Corequisite(s): None
The examination of human motives and the impact of emotion on the decision making process. Consideration of primary and secondary motivators regarding theoretical and practical application for reward, punishment, and avoidance scenarios. *4 credit hours*

BEH3520 Child/Adolescent Development

Prerequisite(s): PSY2022 with a grade of "C" or better
Corequisite(s): None
An understanding of the major developmental theories associated with childhood (age 3) through adolescence (age 21). The primary areas of exploration include cognitive, interpersonal, intrapersonal, physical, and emotional systems in addition to contextual approaches involved in understanding these systems. *4 credit hours*

BEH3530 Adult Development

Prerequisite(s): PSY2022 with a grade of "C" or better
Corequisite(s): None
An understanding of the major developmental theories associated with adulthood (ages 18 through 65). The primary areas of exploration include cognitive, interpersonal, intrapersonal, physical, and emotional systems in addition to the contextual approaches (i.e., typical life tasks) involved in understanding these systems *4 credit hours*

BEH4001 Addictions

Prerequisite(s): PSY2010, PSY2022, BEH2060 and PSY3300 with grades of "C" or better
Corequisite(s): None
A theoretical, conceptual, and practical overview of internal and external determinants of addictive behaviors across the lifespan. Assessment and treatment approaches will be discussed along with issues influencing recidivism. *4 credit hours*

BEH4040 Human Sexuality

Prerequisite(s): PSY2010, PSY2022, PSY3010 and PSY3300 with grades of "C" or better
Corequisite(s): None
A biopsychosocial understanding of the determinants of human sexual behavior. Developmental views of normal and abnormal sexual behavior, treatment, and cultural influences will also be highlighted. *4 credit hours*

BEH4100 Behavioral Science in Organizations

Prerequisite(s): PSY1001, SOC1001, and PSY3010 with grades of C or better
Corequisite(s): None
This course focuses on the study of how individuals, groups, and environmental factors interact to drive organizations. Specifically, this course introduces students to the theories and principles associated with the study of organizational behavior, power, politics, group dynamics, and change management. Topics will address the contributory roles played by attitudes, perceptions, expectations, and the values of individuals embedded within the context in influencing the structure and culture of an organization. Organizational theories and models will be applied to discussions of communication, diversity, negotiation, conflict resolution, motivation, productivity, and stress management skills in the context of organizations. *4 credit hours*

BEH4150 Behavioral Science of Leadership

Prerequisite(s): PSY1001, PSY3010, and PSY3300 grades of C or better
Corequisite(s): None
This course introduces students to the nature and various styles of leadership with particular emphasis on what constitutes an effective leader. The topics examined in this course will be as follows: the nature of leadership, types of leadership, recognizing and developing leadership skills, creating a vision, setting the tone, listening to out-group members, identifying and preventing groupthink, handling/resolving conflict, overcoming obstacles, and addressing ethical considerations in leadership. Moreover, students will learn to distinguish between leadership and management in today's complex organizations and understand why it is important to be both an effective leader as well as an effective manager. *4 credit hours*

BEH4300 Ethics in the Behavioral Sciences

Prerequisite(s): PSY1001, SOC1001, and ENG12000 grades of C or better
Corequisite(s): None
This course addresses the legal and ethical responsibilities of the helping professional. It also assists students in learning to interpret and act upon situations appropriately and effectively, consistent with current legal guidelines of ethics codes. Topics will include issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, testing and assessment, and ethical decision-making models. Students will be asked to critically analyze potential dilemmas in real-life applications of the behavioral sciences practice to facilitate learning. *4 credit hours*

BEH4400 Child and Adolescent Disorders

Prerequisite(s): PSY2010, PSY2022, BEH2060 and PSY3300 with grades of "C" or better
Corequisite(s): None
An introduction to the field of abnormal child psychology and the associated major theories. Students will be exposed to the pathogenic process (i.e., developmental sequence) of psychological disorders from early childhood to late adolescence. A major goal of the course it to promote critical thinking on major issues such as the genetic, biological, and environmental influences on behavior, emotions, and personality in conjunction with associated assessment, diagnostic, and treatment procedures. *4 credit hours*

BEH4420 Health Psychology

Prerequisite(s): PSY2010, PSY2022, PSY3010 and PSY3300 with grades of "C" or better
Corequisite(s): None
An investigation of the major theories, strategies, and methods of understanding the psychological contributions to human health and disease. The psychological approaches to treating and preventing disease and unintentional injuries with a focus on health and safety promotion. *4 credit hours*

BEH4600 Advanced Analysis and Methods

Prerequisite(s): BEH2060, BEH2061, and PSY3800 with grades of "C" or better
Corequisite(s): None
This course will address multivariate research design and methodology. Students will be exposed to an analysis of the approaches to developing, understanding, and interpreting multivariate psychological phenomena. The primary topics will include MANOVA, MANCOVA, multiple regression, logistic regression. Additional areas will include a concentration on an understanding of reliability, validity, and experimental control issues. *4 credit hours*

BEH4800 Senior Seminar

Prerequisite(s): PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better, Senior Standing, and a minimum GPA of 2.5 or higher
Corequisite(s): None
The intensive examination of current and/or historical issues in the field of psychology in seminar format.

BEH4851 Senior Thesis I

Prerequisite(s): BEH2060 and BEH2061 with grades of "C" or better, Senior Standing, and a minimum GPA of 2.5 of higher
Corequisite(s): None
This course is designed to guide students toward the completion of a research proposal in the behavioral sciences. Historical and current theories will be investigated and applied to specific research hypotheses. Students will conduct literary research, identify a relevant and specific research topic, design strategies for assessment, and develop specific research hypotheses through the production of an undergraduate thesis proposal. *2 credit hours*

BEH4852 Senior Thesis II

Prerequisite(s): BEH4851
Corequisite(s): None
This course constitutes the completion of the senior thesis initially proposed in BEH4851. Students will complete the research project proposed in Senior Thesis I by collecting, analyzing, and interpreting data. Posters appropriate for presentation at a professional conference will be developed. *2 credit hours*

BEH4900 Field Placement

Prerequisite(s): PSY4540 or PSY4541 with a grade of "C" or better, Senior Standing, and a minimum GPA of 2.5 of higher
Corequisite(s): None
This field placement is designed to provide psychology majors with a shadowing experience that exposes them to the practice of psychology and other human services professions. Students are required to spend a minimum of 10 hours per week at the field placement site, a site that the student will secure and the field practicum instructor must approve. In addition, students are required to participate in one and a half hours of weekly group supervision with the field practicum instructor and other students who are engaged in the field placement experience. Finally, students are required to participate fully in the didactic component of the course. The global aims of the field placement experience are for students to see the work of professionals first hand, integrate prior coursework with their field placement observations, and to gain insight into whether they are interested in pursuing a career in one of these areas. *4 credit hours*

Biology

BIO1011 Anatomy and Physiology I

Prerequisite(s): ENG0099, MAT0099, AHS1001 with grades of "C" or better
Corequisite(s): BIO1012

BIO1011-Anatomy and Physiology I is an introduction to the structures and functions of the human body including the characteristics of life, homeostasis, organizational levels, basic metabolism, the cell, tissues, organs, organ systems, the organism, integumentary system, skeletal system, muscular system, nervous system and the special senses. *4 credit hours*

BIO1012 Anatomy and Physiology I Lab

Prerequisite(s): ENG0099, MAT0099, AHS1001 with grades of "C" or better
Corequisite(s): BIO1011
BIO1012, Anatomy and Physiology I Lab is designed to support, amplify, and clarify the material presented in the theory class BIO1011 through demonstration and exercises utilizing charts, models, tissues, and organs, as well as typical laboratory equipment. Laboratory topic content shall follow the theory class very closely *2 credit hours*

BIO1013 Anatomy and Physiology II

Prerequisite(s): ENG0099, MAT0099, AHS1001, BIO1011, BIO1012 with grades of "C" or better
Corequisite(s): BIO1014 or the equivalent
BIO1013, Anatomy and Physiology II is a continuation of Anatomy and Physiology I. BIO1013 is an introduction to the structure and functions of the human body including the endocrine system, circulatory system, respiratory system, GI system, urinary system, reproductive system, and genetics. *4 credit hours*

BIO1014 Anatomy and Physiology II Lab

Prerequisite(s): ENG0099, MAT0099, AHS1001, BIO1011, BIO1012 with grades of "C" or better
Corequisite(s): BIO1013
BIO1014, Anatomy and Physiology II Lab is designed to support, amplify, and clarify the material presented in the theory class BIO1013 through demonstration and exercises utilizing chart, models, tissues, and organs, as well as typical laboratory equipment. The second part of the term will include a whole specimen dissection, which will assist the comprehensive review of both BIO1011 and BIO1013. Laboratory topic content shall follow the theory class very closely. *2 credit hours*

BIO1020 Principles of Biology I

Prerequisite(s): MAT0099 or exemption from developmental mathematics, ENG1100
Corequisite(s): ENG1100
Principles of Biology I is the first in a two-course sequence in biology. The course introduces scientific methods, biological chemistry, cells, energy for life, basic genetics, biotechnology, and the principles of evolution. Students will also complete writing assignments that develop their skills as scientifically literate citizens. *4 credit hours*

BIO1021 Principles of Biology II

Prerequisite(s): BIO1020 with a grade of "C" or better
Corequisite(s): None
Principles of Biology II is the second course in a two course sequence in biology. This course continues the study of human biology with the role of endocrine and nervous systems in homeostatic regulation. Other topics covered are human reproduction, development, evolution, and advanced genetics. Ecological concepts are also discussed. The student will complete writing assignments that serve to increase knowledge of the scientific literature. *4 credit hours*

BIO2015 Human Pathophysiology

Prerequisite(s): BIO1013, BIO1014 with a grade of "C" or better
Corequisite(s): None
Human Pathophysiology is an introductory study of disease processes in humans. Etiology, clinical manifestations,

complications, common treatments, and diagnostic findings are examined based on a body systems approach. This course emphasizes physiological alterations resulting in disease and illness. *4 credit hours*

BIO2070 Microbiology

Prerequisite(s): BIO1014, CHM1010 with grades of "C" or better
Corequisite(s): BIO2071 or BIO2073
Microbiology introduces the student to microorganisms with particular emphasis on their role in health, wellness and disease. Economic, social and cultural issues related to utilization, control, and research of the monera, protista, fungi, bacteria and viruses are also considered. *4 credit hours*

BIO2071 Microbiology Lab

Prerequisite(s): CHM1010, BIO1013, BIO1014 with grades of "C" or better
Corequisite(s): BIO2070
Microbiology introduces the student to microorganisms with particular emphasis on their role in health, wellness and disease. In this course students perform laboratory exercises, experiments and tests that correlate with the lecture material of BIO2070. Emphasis is placed on aseptic technique, proper handling of lab specimens, universal precautions and proper waste disposal. BIO2071 must be taken concurrently with BIO2070. This laboratory course is for online students only. *2 credit hours*

BIO2073 Microbiology Laboratory

Prerequisite(s): BIO1013, BIO1014, CHM1010 with grades of "C" or better
Corequisite(s): BIO2070
Microbiology introduces the student to microorganisms with particular emphasis on their role in health, wellness and disease. In this course students perform laboratory exercises, experiments and tests that correlate with the lecture material of BIO2070. Emphasis is placed on use of a microscope, aseptic technique, proper handling of lab specimens, universal precautions and proper waste disposal. This laboratory course is for campus students only. *2 credit hours*

BIO3344 Principles of Genetics

Prerequisite(s): BIO1013, BIO1014 with grades of "C" or better
Corequisite(s): None
This course provides and introduction to genetics, current applications of genetic techniques, exploration of the human genome project and its implications, along with the genetic components of immunology and cancer. *4 credit hours*

Business Administration

BUS1038 Business Law I

Prerequisite(s): None
Corequisite(s): None
Business Law I is a survey of American law and procedure covering the legal environment, operation of the legal system, completion of contracts, torts, constitutional law, criminal law, intellectual property and more. Both the text and case study methods may be utilized. *4 credit hours*

BUS1101 Introduction to Business

Prerequisite(s): None
Corequisite(s): None
A basic exposure to business principles, functions, and practices that prepares students with the knowledge to pursue specific

areas of study associated with business enterprise such as economics, marketing, finance, human resource management, information technology, operations, ethics, and entrepreneurship. Awareness of the significance of business in the free enterprise system is developed through topical research, discussion, and writing projects. *4 credit hours*

BUS2023 Business Communications

Prerequisite(s): ENG1100
Corequisite(s): None
This course is designed to prepare students to organize and compose effective business correspondence and technical writing. The basic principles of writing and approaches for writing various types of communications are stressed. *4 credit hours*

BUS2038 Business Law II

Prerequisite(s): BUS1038
Corequisite(s): None
This course covers the law of business entities, including agencies, partnerships, and corporations. This course will also cover property concepts, sales, negotiable instruments, agency and employment law. *4 credit hours*

BUS3001 Ethics in Organizations

Prerequisite(s): BUS1101
Corequisite(s): None
This course is designed to present ethical principles and decision-making models for people in organizations. Making ethical choices in a variety of personal and organizational situations is covered. *4 credit hours*

BUS3041 Managerial Communications

Prerequisite(s): BUS2023, MGT2037
Corequisite(s): None
This course will help students to develop leadership skills through improved communication. Focus will be on those types of communication encountered in management functions: creating documents, presentations, leadership, managing meetings, building teams, internal and external organizational communication and professional career preparation. *4 credit hours*

BUS3055 Business Law for Commercial Transactions

Prerequisite(s): BUS1038
Corequisite(s): None
The course presents a comprehensive study of advanced legal topics in commercial transactions for students interested in pursuing careers in accounting or other professions, which require detailed understanding of business law concepts. Topics covered include types of business organizations, securities regulations, sales, negotiable instruments, secured transactions, bankruptcy, insurance, accountants' liability and employment law. *4 credit hours*

BUS3059 Quantitative Business Analysis

Prerequisite(s): MAT2058
Corequisite(s): None
This course is designed to provide students with a sound conceptual understanding of the role that quantitative analysis plays in the decision making process. It emphasizes the application of a variety of techniques to the solution of business and economic problems to help students become effective users and evaluators of quantitative and qualitative information in making decisions. *4 credit hours*

BUS3101 Dynamic Decision Making

Prerequisite(s): MAT1500, MGT3002
Corequisite(s): None
This course provides students with opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers for decision making in dynamic and rapidly changing environments. This course surveys the basic concept of quantitative approaches to decision making. It is designed to provide students with a sound conceptual understanding of the role that quantitative analysis plays in the decision making process. It emphasizes the application of a variety of quantitative techniques to the solution of business and economic problems. The purpose of the course is to help students become users of statistics to effectively evaluate statistical information in making decisions. *4 credit hours*

BUS4098 Business Simulation

Prerequisite(s): For Bachelor of Business Administration Students: ACC1003, BUS2023, BUS3055, BUS3059, FIN4060, MGT3059, MKT2010
For BS Accounting and BS to MS Accounting Students: ACC1003, BUS2023, BUS3055, BUS3059, FIN3030, MGT3059, MKT2010
Corequisite(s): None
In this course, students act as managers of a firm operating in a simulated industry. They are responsible for developing a strategic plan, creating execution plans, monitoring results and modifying execution plans to achieve success in competition with others in the simulated industry. *4 credit hours*

BUS4100 Business Internship

Prerequisite(s): ACC1003, BUS1038, BUS2023, FIN2030, MGT2037, MKT2010
Corequisite(s): None
The internship experience is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the student to enter the business world. This course is a faculty supervised and evaluated field experience in business management, with a major project as an end product. Students will work with Career Services or the appropriate Department Chair, Program Director, or designee to identify a potential internship site location. Once an acceptable organization and site supervisor are found, the College of Business must approve the organization to be utilized for this purpose. The site supervisor, student, and faculty coordinator, as defined in the College of Business Internship Courses Student Handbook, will arrange for the student to have an opportunity to realize the goals and objectives and apply competencies of this course to real-work situations. Please refer to the Internship Learning Agreement in the College of Business Internship Courses Student Handbook for further information regarding requirements prior to participating in an internship. Minimum of 120 contact hours. This course is Pass/Fail (Pass/Fail). *4 credit hours*

BUS4101 Quality Management

Prerequisite(s): MGT2037, MAT2058
Corequisite(s): None
This course will introduce students to the philosophy and techniques of total quality management applied to business, governmental, and not-for-profit organizations. Students will explore the fundamentals of quality management with emphasis on the best practices of high-performing organizations as measured by assessment tools such as the Baldrige Performance Excellence Program. Students will learn the proper application and use of techniques such as Statistical Process Control, Six Sigma, and process management. *4 credit hours*

BUS7000 Introduction to the Professional Doctorate

Prerequisite(s): Admission to the Doctor of Business Administration
Corequisite(s): None
This course focuses on student familiarity with the doctoral structure and program resources at South University. The class

discusses how the program is appropriate to those seeking to further their careers in higher education and business pursuits. The course sets the stage for students to understand the responsibilities of those who hold a terminal degree to provide teaching, scholarship, and service to the academic and professional communities they serve. Topics include the online library, how to analyze and critique the work of others, an overview of preliminary exams, the dissertation process, and opportunities to serve in academic/professional communities as students and professionals. Additional topics to be covered may include research in business, ethics in business research, thinking like a researcher, and an overview of the research process and style. *4 credit hours*

BUS7100 Research Methods I

Prerequisite(s): MGT7100
Corequisite(s): None
Doctoral-level course focusing on the ethics and process of business research. Topics include the research process, clarifying the research question using secondary data, developing the research design, qualitative research, observational studies, surveys, and experiments. Students will test their understanding of these concepts through discussion of how each of these concepts is used in the articles covered in the content area courses. Additionally, students will explore how they can use their research to provide meaningful service to their academic/professional community. *4 credit hours*

BUS7105 Research Methods II

Prerequisite(s): BUS7100, MGT7100
Corequisite(s): None
As a continuation of the first Research Methods course, this course is a doctoral-level study in research methods focusing on measurement, scales, questionnaires and instruments, sampling, preparation of the data, descriptive statistics, hypothesis testing, measures of association and multivariate analysis. *4 credit hours*

BUS7200 Statistics for Research Methods I

Prerequisite(s): BUS7100, MGT7100
Corequisite(s): None
This course focuses on building statistical models for professional research, including distribution assumptions, tests of hypotheses, confidence intervals, collinearity, outliers, transformations, general F test, analysis of variance, and multiple comparisons. Additional topics include generalized linear regression, best model selection, and the linear model approach to analysis of variance and analysis of covariance. *4 credit hours*

BUS7205 Statistics for Research Methods II

Prerequisite(s): BUS7105, BUS7200
Corequisite(s): None
This course focuses on building multivariate models for professional research, and studies topics such as MANOVA, MANCOVA, factor analysis, and discriminant analysis. Additional topics include data mining and predictive modeling for large datasets, with a focus on logistic regression, survival analysis, and classification trees. *4 credit hours*

BUS8000 Comprehensive Exam

Prerequisite(s): MGT2000, MGT7205, BUS7205
Corequisite(s): INS7200 and/or INS7205 and/or INS7115
Successful completion of the comprehensive examination indicates the student's broad expertise of the degree's content focus and readiness to complete the dissertation. In addition, successful completion of this examination demonstrates doctoral level mastery of the knowledge and competencies required of a doctoral program graduate. The responses must demonstrate a high level of critical thinking and demonstrate the ability to analyze, synthesize, evaluate, and apply theoretical constructs and research findings to professional practice and contemporary issues in organizations. The exam includes four individual tests, each of which

must be passed successfully within two attempts before progressing to the dissertation phase of the program. This course is Pass/Fail/Limited Progress (P/F/LP). *(0 credit hours)*

BUS8100 Doctoral Dissertation Research Development

Prerequisite(s): BUS8000
Corequisite(s): None
The purpose of this course is for students to develop a viable doctoral dissertation research topic that will lead to the creation of the dissertation proposal. Students explore alternative topics and research questions of interest, focusing on those that can be developed into a dissertation that makes an original contribution to the academic literature. This course is Pass/Fail/Limited Progress (P/F/LP) *4 credit hours*

BUS8100E Doctoral Dissertation Research Development Extension

Prerequisite(s): BUS8000
Corequisite(s): None
This course is an extension of BUS8100 to allow the student additional time to complete the required progress toward completion of the dissertation. Repetition of an extension course will override the prior grade earned in the extension course and will not count as additional credits toward the degree. This course is Pass/Fail/Limited Progress (P/F/LP). *4 credit hours*

BUS8105 Doctoral Dissertation Proposal

Prerequisite(s): BUS8100
Corequisite(s): None
The purpose of this course is for students to refine the work completed in BUS8100 and to develop the methodologies and procedures that will be used in their dissertation. Students refine their draft proposals using student, faculty, and dissertation committee feedback. The course requires students to present their dissertation proposals for student and faculty feedback. This course is Pass/Fail/Limited Progress (P/F/LP). *4 credit hours*

BUS8105E Doctoral Dissertation Proposal Extension

Prerequisite(s): BUS8100
Corequisite(s): None
This course is an extension of BUS8105 to allow the student additional time to complete the required progress toward completion of the dissertation. Repetition of an extension course will override the prior grade earned in the extension course and will not count as additional credits toward the degree. This course is a Pass/Fail/Limited Progress (P/F/LP). *4 credit hours*

BUS8115 Doctoral Dissertation Preparation

Prerequisite(s): BUS8105, accepted dissertation proposal
Corequisite(s): None
The purpose of this course is for students to collect and analyze data using the previously identified methods for their individual dissertation plans. Students will draft the reporting and analysis of data results as well as provide formal conclusions and recommendations from the data analysis. This course is Pass/Fail/Limited Progress (P/F/LP). *4 credit hours*

BUS8115E Doctoral Dissertation Preparation Extension

Prerequisite(s): BUS8105
Corequisite(s): None
This is an extension of the BUS8115 course to allow the student additional time to complete the required progress toward completion of the dissertation. Repetition of an extension course will override the prior grade earned in the extension course and will not count as additional credits toward the degree. This course is Pass/Fail/Limited Progress (P/F/LP). *4 credit hours*

BUS8120 Doctoral Dissertation Defense

Prerequisite(s): BUS8115
Corequisite(s): None
The purpose of this course is for students to finalize all data collection and analysis and revise the dissertation draft into the final submission to the Dissertation Committee. Students will defend the dissertation as the culmination of this course. This course is Pass/Fail/Limited Progress (P/F/LP). *4 credit hours*

BUS8120E Doctoral Dissertation Defense Extension

Prerequisite(s): BUS8115
Corequisite(s): None
This is an extension of the BUS8120 course to allow the student additional time to complete the required progress toward completion of the dissertation. Repetition of an extension course will override the prior grade earned in the extension course and will not count as additional credits toward the degree. This course is Pass/Fail/Limited Progress (P/F/LP). *4 credit hours*

MBA5001 Organizational Behavior and Communication

Prerequisite(s): None
Corequisite(s): None
This course addresses the issues of motivation, leadership, and communications. Included are negotiation, conflict resolution, and teambuilding. *4 credit hours*

MBA5004 Managerial Economics

Prerequisite(s): MBA Students and MBA accelerated students: MBA5009; MHA Students and MSIS Students: None
Corequisite(s): None
This course provides an overview of microeconomic concepts and applications to common business problems. Topics include supply and demand analysis, cost analysis, economics of scale, basic market types and their characteristics, pricing, risk analysis and the role of government in economic affairs. *4 credit hours*

MBA5005 Law and Ethics for Managers

Prerequisite(s): None
Corequisite(s): None
This course provides a framework for managers to understand and assess the ethical and legal responsibilities of managers and the implications of their decisions. The course introduces an ethical framework for managers and explores the constitutional foundation for laws and regulations that affect business, the current legal environment, employment and civil rights law, major regulations, corporate governance, securities and financial transactions and international law. *4 credit hours*

MBA5008 Quantitative Analysis and Decision Making

Prerequisite(s): MBA5009; for Master of Science in Information Systems students: None
Corequisite(s): None
This course presents students with quantitative tools for effective business analysis and decision-making. In addition to a review of basic inferential statistics, the course includes tools such as chi-squared tests, nonparametric statistics, correlation and regression analysis, time-series analysis and forecasting, and decision analysis. *4 credit hours*

MBA5009 Managerial Environment

Prerequisite(s): None
Corequisite(s): None
This course, designed to be the first course for all MBA and MBA HCA students, instills crucial analytical, communication and

planning skills which are essential for success in the programs and in management careers. Topics covered in statistics, finance and accounting provide a vital foundation for expected performance in the program. Critical thinking and analytical skills will be developed as students become acquainted with the expectations of graduate business programs. *4 credit hours*

MBA6010 Managerial Finance

Prerequisite(s): MBA5009
Corequisite(s): None
In this course students learn to apply analytical tools to making strategic financial decisions that add value to the shareholder. Students will learn to use financial statement analysis tools, value long-term securities, relate risk and return, perform financial forecasting, evaluate assets and portfolios, determine the firm's cost of capital and design an optimal financial structure. *4 credit hours*

MBA6011 Strategic Marketing

Prerequisite(s): None
Corequisite(s): None
This course provides a framework for examining key strategic marketing issues faced by modern organizations and helps students to develop an understanding of the marketing environment, customer and their buying behavior, the marketing research process, new product development, marketing channels, and marketing communication and advertising. *4 credit hours*

MBA6012 Operations and Supply Chain Management

Prerequisite(s): MBA Students: MBA5008, MBA5009; MBA, accelerated students: MBA5009
Corequisite(s): None
This course introduces students to the management activities involved in operating organizations within a global supply chain context. Students will learn how business functions (such as marketing, operations, and finance) interact to support decisions for successful execution of the organization's strategic plan. *4 credit hours*

MBA6501 Strategic Human Resource Management

Prerequisite(s): None
Corequisite(s): None
This course explores human resources from a strategic perspective to help an organization achieve its goals. Topics may include investments in human resources, workforce demographic trends, theories of human resource management, workforce training and development, workforce utilization and assessment, and performance management systems. *4 credit hours*

MBA6505 Organizational Development and Change Management

Prerequisite(s): MBA Students: MBA5001; accelerated MBA Students and Master of Science in Leadership Students: None
Corequisite(s): None
This course explores the theoretical grounding and practical approaches necessary to effectively diagnose organizational problems, develop intervention approaches, and implement organizational solutions. Topics may include entering and contracting, organizational diagnostic models, organizational surveys, change impediments, managing the change process, organizational/interpersonal/group interventions, and evaluation approaches. *4 credit hours*

MBA6710 Entrepreneurial Organizations and Small Businesses

Prerequisite(s): MBA5009
Corequisite(s): None
This course focuses on the unique characteristics, needs, and implications of entrepreneurial organizations and small businesses in the U.S. and global economies. Topics may include the life cycle of entrepreneurial organizations and small businesses,

entrepreneurial leadership and the role of the entrepreneur, functional needs of these enterprises, and evaluation of recent new ventures. *4 credit hours*

MBA6999 Strategic Development and Implementation

Prerequisite(s): MBA Students: MBA5001, MBA5004, MBA5005, MBA6010, MBA6011, MBA6012; MBA accelerated Students: MBA5009
Corequisite(s): None
This course explores the methods of directing a firm, or a significant division thereof in an internationally competitive environment. Students will develop an understanding of the way in which general managers formulate and implement business level strategy and corporate level strategy in today's market economy. These techniques will incorporate tools and perspectives for international and cooperative strategy. In this course students will also develop skills and perspectives in corporate leadership, corporate parenting, and corporate entrepreneurship. *4 credit hours*

Chemistry

CHM1010 General Chemistry

Prerequisite(s): MAT0099 plus one other MAT course
Corequisite(s): None
CHM1010 is a survey course of general chemistry, organic chemistry and biochemistry. Fundamental concepts and principles will be presented including atomic theory, bonding, nomenclature, solutions, acids and bases, and an introduction to organic chemistry and biochemistry. Emphasis will be placed on the application of these topics in various health fields. This overview provides the health-care worker the ability to appreciate physiological and therapeutic processes at the molecular level. The course will also explore the role of chemistry in society today by applying a problem solving approach to understanding chemistry. *4 credit hours*

Communications

COM2005 Introduction to Communication Theory

Prerequisite(s): None
Corequisite(s): None
This course is an overview of the principles and theories of human communication. Verbal and nonverbal language, listening, group dynamics, and public speaking are highlighted. Emphasis is on applying communication principles to contemporary problems and preparing various types of oral discourse focusing on the nature, evaluation, and use and abuse of evidence in the process of formulating and supporting an argument. *4 credit hours*

COM2006 Interpersonal Communication

Prerequisite(s): COM2005
Corequisite(s): None
This course examines the fundamental role of communication in establishing and maintaining relationships. By surveying leading research and theories in interpersonal communication, students explore scholarly perspectives on how individuals enter into, maintain, and terminate relationships. Conceptual perspectives examined will include communicative competence, relational development, interaction process, codes, and context. This course has a prescriptive orientation, meaning that it is geared toward learning how to be a more competent communicator by being oriented towards others. *4 credit hours*

COM2010 Introduction to the Electronic and Emerging Mass Media

Prerequisite(s): COM2005

Corequisite(s): None
This course introduces the history, structure, function, economics, content, and evolution of radio, television, film and the Internet, including traditional and mature formats and the emerging electronic media delivery systems. The social, political, regulatory, ethical, and occupational impact of the electronic media may also be examined. *4 credit hours*

COM2020 Fundamentals of Persuasion

Prerequisite(s): COM2005
Corequisite(s): None
This course focuses on the theories, principles, and practices of persuasion. Topics may include understanding persuasion, analyzing the audience, motivating the audience, making claims, organizing a persuasive presentation, creating a persuasive introduction, understanding the body of a persuasive presentation, methods of persuasion, and using different methods of persuasion. *4 credit hours*

COM3010 History of the Mass Media Influencing Culture and Society

Prerequisite(s): COM2005
Corequisite(s): None
This course surveys the history of media in the United States, focusing on the histories of books, newspapers and magazines (print media), cinema, analog electronic media, advertising, public relations, and digital media (including the Internet). Topics may include the cultural history of the media from its beginnings in print journalism, and the intersection of political, economic, aesthetic, technological, and social factors. Students gain a basic understanding of concepts of the interrelationships between the mass media and American society in terms of social justice, the common good, and the legitimate scope of government in democratic and pluralistic society, and how such forces both construct and reflect the changing culture of the United States. *4 credit hours*

COM3020 Theories of Mass Communication

Prerequisite(s): COM2005
Corequisite(s): None
This course is an introduction to the study of mass communication and computer mediated communication (CMC) theories, social media venues, and communication implications of new communication technologies. Students focus on the relationships among communication theory, research, and practice. General themes include intra- and interpersonal communication, public communication, mass media, and contemporary issues associated with mediated communication. *4 credit hours*

COM3050 Intercultural Communication

Prerequisite(s): COM2006
Corequisite(s): None
This course introduces students to intercultural communication theory and research. Intercultural communication concepts of perception, convergence, cultural and linguistic differences, cultural stereotyping, adaptation and culture shock, diversity management, and maintaining relationships in an intercultural setting are explored. Students engage in applying intercultural concepts to current social contexts. *4 credit hours*

COM3070 Ethics in Mass Communication

Prerequisite(s): COM2020
Corequisite(s): None
This course examines the moral and ethical principles, and historical ethical philosophies of mass communications and their application to current problems. It is also a critical analysis of professional philosophies, standards and practices in journalism, public relations, and advertising. The course reconsiders the ethical and practical considerations and their interrelated dilemmas in different professional and social contexts with case studies. *4 credit hours*

COM3080 Legal Environment in Mass Communication

Prerequisite(s): COM3070
Corequisite(s): None
This course examines important legal issues that affect professional communicators. Topics may include copyright, intellectual property, fair use, privacy, freedom of information, freedom of speech, and freedom of the press, as well as issues raised by the growth of the Internet, the use of digital technologies, and the creation of social media and traditional media content. *4 credit hours*

COM3090 Research Methods in Mass Communication

Prerequisite(s): COM3020, MAT2058
Corequisite(s): None
This course is an introduction to mass communication research methods. Topics may include field, survey, and experimental research methods as well as content analysis. *4 credit hours*

Counseling

CNS6000 Counseling Theory

Prerequisite(s): None
Corequisite(s): None
The basic theory, principles, and techniques of counseling and its application to professional counseling settings are explained. Also considered are the various theories of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of professional counseling. *4 credit hours Quarter 1 or Approval of the Program Director*

CNS6002 Counseling Theory

Prerequisite(s): None
Corequisite(s): None
The basic theory, principles, and techniques of counseling and its application to professional counseling settings are explained. Also considered are the various theories of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of professional counseling. *4.5 credit hours Quarter 1 or Approval of the Program Director*

CNS6005 Counseling Theory

Prerequisite(s): None
Corequisite(s): None
The basic theory, principles, and techniques of counseling and its application to professional multicultural counseling settings are explained. Also considered are the various theories, principles and techniques of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of professional counseling. An orientation to wellness and prevention as desired counseling goals, essential interviewing and counseling skills, and consultation theories and their application in various professional settings will be integrated in this course. An understanding of the family and systems theories will be conveyed. This coursework will conclude with crisis intervention and suicidal prevention models. *5 credit hours Quarter 1 or Approval of the Program Director*

CNS6006 Counseling Theory Seminar

Prerequisite(s): None
Corequisite(s): None
The basic theory, principles, and techniques of counseling and its application to professional multicultural counseling settings are

explained. Also considered are the various theories, principles and techniques of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of professional counseling. An orientation to wellness and prevention as desired counseling goals, essential interviewing and counseling skills, and consultation theories and their application in various professional settings will be integrated in this course. An understanding of the family and systems theories will be conveyed. This coursework will conclude with crisis intervention and suicidal prevention models. This course is designed for students pursuing North Carolina Licensure requirements of this core course. *0.5 credit hour*

CNS6018 Psychopathology

Prerequisite(s): None
Corequisite(s): None
This course involves an introduction to the study of abnormal behaviors in children, adolescents, and adults. The etiology, definition, prevalence rate, and morbidity of disorders in the DSM-IV-TR are reviewed. The course will focus on an introduction to the science and art of clinical assessment as the foundation of practice in mental health settings and the use of assessment techniques in a professional and ethical manner. In part, adjustment disorders, V codes, and the ICD system will be studied. Students will primarily concentrate on serious mental disorders in the context of normal lifecycle transitions and review various methods of treatment related to the disorders covered. The course will make a concerted effort to apply the above to the "real world" of mental health professionals by examining treatment and assessment considerations. *4.5 credit hours Quarter 2 or Approval of the Program Director*

CNS6020 Psychopathology

Prerequisite(s): None
Corequisite(s): None
This course involves an introduction to the study of abnormal behaviors in children, adolescents, and adults. The etiology, definition, prevalence rate, and morbidity of disorders in the DSM-IV-TR are reviewed. The course will focus on an introduction to the science and art of clinical assessment as the foundation of practice in mental health settings and the use of assessment techniques in a professional and ethical manner. In part, adjustment disorders, V codes, and the ICD system will be studied. Students will primarily concentrate on serious mental disorders in the context of normal lifecycle transitions and review various methods of treatment related to the disorders covered. The course will make a concerted effort to apply the above to the "real world" of mental health professionals by examining treatment and assessment considerations. *4 credit hours Quarter 2 or Approval of the Program Director*

CNS6029 Diagnostics of Psychopathology and Treatment

Prerequisite(s): None
Corequisite(s): None
This course provides advanced training in the assessment, diagnosis, and treatment of serious psychopathology as depicted in the standard nomenclature of the DSM-5 and subsequent revisions/editions. Students will focus on the descriptions, etiology, and major diagnostic categories in order to effectively utilize Axis I through Axis V diagnostic dimensions to develop appropriate treatment options. In addition, students will learn how to utilize the International Classification of Diseases (ICD) and Clinical Modification System according to the latest version. Upon completing the course, students will have an understanding of the techniques practitioners use in the diagnosis and treatment of psychopathology. *4 credit hours Quarter 3 or Approval of the Program Director*

CNS6041 Diagnostics of Psychopathology

Prerequisite(s): None
Corequisite(s): None
This course provides advanced training in the assessment and diagnosis of serious psychopathology as depicted in the standard nomenclature of the DSM-IV-TR and subsequent revisions/editions. Students will focus on the descriptions, etiology, and major diagnostic categories in order to effectively utilize Axis I through Axis V diagnostic dimensions. In addition, students will learn how to utilize the International Classification of Diseases (ICD) and Clinical Modification System according to the latest version.

Upon completing the course, students will have an understanding of the techniques practitioners use in the diagnosis of psychopathology. *4.5 credit hours Quarter 3 or Approval of the Program Director*

CNS6043 Psychopathology

Prerequisite(s): None
Corequisite(s): None
This course involves an introduction to the study of abnormal behaviors in children, adolescents, and adults. The etiology, definition, prevalence rate, and morbidity of disorders in the DSM-IV-TR are reviewed. The course will focus on an introduction to the science and art of clinical assessment as the foundation of practice in mental health settings and the use of assessment techniques in a professional and ethical manner. In part, adjustment disorders, V codes, and the ICD system will be studied. Students will primarily concentrate on serious mental disorders in the context of normal lifecycle transitions and review various methods of treatment related to the disorders covered. The course will make a concerted effort to apply the above to the "real world" of mental health professionals by examining treatment and assessment considerations. *4.5 credit hours Quarter 2 or Approval of the Program Director*

CNS6050 Lifespan Development

Prerequisite(s): None
Corequisite(s): None
This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts. Appropriate strategies for facilitating development over the lifespan are also integrated into the course. *4.5 credit hours Quarter 1 or Quarter 3 or Approval of the Program Director*

CNS6051 Diagnostics of Psychopathology and Treatment

Prerequisite(s): None
Corequisite(s): None
This course provides advanced training in the assessment, diagnosis, and treatment of serious psychopathology as depicted in the standard nomenclature of the DSM-IV-TR and subsequent revisions/editions. Students will focus on the descriptions, etiology, and major diagnostic categories in order to effectively utilize Axis I through Axis V diagnostic dimensions to develop appropriate treatment options. In addition, students will learn how to utilize the International Classification of Diseases (ICD) and Clinical Modification System according to the latest version. Upon completing the course, students will have an understanding of the techniques practitioners use in the diagnosis and treatment of psychopathology. *4.5 credit hours Quarter 3 or Approval of the Program Director*

CNS6052 Lifespan Development

Prerequisite(s): None
Corequisite(s): None
This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts. Appropriate strategies for facilitating development over the lifespan are also integrated into the course. *4 credit hours Quarter 1 or Approval of the Program Director*

CNS6053 Lifespan Development

Prerequisite(s): None
Corequisite(s): None
This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that

affect both normal and abnormal behavior. Included in this course are current understandings about neurobiological behavior; theories and models of individual, cultural, couple, family, and community resilience; theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and theories for facilitating optimal development and wellness over the life span. Appropriate strategies for facilitating development over the lifespan are also integrated into the course. In addition, the coursework shall highlight the effects of crises, disasters, and other trauma-causing events on persons of all ages. *5 credit hours Quarter 3 or Approval of the Program Director*

CNS6056 Lifespan Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Included in this course are current understandings about neurobiological behavior; theories and models of individual, cultural, couple, family, and community resilience; theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and theories for facilitating optimal development and wellness over the life span. Appropriate strategies for facilitating development over the lifespan are also integrated into the course. In addition, the coursework shall highlight the effects of crises, disasters, and other trauma-causing events on persons of all ages. This course is designed for students who are desiring to fulfill the North Carolina Licensure requirements of this core course. Austin, Columbia, Richmond, Savannah, and Virginia Beach Campuses. *0.5 credit hour*

CNS6108 Advanced Counseling Skills, Interventions, and Treatment

Prerequisite(s): None
Corequisite(s): None
This course will provide students with an advanced understanding of the helping relationship. Evaluation and treatment methods associated with mental health issues such as sexual abuse, eating disorders, divorce, domestic violence, and depression will be discussed. Additional focus will be provided on methods of intervention and the prevention of mental and emotional disorders. *4 credit hours Quarter 5 or Approval of the Program Director*

CNS6161 Counseling Techniques

Prerequisite(s): None
Corequisite(s): None
A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophical bases of helping processes: counseling theories and their application: basic and advanced helping skills; consultation theories and their application: client and helper self-understanding and self-development; and facilitation of client change. *4 credit hours Quarter 2 or Approval of the Program Director*

CNS6162 Counseling Techniques

Prerequisite(s): None
Corequisite(s): None
A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophical bases of helping processes: counseling theories and their application: basic and advanced helping skills; consultation theories and their application: client and helper self-understanding and self-development; and facilitation of client change. *4.5 credit hours Quarter 2 or Approval of the Program Director*

CNS6313 Professional Orientation and Ethics

Prerequisite(s): None
Corequisite(s): None

This course will provide an in-depth review of the multifaceted aspects (historical, philosophical, societal, cultural, economic, political), professional identity (e.g., roles, functions), and practice issues (e.g., managed care, reimbursement, expert witness status) specific to Clinical Mental Health Counselors. The course also examines ethical and legal standards (ACA and AMHCA Code of Ethics), risk management, and professional credentialing according to the Foundations of Clinical Mental Health Counseling. *4.5 credit hours Quarter 1 or Approval of the Program Director*

CNS6314 Professional Orientation and Ethics

Prerequisite(s): None
Corequisite(s): None
This course will provide an in-depth review of the multifaceted aspects (historical, philosophical, societal, cultural, economic, political), professional identity (e.g., roles, functions), and practice issues (e.g., managed care, reimbursement, expert witness status) specific to Clinical Mental Health Counselors. The course also examines ethical and legal standards (ACA and AMHCA Code of Ethics), risk management, and professional credentialing according to the Foundations of Clinical Mental Health Counseling. *4 credit hours Quarter 1 or Approval of the Program Director*

CNS6315 Professional Orientation and Ethics

Prerequisite(s): None
Corequisite(s): None
This course will provide an in-depth review of the multifaceted aspects (historical, philosophical, societal, cultural, economic, political), professional identity (e.g., roles, functions), and practice issues (e.g., managed care, reimbursement, expert witness status) specific to Clinical Mental Health Counselors. The course also examines ethical and legal standards (ACA and AMHCA Code of Ethics), risk management, and professional credentialing according to the Foundations of Clinical Mental Health Counseling. *4.5 credit hours Quarter 1 or Approval of the Program Director*

CNS6316 Professional Orientation and Ethics

Prerequisite(s): None
Corequisite(s): None
This course will provide an in-depth review of the multifaceted aspects (historical, philosophical, societal, cultural, economic, political), professional identity (e.g., roles, functions, self-care), and practice issues (e.g., managed care, reimbursement, expert witness status) specific to Clinical Mental Health Counselors. The course also examines ethical and legal standards (ACA and AMHCA Code of Ethics), risk management, supervision models, practices, and professional credentialing according to the Foundations of Clinical Mental Health Counseling. This course shall include the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. *5 credit hours Quarter 1 or Approval of the Program Director*

CNS6317 Professional and Ethical Issues Seminar

Prerequisite(s): None
Corequisite(s): None
This course will provide an in-depth review of the multifaceted aspects (historical, philosophical, societal, cultural, economic, political), professional identity (e.g., roles, functions, self-care), and practice issues (e.g., managed care, reimbursement, expert witness status) specific to Clinical Mental Health Counselors. The course also examines ethical and legal standards (ACA and AMHCA Code of Ethics), risk management, supervision models, practices, and professional credentialing according to the Foundations of Clinical Mental Health Counseling. This course shall include the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. This course is designed for students pursuing North Carolina Licensure requirements of this core course. *0.5 credit hour*

CNS6425 Clinical Mental Health Counseling

Prerequisite(s): None
Corequisite(s): None
This course will provide an introduction to the field of clinical mental health counseling according to clinical and professional issues. Specifically, students will examine treatment delivery systems and gain an understanding of the dynamic interplay of professionals within these systems. The course will also focus on program analysis via theory and empirical methods. *4 credit hours Quarter 3 or Quarter 5 or Approval of the Program Director*

CNS6426 Clinical Mental Health Counseling and Philosophy

Prerequisite(s): None
Corequisite(s): None
This course will provide an introduction to the field of Clinical Mental Health Counseling according to clinical and professional issues. Specifically, students will examine treatment delivery systems and gain an understanding of the dynamic interplay of professionals within these systems. In addition, students will intensively study comprehensive and effective methods for impacting change within clients and be provided an opportunity to examine their own system of beliefs regarding client care. The course will also focus on program analysis via theory and empirical methods. *4 credit hours Quarter 3 or Approval of the Program Director*

CNS6428 Clinical Mental Health Counseling and Interventions

Prerequisite(s): None
Corequisite(s): None
This course will provide an introduction to the field of Clinical Mental Health Counseling according to clinical and professional issues. Specifically, students will examine treatment delivery systems and gain an understanding of the dynamic interplay of professionals within these systems. In addition, students will intensively study comprehensive and effective methods for impacting change within clients and be provided an opportunity to examine their own system of beliefs regarding client care. The course will also focus on program analysis via theory and empirical methods. *4 credit hours Quarter 3 or Approval of the Program Director*

CNS6504 Group Dynamics Seminar

Prerequisite(s): None
Corequisite(s): None
A broad understanding of group development, dynamics, methods, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling theories, methods, and skills. Different approaches to conducting group counseling are reviewed in addition to the appropriate counselor self-evaluation (e.g., moral), ethical, and legal considerations in the field of professional counseling. This course is designed for students pursuing North Carolina Licensure requirements of this core course. *0.5 credit hour*

CNS6508 Group Dynamics

Prerequisite(s): None
Corequisite(s): None
A broad understanding of group development, dynamics, methods, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling theories, methods, and skills. Different approaches to conducting group counseling are reviewed in addition to the appropriate counselor self-evaluation (e.g., moral), ethical, and legal considerations in the field of professional counseling. *5 credit hours Quarter 4 or Approval of the Program Director*

CNS6509 Group Dynamics

Prerequisite(s): None
Corequisite(s): None

A broad understanding of group development, dynamics, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills. Different approaches to conducting group counseling are reviewed in addition to the appropriate counselor self-evaluation (e.g., moral), ethical, and legal considerations in the field of professional counseling. *4.5 credit hours Quarter 4 or Approval of the Program Director*

CNS6510 Group Dynamics

Prerequisite(s): None
Corequisite(s): None
A broad understanding of group development, dynamics, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills. Different approaches to conducting group counseling are reviewed in addition to the appropriate counselor self-evaluation (e.g., moral), ethical, and legal considerations in the field of counseling. *4 credit hours Quarter 4 or Approval of the Program Director*

CNS6514 Social and Cultural Fundamentals

Prerequisite(s): None
Corequisite(s): None
This course includes studies of multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the impact of culture on the counselor's understanding of individuals from diverse backgrounds, counselor self-evaluation (e.g., moral), ethical, and legal considerations in the context of professional counseling. *4.5 credit hours Quarter 2 or Approval of the Program Director*

CNS6524 Research and Statistical Evaluation

Prerequisite(s): None
Corequisite(s): None
Studies that provide a basic understanding of types of research are presented: basic statistics; research report development; and research implementation. Other areas studied include program evaluation; needs assessment; publication of research information; parametric and non-parametric statistics; quantitative and qualitative research designs; the use of computers for data management and analysis; including ethical and legal considerations pertinent to the professional counselor. *4.5 credit hours Quarter 4 or Approval of the Program Director*

CNS6529 Research and Statistical Evaluation

Prerequisite(s): None
Corequisite(s): None
Studies that provide a basic understanding of types of research are presented: basic statistics; research report development; and research implementation. Other areas studied include program evaluation; needs assessment; publication of research information; parametric and non-parametric statistics; quantitative and qualitative research designs; the use of computers for data management and analysis; including ethical and legal considerations pertinent to the professional counselor. *4.5 credit hours Quarter 4 in the 8 Quarter program or Quarter 6 in 10 Quarter program or Approval of the Program Director*

CNS6530 Research and Statistical Evaluation

Prerequisite(s): None
Corequisite(s): None
Studies that provide a basic understanding of types of research are presented: basic statistics; research report development; and research implementation. Other areas studied include program evaluation; needs assessment; publication of research information; parametric and non-parametric statistics; quantitative and qualitative research designs; the use of computers for data management and analysis; including ethical and legal considerations pertinent to the professional counselor. *4 credit hours Quarter 4 in the 8 Quarter program or Quarter 6 in 10 Quarter program or Approval of the Program Director*

CNS6531 Research and Statistical Evaluation

Prerequisite(s): None
Corequisite(s): None
Studies that provide a basic understanding of types of research are presented: basic statistics; research report development; and research implementation. The research includes studies that provide a broad understanding of the importance of research in advancing the counseling profession Other areas studied include program evaluation; needs assessment; publication of research information; parametric and non-parametric statistics; quantitative and qualitative research designs; the use of computers for data management and analysis; including ethical and legal considerations pertinent to the professional counselor including culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies. *5 credit hours Quarter 6 or Approval of the Program Director*

CNS6532 Research and Evaluation Seminar

Prerequisite(s): None
Corequisite(s): None
Studies that provide a basic understanding of types of research are presented: basic statistics; research report development; and research implementation. The research includes studies that provide a broad understanding of the importance of research in advancing the counseling profession Other areas studied include program evaluation; needs assessment; publication of research information; parametric and non-parametric statistics; quantitative and qualitative research designs; the use of computers for data management and analysis; including ethical and legal considerations pertinent to the professional counselor including culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies. This course is designed for students pursuing North Carolina Licensure requirements of this core course. *0.5 credit hour*

CNS6535 Clinical Mental Health Appraisal I

Prerequisite(s): None
Corequisite(s): None
A broad understanding of group and individual educational and psychometric theories, ethical, and legal approaches to appraisal is the goal of this course; also examined are data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes. Also, the specific ability to select, administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered. *4.5 credit hours Quarter 3 in the 8 Quarter program or Quarter 5 in 10 Quarter program or Approval of the Program Director*

CNS6536 Clinical Mental Health Appraisal I

Prerequisite(s): None
Corequisite(s): None
A broad understanding of group and individual educational and psychometric theories, ethical, and legal approaches to appraisal is the goal of this course; also examined are data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes. Also, the specific ability to select, administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered. *4 credit hours Quarter 3 or Approval of the Program Director*

CNS6537 Clinical Mental Health Appraisal I

Prerequisite(s): None
Corequisite(s): None
A broad understanding of group and individual educational and psychometric theories are covered in this course. Studies that provide a broad understanding of historical perspectives concerning the nature and meaning of assessment as well as basic concepts of standardized and non-standardized testing and other assessment techniques. Ethical and legal approaches to appraisal is the goal of this course. Also examined are data and information gathering methods; validity and reliability; psychometric

statistics; factors influencing appraisals; social and cultural factors related to the assessment and evaluation; and ethical strategies for selecting, administering, and interpreting assessment, evaluation instruments and techniques in counseling and use of appraisal results in helping processes. Also, the specific ability to select, administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered. *5 credit hours Quarter 5 or Approval of the Program Director*

CNS6538 Clinical Mental Health Appraisal Seminar

Prerequisite(s): None
Corequisite(s): None
A broad understanding of group and individual educational and psychometric theories are covered in this course. Studies that provide a broad understanding of historical perspectives concerning the nature and meaning of assessment as well as basic concepts of standardized and non-standardized testing and other assessment techniques. Ethical and legal approaches to appraisal is the goal of this course. Also examined are data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; social and cultural factors related to the assessment and evaluation; and ethical strategies for selecting, administering, and interpreting assessment, evaluation instruments and techniques in counseling and use of appraisal results in helping processes. Also, the specific ability to select, administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered. This course is designed for students pursuing North Carolina Licensure requirements of this core course. *0.5 credit hour*

CNS6565 Multicultural Foundations

Prerequisite(s): None
Corequisite(s): None
This course includes studies of multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the impact of culture on the counselor's understanding of individuals from diverse backgrounds, counselor self-evaluation (e.g., moral), ethical, and legal considerations in the context of professional counseling. *4.5 credit hours Quarter 2 in the 8 Quarter program or Quarter 4 in 10 Quarter program or Approval of the Program Director*

CNS6566 Multicultural Foundations

Prerequisite(s): None
Corequisite(s): None
This course includes studies of multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the impact of culture on the counselor's understanding of individuals from diverse backgrounds, counselor self-evaluation (e.g., moral), ethical, and legal considerations in the context of professional counseling. *4 credit hours Quarter 2 or Approval of the Program Director*

CNS6567 Multicultural Foundations

Prerequisite(s): None
Corequisite(s): None
This course includes studies of multicultural and pluralistic trends including characteristics and concerns of diverse groups; providing an understanding of theories of multicultural counseling, identity development, and social justice while examining attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, gender and review of the processes of intentional and unintentional oppression and discrimination. This course is meant to sensitize students to the impact of culture on the counselor's understanding of individuals from diverse backgrounds, counselor self-evaluation (e.g., moral), ethical, and legal considerations in the context of professional counseling. This coursework shall include study of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. *5 credit hours Quarter 4 or Approval of the Program Director*

CNS6568 Multicultural Foundations Seminar

Prerequisite(s): None
Corequisite(s): None
This course includes studies of multicultural and pluralistic trends including characteristics and concerns of diverse groups; providing an understanding of theories of multicultural counseling, identity development, and social justice while examining attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, gender and review of the processes of intentional and unintentional oppression and discrimination. This course is meant to sensitize students to the impact of culture on the counselor's understanding of individuals from diverse backgrounds, counselor self-evaluation (e.g., moral), ethical, and legal considerations in the context of professional counseling. This coursework shall include study of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. This course is designed for students pursuing North Carolina Licensure requirements of this core course. *0.5 credit hour*

CNS6602 Lifestyle and Career Development

Prerequisite(s): None
Corequisite(s): None
This course includes studies that provide an understanding of career development theories and decision-making models; occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; and career development program planning, resources, and effectiveness evaluation. Students also focus on counseling techniques involving special populations, the role of technology, counselor self-evaluation (e.g., moral), ethical, and legal considerations. *4.5 credit hours Quarter 4 or Quarter 7 or Approval of the Program Director*

CNS6603 Lifestyle and Career Development

Prerequisite(s): None
Corequisite(s): None
This course includes studies that provide an understanding of career development theories and decision-making models; occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; and career development program planning, resources, and effectiveness evaluation. Students also focus on counseling techniques involving special populations, the role of technology, counselor self-evaluation (e.g., moral), ethical, and legal considerations. *4 credit hours Quarter 5 or Approval of the Program Director*

CNS6604 Lifestyle and Career Development

Prerequisite(s): None
Corequisite(s): None
This course includes studies that provide an understanding of career development theories and decision-making models; occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; and career development program planning, resources, and effectiveness evaluation in a global economy. Students also focus on counseling techniques involving special populations, the role of technology, counselor self-evaluation (e.g., moral), ethical, and legal considerations. The coursework shall increase the knowledge of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. *5 credit hours Quarter 5 or Quarter 7 or Approval of the Program Director*

CNS6605 Lifestyle and Career Development Seminar

Prerequisite(s): None

Corequisite(s): None
This course includes studies that provide an understanding of career development theories and decision-making models; occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; and career development program planning, resources, and effectiveness evaluation in a global economy. Students also focus on counseling techniques involving special populations, the role of technology, counselor self-evaluation (e.g., moral), ethical, and legal considerations. The coursework shall increase the knowledge of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. This course is designed for students pursuing North Carolina Licensure requirements of this core course. *0.5 credit hour*

CNS6704 Couples, Marital, and Family Intervention and Therapy

Prerequisite(s): None
Corequisite(s): None
A broad theoretical and practical foundation for counseling couples and families is emphasized. It provides a survey of current approaches in family, couples and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention. This course provides an analysis of the importance of family, social and community systems in the treatment of mental and emotional disorders. *4 credit hours Quarter 8 or Approval of the Program Director*

CNS6709 Couples, Marital, and Family Dynamics

Prerequisite(s): None
Corequisite(s): None
A broad theoretical and practical foundation for counseling couples and families is emphasized. It provides a survey of current approaches in family, couples and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention. This course provides an analysis of the importance of family, social and community systems in the treatment of mental and emotional disorders. *4 credit hours Quarter 8 in the 8 Quarter program or Quarter 10 in 10 Quarter program or Approval of the Program Director*

CNS6752 Consultation, Management, Advocacy, and Policy

Prerequisite(s): None
Corequisite(s): None
The course will provide theoretical and application knowledge concerning psychoeducational consultation regarding individuals, groups and organizations. Students will focus on community consultation and strategies for engaging in advocacy for the profession, including public policy and governmental relations. The course will also examine mental health services and program management involving administration, finance, and budgeting in the private and public sectors, in addition to both individual and group private practice models. Students will be exposed to the foundations and practices of clinical supervision in the context of professional development. *4 credit hours Quarter 10 or Approval of the Program Director*

CNS6775 Counseling Administration, Advocacy, and Policy

Prerequisite(s): None
Corequisite(s): None
A study of mental health services and program management involving administration, finance, and budgeting in the private and public sectors, in addition to both individual and group private practice models. Students will be exposed to the foundations and practices of clinical supervision in the context of professional development. The course will also provide knowledge concerning community consultation and strategies for engaging in advocacy for the profession, including public policy and governmental relations. *4 credit hours Quarter 8 in the 8 Quarter program or Quarter 10 in 10 Quarter program or Approval of the Program Director*

CNS6776 Counseling Administration, Advocacy, Consultation, and Policy

Prerequisite(s): None
Corequisite(s): None
The course will provide theoretical and application knowledge concerning psychoeducational consultation regarding individuals, groups and organizations. Students will focus on community consultation and strategies for engaging in advocacy for the profession, including public policy and governmental relations. The course will also examine mental health services and program management involving administration, finance, and budgeting in the private and public sectors, in addition to both individual and group private practice models. Students will be exposed to the foundations and practices of clinical supervision in the context of professional development. *4 credit hours Quarter 8 or Approval of the Program Director*

CNS6800 Human Sexuality

Prerequisite(s): None
Corequisite(s): None
This course is designed for the counseling professional whose work will bring them in contact with client issues associated with human sexuality. Students will: develop their knowledge base in human sexuality, increase understanding of the varied sexuality issues that may be brought up in a counseling session, learn appropriate assessment and intervention skills when working with clients experiencing problems with their sexuality, and increase awareness of their own beliefs and perceptions related to sexuality issues. The goal of this course is to assist students in becoming more effective in identifying, assessing and intervening with human sexuality in the counseling field. *4 credit hours Quarter 4 or Approval of the Program Director*

CNS6850 Psychopharmacology

Prerequisite(s): None
Corequisite(s): None
The course is designed to expose students to the taxonomy, side effects, and contraindications of commonly prescribed psychopharmacological medications. It is intended that students will gain an understanding of the contributions of medication regarding mental illness and an awareness of the collaborative relationship with medical personnel in the field of mental health counseling. *4 credit hours Quarter 7 or Approval of the Program Director*

CNS6901 Diagnosis and Treatment of Addictive Disorders

Prerequisite(s): None
Corequisite(s): None
This course will introduce students to the history, philosophy, and trends in addictions counseling. Students will examine prevalence rates, etiology, course, duration, and the diagnostic features of disorders within a biopsychosocial context and through use of the DSM. Additionally, multiple treatment modalities will be explored with regard to inpatient, outpatient, residential, and self-help strategies. *4 credit hours Quarter 5 in the 8 Quarter program or Quarter 9 in 10 Quarter program or Approval of the Program Director*

CNS6910 Treatment Planning and Implementation

Prerequisite(s): None
Corequisite(s): None
This course will focus on the intermediate and advanced techniques and processes involved with treatment planning and implementation. Students will have an opportunity utilize their existing knowledge of psychopathology to develop appropriate treatments. *4 credit hours Quarter 6*

CNS7000 Practicum (100 clinical hours)

Prerequisite(s): All 6000-level courses (except CNS 6600 or CNS6602 and CNS6521 or CNS6523)
Corequisite(s): None

In this initial, supervised field placement experience, the student is required to spend a minimum of 10 hours per week at the field placement site and to have a minimum of 40 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the Clinical Mental Health Counseling track and students pursuing the advanced training required to assess and treat serious problems as categorized in the standard diagnostic nomenclature in the state of South Carolina. *1 credit hour*

CNS7003 Practicum (150 clinical hours)

Prerequisite(s): All 6000-level courses (except CNS 6600 or CNS 6602 Lifestyle and Career Development & CNS 6521 or CNS 6523 Research and Evaluation)
Corequisite(s): None
In this initial, supervised field-placement experience, the student is required to spend a minimum of 15 hours per week at the field-placement site and to have a minimum of 60 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the advanced training required to assess and treat serious problems as categorized in standard diagnostic nomenclature in the state of South Carolina. *1 credit hour*

CNS7010 Practicum IA (100 clinical hours)

Prerequisite(s): None
Corequisite(s): None
In this initial, supervised field placement experience, the student is required to spend a minimum of 10 hours per week at the field placement site and to have a minimum of 40 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the Clinical Mental Health Counseling track and students pursuing the advanced training required to assess and treat serious problems as categorized in the standard diagnostic nomenclature in the state of South Carolina. *1 credit hour Quarter 4 in the 8 Quarter program or Quarter 6 in 10 Quarter program or Approval of the Program Director*

CNS7011 Practicum IB (100 clinical hours)

Prerequisite(s): None
Corequisite(s): None
In this second course, supervised field placement experience, the student is required to spend a minimum of 10 hours per week at the field placement site and to have a minimum of 40 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the Clinical Mental Health Counseling track and students pursuing the advanced training required to assess and treat serious problems as categorized in the standard diagnostic nomenclature in the state of South Carolina. *1 credit hour Quarter 5 in the 8 Quarter program or Quarter 7 in 10 Quarter program or Approval of the Program Director*

CNS7012 Practicum IB (150 clinical hours)

Prerequisite(s): None
Corequisite(s): None
In this supervised field placement experience, the student is required to spend a minimum of 15 hours per week at the field placement site and to have a minimum of 60 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. *1.5 credit hours Quarter 5 or Approval of the Program Director*

CNS7013 Practicum IA (100 clinical hours)

Prerequisite(s): None
Corequisite(s): None
In this initial, supervised field placement experience, the student is required to spend a minimum of 10 hours per week at the field placement site and to have a minimum of 60 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the Clinical Mental Health Counseling track and students pursuing the advanced training required to assess and treat serious problems as categorized in the standard diagnostic nomenclature in the state of North Carolina. *1 credit hour*

CNS7014 Practicum IB (100 clinical hours)

Prerequisite(s): None
Corequisite(s): None
In this second course, supervised field placement experience, the student is required to spend a minimum of 10 hours per week at the field placement site and to have a minimum of 60 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the Clinical Mental Health Counseling track and students pursuing the advanced training required to assess and treat serious problems as categorized in the standard diagnostic nomenclature in the state of North Carolina. *1 credit hour*

CNS7300 Internship I (200 clinical hours)

Prerequisite(s): All 6000-level courses (except CNS6600 or CNS6602 and CNS6521 or CNS6523)
Corequisite(s): None
During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 90 direct service hours (minimum of 9 hours/week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision. *4 credit hours*

CNS7510 Internship IA (200 clinical hours)

Prerequisite(s): None
Corequisite(s): None
During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 90 direct service hours (minimum of 9 hours/ week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision. *4 credit hours Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director*

CNS7511 Internship IA (200 clinical hours)

Prerequisite(s): None
Corequisite(s): None
During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 120 direct service hours (minimum of 9 hours/week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision. *4 credit hours*

CNS7610 Internship IIA (200 clinical hours)

Prerequisite(s): None
Corequisite(s): None
During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 90 direct service hours (minimum of 9 hours/ week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision. *4 credit hours Quarter 7 in the 8 Quarter program or Quarter 9 in 10 Quarter program or Approval of the Program Director*

CNS7611 Internship IIB (200 clinical hours)

Prerequisite(s): None
Corequisite(s): None
During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 90 direct service hours (minimum of 9 hours/ week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision. *4 credit hours Quarter 8 in the 8 Quarter program or Quarter 10 in 10 Quarter program or Approval of the Program Director*

CNS7612 Internship IIA (200 clinical hours)

Prerequisite(s): None
Corequisite(s): None
During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 120 direct service hours (minimum of 9 hours/week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision. *4 credit hours*

CNS7613 Internship IIB (200 clinical hours)

Prerequisite(s): None
Corequisite(s): None
During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 120 direct service hours (minimum of 9 hours/week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision. *4 credit hours*

CNS7620 Internship IIA (300 clinical hours)

Prerequisite(s): None
Corequisite(s): None
During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 30 hours per week at the field placement site and to have a minimum of 140 direct service hours (minimum of 14 hours/week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision. *6 credit hours Quarter 7 or Approval of the Program Director*

CNS7621 Internship IIB (300 clinical hours)

Prerequisite(s): None
Corequisite(s): None
During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 30 hours per week at the field placement site and to have a minimum of 140 direct service hours (minimum of 14 hours/week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision. *6 credit hours Quarter 8 or Approval of the Program Director*

CNS7900 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 1 or Approval of the Program Director*

CNS7901 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 2 or Approval of the Program Director*

CNS7902 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 3 or Approval of the Program Director*

CNS7903 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 4 or Approval of the Program Director*

CNS7904 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 5 or Approval of the Program Director*

CNS7905 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 6 or Approval of the Program Director*

CNS7906 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as a academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 7 or Approval of the Program Director*

CNS7907 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 8 or Approval of the Program Director*

CNS7908 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and

marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 9 or Approval of the Program Director*

CNS7909 Clinical and Professional Development Seminar

Prerequisite(s): None
Corequisite(s): None
This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail *0 credit hours Quarter 10 or Approval of the Program Director*

CNS7950 Child/Adolescent Psychopathology and Treatment

Prerequisite(s): None
Corequisite(s): None
This course involves an in-depth analysis of abnormal behaviors in children and adolescents. The etiology, definition, prevalence rate, and morbidity of disorders in the DSM-IV-TR are reviewed. The course will focus on an introduction to the science and art of clinical assessment as the foundation of practice in mental health settings and the use of assessment techniques in a professional and ethical manner, toward the implementation of treatment. In part, adjustment disorders, V codes, and the ICD system will be studied. Students will primarily concentrate on serious mental disorders in the context of normal lifecycle transitions and review various methods of treatment related to the disorders covered. The course will make a concerted effort to apply the above to the "real world" of mental health professionals by examining treatment and assessment considerations. *4 credit hours Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director*

CNS7970 Clinical Mental Health Appraisal and Treatment II

Prerequisite(s): None
Corequisite(s): None
This course will provide an understanding of biopsychosocial factors involved with the presentation of mental illness. In particular, students will learn the advanced skills necessary for conducting intake interviews, mental status examinations, and treatment planning for mental illnesses for the purpose of assessing, diagnosing, planning treatment intervention, and managing caseloads in a clinical mental health setting. *4 credit hours Quarter 7 in the 8 Quarter program or Quarter 9 in 10 Quarter program or Approval of the Program Director*

CNS8100 Preliminary Clinical Evaluation

Prerequisite(s): None
Corequisite(s): None
This experience is designed to serve as a preliminary examination of the knowledge and skills obtained/achieved by a student, to date, in the program. The bodies of knowledge include (yet are not limited to) Clinical Intervention and Professional Practice Issues. The examination is comprised of 1) Clinical Case Conceptualizations and a 2) Mental Status Examination. Students must pass all portions of the exam in order to advance in the program. Those desiring to take the examination must have student status (as defined by South University) in order to enroll and sit for the exam. Pass/Fail *0 credit hours Quarter 3 or Approval of the Program Director*

CNS8101 Preliminary Didactic Evaluation

Prerequisite(s): None
Corequisite(s): None
This experience is designed to serve as a preliminary examination of the knowledge and skills obtained/achieved by a student, to date, in the program. The bodies of knowledge include (yet are not limited to) Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation and Ethics, Fundamentals of Counseling, Assessment and Career Counseling, and Group Counseling. The examination is comprised of a multiple choice exam. Students must pass all portions of the exam in order to advance in the program. Those desiring to take the examination must have student status (as defined by South University) in order to enroll and sit for the exam. Pass/Fail *0 credit hours Quarter 4 in the 8 Quarter program or Quarter 6 in 10 Quarter program or Approval of the Program Director*

CNS8201 Clinical Evaluation

Prerequisite(s): None
Corequisite(s): None
This experience is designed to serve as the formal examination of the knowledge and skills obtained/achieved by a student, to date, in the program. The bodies of knowledge include (yet are not limited to) Clinical Intervention and Professional Practice Issues. The examination is comprised of 1) Clinical Case Conceptualizations and a 2) Mental Status Examination. Students must pass all portions of the exam in order to advance in the program. Those desiring to take the examination must have student status (as defined by South University) in order to enroll and sit for the exam. Pass/Fail *0 credit hours Quarter 5 in the 8 Quarter program or Quarter 7 in 10 Quarter program or Approval of the Program Director*

CNS8202 Didactic Evaluation

Prerequisite(s): None
Corequisite(s): None
This experience is designed to serve as the formal examination of the knowledge and skills obtained/achieved by a student, to date, in the program. The bodies of knowledge include (yet are not limited to) Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation and Ethics, Fundamentals of Counseling, Assessment and Career Counseling, and Group Counseling. The examination is comprised of a multiple choice exam. Students must pass all portions of the exam in order to advance in the program. Those desiring to take the examination must have student status (as defined by South University) in order to enroll and sit for the exam. Pass/Fail course. *0 credit hours Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director*

Criminal Justice

CRJ1001 Introduction to Criminal Justice System

Prerequisite(s): None
Corequisite(s): None
This course is intended to be an examination of the criminal justice system and will provide a core understanding of the history, processes and functions of the three primary components: law enforcement, corrections and the court system. Emphasis will be placed on contemporary problems in the definition of law, strategies of policing, judicial systems, enforcement of the law, correctional practices and sentencing. This course will familiarize students with the operation of the criminal justice system and law enforcement in the United States and provide an appreciation for the diverse values and viewpoints that make up that system. *4 credit hours*

CRJ2100 Introduction to Law Enforcement

Prerequisite(s): CRJ1001
Corequisite(s): None
This course is intended to be an overview of contemporary policing in the United States. The course explores the principles of policing, history of police, police administration and police operations. The overall goal of the course is to familiarize students with the field of law enforcement in the United States. *4 credit hours*

CRJ2200 Introduction to Criminal Courts

Prerequisite(s): CRJ1001
Corequisite(s): None
This course provides a comprehensive look at the criminal court system in the United States. All levels are explored (local, state, federal, and international courts). Courtroom work groups as well as the roles of judges are examined. Relevant issues such as judicial selection, judicial decision making, and judicial review are covered. Trends in the court system will also be discussed. *4 credit hours*

CRJ2300 Introduction to Corrections

Prerequisite(s): CRJ1001
Corequisite(s): None
This course provides a broad examination of the American correctional system. The course considers the purposes of punishment and examines correctional facilities as well as community-based corrections. The student will examine the challenges related to operating a facility, including respecting the rights of inmates while ensuring safety and security. The course concludes with a review of key contemporary issues, including the death penalty. *4 credit hours*

CRJ2800 Criminal Law and Procedures

Prerequisite(s): CRJ1001
Corequisite(s): None
This course begins with an introduction to the nature of criminal law, including the definitions and elements of crimes and defenses available to those being prosecuted. The course then examines the procedures that take place after an arrest is made, including pre-trial activities, courtroom processes, jury procedures, and appeals. *4 credit hours*

CRJ3003 Juvenile Delinquency

Prerequisite(s): CRJ1001
Corequisite(s): None
This course examines the nature and extent of delinquency, as well as theories of delinquency and the various causes. In addition, an overview of the juvenile justice system will be presented. Specifically, issues and trends regarding juveniles and the police, the juvenile court system, and juvenile corrections will be examined. Current methods of treatment and prevention will also be discussed. *4 credit hours*

CRJ3004 Race, Class, and Gender in Criminal Justice

Prerequisite(s): CRJ1001, CRJ2100, CRJ2200, CRJ2300
Corequisite(s): None
This course will focus on theoretical foundations and current research on theories of racial, ethnic, class, and gender discrimination within America's criminal justice system. Emphasis will be placed on the most recent research on patterns of criminal behavior and victimization, police practices, court processing and sentencing, the death penalty, and correctional programs as they relate to minority groups. *4 credit hours*

CRJ3005 Criminal Justice Management and Administration

Prerequisite(s): CRJ1001, CRJ2100, CRJ2200, CRJ2300
Corequisite(s): None
This course covers modern management theory and the application of management techniques to the criminal justice system. This course focuses on criminal justice managers and supervisors, their jobs, and the complicated interrelationships between members of criminal justice agencies and the communities they serve. Topics covered include: leadership, organizational behavior, and employee supervision. *4 credit hours*

CRJ3011 Criminology

Prerequisite(s): CRJ1001, CRJ2100, CRJ2200, CRJ2300
Corequisite(s): None
This course focuses on the causes of crime and theories of criminal behavior including, biological, psychological and sociological theories. Students will also explore recent developments in criminological theory and current issues in criminology. *4 credit hours*

CRJ3014 Criminal Justice and the Media

Prerequisite(s): CRJ3011
Corequisite(s): None
Criminal Justice and the Media will explore the relationship between the mass media, crime and the criminal justice system in the United States. It will examine the role media plays in the social construction of crime and justice, and the impact of the media on attitudes and perceptions of crime and criminality. Particular attention is paid to the relationship of the media and crime prevention, and the impact of the media on the operations of the agencies in the criminal justice system from law enforcement to corrections. *4 credit hours*

CRJ3015 White Collar Crime

Prerequisite(s): None
Corequisite(s): None
This course examines the various types of "white-collar" and economic crimes in America. These include corporate crimes, such as consumer fraud and stock fraud, environmental crimes, corruption, medical crime, and computer-based crime. Students will learn about pyramid schemes, e-mail and Web-based crimes, boiler-room operations, and criminal organizations posing as religions or charities. *4 credit hours*

CRJ3023 Organized Crime

Prerequisite(s): None
Corequisite(s): None
This course is intended to provide a historical review of activities of national and international organized groups. Emphasis is placed on the nature and concept of organized crime, both traditional and nontraditional, as well as the rise of the modern street gang. Cultural and social implications of the presence of organized crime and emerging strategies used in the fight against organized crime are examined in depth. *4 credit hours*

CRJ3024 Serial Killers and Mass Murderers

Prerequisite(s): CRJ1001, CRJ2100, CRJ2200, CRJ2300
Corequisite(s): None
This course involves the exploration into serial killers and mass murderers, and the impact each has on society and individual victims. This course examines issues of causation and the social environmental linkage of recent and notorious cases including the mind set of offenders. *4 credit hours*

CRJ3025 Comparative Criminal Justice Systems

Prerequisite(s): CRJ1001, CRJ2100, CRJ2200, CRJ2300
Corequisite(s): None
This course examines systems of law, police, courts, and corrections in different countries to show the various ways policing, adjudication and corrections systems can be organized and operated. *4 credit hours*

CRJ3026 Concepts in Crime Mapping and Prevention

Prerequisite(s): CRJ1001
Corequisite(s): None
This course is intended to be an overview of the various facets of crime mapping and prevention theories including, criminal behavior and victimology. Emphasis will be placed on understanding the role of place and space in crime theory, in analyzing crime patterns, and how the environment can be altered to prevent crime and/or reduce the fear of crime. *4 credit hours*

CRJ3300 Community Based Corrections

Prerequisite(s): CRJ1001, CRJ2300
Corequisite(s): CRJ2300
This course will introduce students to the procedures, practices, and personnel involved in community-based corrections. Students will learn about the wide array of effective punishments and treatment programs that constitute alternatives to incarceration, and which are designed to meet the level of risk posed by, and the needs of, each individual. These include probation, parole, electronic monitoring, house arrest, day-treatment centers, boot camps, restitution, fines, and more. *4 credit hours*

CRJ3500 Ethics in Criminal Justice

Prerequisite(s): CRJ1001, CRJ2100, CRJ2200, CRJ2300
Corequisite(s): None
This course examines ethical issues faced by actors in the criminal justice system. The focus will be placed on the philosophical and practical approaches to solve ethical dilemmas within the complicated criminal justice system. *4 credit hours*

CRJ3600 Introduction to Forensics

Prerequisite(s): CRJ1001
Corequisite(s): None
This course will be an in-depth look at specific areas of forensic science. The course will focus on the Crime Scene, Physical Evidence, Organic and Inorganic Analysis, Paint Analysis, Fire and Explosion Investigation, Fingerprints, and Impressions. *4 credit hours*

CRJ4001 Victimology

Prerequisite(s): CRJ3011
Corequisite(s): None
The course is a comprehensive look at the theories of victimology and the interaction of crime victims with others in the criminal justice system. *4 credit hours*

CRJ4002 Restorative Justice

Prerequisite(s): CRJ1001, CRJ2100
Corequisite(s): None
This course defines restorative justice and its values, explores its foundational underpinnings, and details ways to build

restorative justice into policy and practice. The course will expose students to how restorative justice fits into our criminal justice system and how it can be applied effectively. *4 credit hours*

CRJ4003 Critical Issues in Criminal Justice

Prerequisite(s): CRJ1001, CRJ2100, CRJ2200, CRJ2300
Corequisite(s): None
This course examines contemporary issues involving the criminal justice system. Students will investigate all sides of current controversies and analyze their impact on the institutions that comprise the system *4 credit hours*

CRJ4009 Illegal Immigration and the Criminal Justice System

Prerequisite(s): CRJ1001
Corequisite(s): None
This course provides an in-depth overview of immigration policy in the United States with a focus on how immigration patterns, laws, and related policies have affected the criminal justice system. Current issues related to immigration and its effects on American society will be analyzed including ways immigrants find their way into the United States, find work, residency issues, and the roles of the criminal justice system in responding to the presence of documented and undocumented immigrants. Proposed changes to immigration law and policies, including criminal justice system responses, will also be examined. *4 credit hours*

CRJ4011 Terrorism and Homeland Security

Prerequisite(s): CRJ1001
Corequisite(s): None
This course focuses on the theories of domestic and international terrorism and the criminal justice response to homeland security. *4 credit hours*

CRJ4015 Bloodstain Pattern Analysis

Prerequisite(s): CRJ3600
Corequisite(s): None
This course explains the underlying scientific principles involved in bloodstain pattern analysis, which helps in the reconstruction of violent crime scenes. Topics include, the general properties of blood, droplet directionality, documenting bloodstains, and dealing with the risk of blood borne pathogens. *4 credit hours*

CRJ4021 Cyber Crime

Prerequisite(s): CRJ1001, CRJ2100
Corequisite(s): None
This course is designed to introduce the student to the investigation of computer crime and the forensic examination of digital evidence. This course involves intensive study of the history and terminology of computer crime; the types of crimes committed in cyberspace; a behavioral profile of computer offenders; legal issues in cyberspace; the proper collection and preservation of digital evidence, and an overview of computer forensics. *4 credit hours*

CRJ4500 Violence in Society

Prerequisite(s): CRJ1001
Corequisite(s): None
This course will provide an overview of violence and its impact on society. This course examines a number of different types of both individual and collective violent acts and the behaviors, ideas, perceptions, and justifications that connect these different types of violence. The course will also look at violence prevention and possible solutions for violence reduction. *4 credit hours*

CRJ4600 Crime Scene Investigation and Case Management

Prerequisite(s): CRJ1001, CRJ3600
Corequisite(s): None
This course covers crime scene investigation and reconstruction, focusing on effective methodologies and efficient investigation of crime scenes and criminal tools including fundamental collection, preservation and management techniques, documentation protocols, and proper courtroom presentation techniques. *4 credit hours*

CRJ4650 Forensic Issues

Prerequisite(s): CRJ1001, CRJ3600
Corequisite(s): None
This course will be an in-depth look at specific areas of forensic science. The course will focus on the collection, preservation, and examination of physical evidence, drug analysis, toxicology, biological evidence, firearms, documents, fingerprints, and digital evidence. *4 credit hours*

CRJ4995 Criminal Justice Internship I

Prerequisite(s): Agreement of the Department Chair or respective Program Director
Corequisite(s): None
The internship/practicum program within South University's Department of Criminal Justice is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the graduate to seek entry-level employment in the criminal justice field. It will expose the student to the qualifications and requirements of various employing agencies and give him or her experience to meet those requirements. It is intended that the student will participate in the work of the internship/practicum agency, and when possible, make contributions. Students are expected to complete 120 total hours at the internship site. *4 credit hours*

CRJ4996 Criminal Justice Internship II

Prerequisite(s): Agreement of the Department Chair or respective Program Director
Corequisite(s): None
The internship/practicum program within South University's Department of Criminal Justice is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the graduate to seek entry-level employment in the criminal justice field. It will expose the student to the qualifications and requirements of various employing agencies and give him or her experience to meet those requirements. It is intended that the student will participate in the work of the internship/practicum agency, and when possible, make contributions. Students are expected to complete 120 total hours at the internship site. *4 credit hours*

CRJ4997 Criminal Justice Internship III

Prerequisite(s): Agreement of the Department Chair or respective Program Director
Corequisite(s): None
The internship/practicum program within South University's Department of Criminal Justice is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the graduate to seek entry-level employment in the criminal justice field. It will expose the student to the qualifications and requirements of various employing agencies and give him or her experience to meet those requirements. It is intended that the student will participate in the work of the internship/practicum agency, and when possible, make contributions. Students are expected to complete 120 total hours at the internship site. *4 credit hours*

CRJ4999 Senior Seminar (Capstone)

Prerequisite(s): Completion of all CRJ courses or Co-Completion
Corequisite(s): None

The Senior Seminar (Capstone) course is designed to provide students the opportunity to reflect upon their Criminal Justice education and demonstrate the specific competencies acquired from prior coursework. This course is designed to ensure that graduates of the Criminal Justice program are equipped with the knowledge and skills necessary to pursue further study in the discipline or seek entry-level positions within criminal justice agencies or related professional organizations. The Capstone course emphasizes the connection between scholarship, policy and practice. *4 credit hours*

MCJ5001 Foundations in Criminal Justice

Prerequisite(s): None
Corequisite(s): None
This course is intended to be an overview of the historical and contemporary criminal justice system and an introductory look at student research interests. Emphasis will be placed on the relationships among law enforcement, courts, and corrections with an introduction to the basic categories of criminal behavior. The overall goal of the course is to prepare the individual for success as a graduate student and in the study of criminal justice. Students will learn to recognize and utilize appropriate scholarly sources, how to critique those sources, and use them to develop a topic suitable for a capstone project. *4 credit hours*

MCJ5003 Ethics and Moral Behavior in the Criminal Justice System

Prerequisite(s): None
Corequisite(s): None
This advanced course in ethics and moral behavior discusses, examines, considers and critiques the various facets of justice, crime, and ethics within the criminal justice system. A major emphasis will be placed on the theoretical foundations of ethics as they apply to the fields of criminal justice practice. Students will examine the diverse values and ethical dilemmas that arise in law enforcement, the courts and corrections. In addition, we will explore the same concerns in the formulation of crime control policies at the federal, state, and local levels. *4 credit hours*

MCJ5100 Advanced Research Methods and Analysis I

Prerequisite(s): Undergraduate course in Statistics or equivalent
Corequisite(s): None
This course will provide an overview of research methods and data analysis in criminal justice and will focus on both quantitative and qualitative methods of research. This course will cover several topics including approaches to theory and method, research ethics, research design, descriptive statistics, sampling, survey research methods, as well as participant observation and case studies. This course will introduce the student to the application of Minitab statistical software. *4 credit hours*

MCJ6001 Criminal Justice Administration

Prerequisite(s): None
Corequisite(s): None
This course is a critical examination of theories, concepts, and principles concerned with organizational behavior and functions of personnel administration with special attention paid to criminal justice applications. More specifically, this covers how these concepts may be practically applied to administrative and managerial practices in criminal justice organizations. *4 credit hours*

MCJ6002 Juvenile Justice Administration

Prerequisite(s): None
Corequisite(s): None
This class will provide an assessment of the current policies and practices of agencies that process youthful offenders. Students will examine, discuss and critique the underlying philosophy, procedures, and administration of the juvenile justice system. Major concerns will center on the effectiveness of the contemporary juvenile court, including an assessment of the policies and practices of agencies involved in processing youthful offenders through the juvenile court system. Student discussions will relate these issues to current and developing public policy. *4 credit hours*

MCJ6003 Criminological Theory

Prerequisite(s): None
Corequisite(s): None
This course provides a comprehensive analysis of major classical and current criminological perspectives including social, behavioral and biochemical theories of crime. Particular attention is given to sociological constructions of criminality. *4 credit hours*

MCJ6004 Criminal Justice Planning & Innovation

Prerequisite(s): None
Corequisite(s): None
This course discusses the application of planning theory and techniques to the criminal justice system as well as to agency specific problems. The class emphasizes problem identification, goal-setting, forecasting, and the selection of alternative courses of action. Students become familiar with computerized data analysis and case study simulation in order to illustrate suitable planning techniques as well as pitfalls that can be avoided by implementing such techniques. *4 credit hours*

MCJ6401 Critical/Controversial Issues: Law Enforcement

Prerequisite(s): None
Corequisite(s): None
This course focuses upon contemporary critical and controversial issues confronting law enforcement organizations. Discussions may include such topics as police functions; discovery of crime; gender, sexual orientation and/or race-ethnicity issues; the changing role of the police; police training and abuse of authority; local, State and Federal interagency relations; domestic terrorism; police/media relations; police/community relations; civil liability; hazards of policing; and, progressive changes in law enforcement. *4 credit hours*

MCJ6404 Political Terrorism

Prerequisite(s): None
Corequisite(s): None
This course presents an overview of the characteristics and causes of terrorism emerging in the 21st century. Students are exposed to the emergence of modern terrorism from several different areas of the world as well as an analysis from a criminal justice perspective of terror movements affecting the United States. Relevant issues include domestic terrorism undertaken for political purposes in liberal states, state-sponsored international and domestic terrorism, and the dilemmas of counterterrorism in a democracy. *4 credit hours*

MCJ6405 Organizational Leadership

Prerequisite(s): None
Corequisite(s): None
This course provides a survey overview of the major theories and research on leadership and managerial effectiveness in formal organizations with practical suggestions for improving leadership skills. Students will focus on the practical and theoretical applications of charismatic and transformational leadership, creating and communicating vision and values, inspiring others to act, risk management, empowerment, building trust and teamwork, mentoring, managing change, and converting crisis into opportunity. *4 credit hours*

MCJ6410 Legal Issues in Criminal Justice Administration

Prerequisite(s): None
Corequisite(s): None
Using case law, this course examines a variety of legal issues critical to a thorough understanding of the various aspects of the criminal justice system. Case briefs in this course provide accurate and concise coverage of topics of vital importance to criminal

justice managers and personnel including: law enforcement, prison law, probation, parole, the death penalty, juvenile justice, and sentencing mandates. *4 credit hours*

MCJ6505 Management of Critical Incidents

Prerequisite(s): None
Corequisite(s): None
This course will examine the policies and systems necessary to govern in a wide variety of emergency situations. It will explore appropriate responses to serious incidents and disasters. Students will learn the techniques involved in planning and preparing for crises, and forecasting potential crisis situations. *4 credit hours*

MCJ6601 Resource and Agency Coordination

Prerequisite(s): None
Corequisite(s): None
This course exposes students to large-scale coordination challenges involved in responding to critical incidents when dealing with the wide variety of resources and agencies involved. Topics may include identification, prioritization, and assessment of resources (including financial, human, information, and physical), and agencies (including local, state, national, and international). *4 credit hours*

MCJ6620 Special Topics in Homeland Security

Prerequisite(s): MCJ6601
Corequisite(s): None
This course will focus on changes in American policy and contemporary issues confronting local, state and federal criminal justice agencies as they relate to homeland security. Specifically, students will analyze the issues, the organizations and the resources developed since 9/11 and explore the policies and practices that have been developed for this purpose. Additional topics may include the adjudication process as it relates to issues of national security and the correctional practices employed to maintain national security. *4 credit hours*

MCJ6701 Theory and Practice of Community Corrections and Re-entry Programs

Prerequisite(s): None
Corequisite(s): None
The theory, structure, functions, and effectiveness of community corrections programs are studied, with particular attention to the focus of de-institutionalization of offenders, community-based treatment centers, community service agencies, work-release programs, re-entry and current trends in community corrections. *4 credit hours*

MCJ6705 Theory and Practice of Institutional Corrections

Prerequisite(s): None
Corequisite(s): None
This course will examine the theory, structure, and effectiveness of institutional corrections including prisons and penitentiaries, the history and development of punishment and corrections in this country, and operation of institutions. Prisoners, prison life, and prisonization (imprisonment) are also addressed in this course. *4 credit hours*

MCJ6985 Applied Professional Project

Prerequisite(s): All Foundation Courses and completion of at least 40 credits in the student's program with a 3.0 CGPA or better
Corequisite(s): None
The focal point of this course is the completion of an applied research project or paper that addresses an issue or policy or practice central to the field of criminal justice. This paper or project should allow the student to draw upon theories and research findings related to the problem or issue, develop a plan for identifying central issues and problems, critique past approaches to the

issue or problem, and suggest directions for future efforts devoted to understanding or solving the issue or problem. This paper or project may be entirely based in a review of relevant research and theoretical literature but it may also incorporate empirical experiences drawn from an internship experience that is a part of the student's program. *4 credit hours*

Economics

ECO2071 Principles of Microeconomics

Prerequisite(s): None
Corequisite(s): None
Microeconomics is the study of how individuals, households and firms make decisions about consumption and production which affect the supply and demand of goods and services. Other topics include the costs of production, behavior of firms, organization of industries, economics of labor markets, and theories of consumer choice. *4 credit hours*

ECO2072 Principles of Macroeconomics

Prerequisite(s): None
Corequisite(s): None
The study of macroeconomics includes the basic aspects of economic analysis of the business world. Students will develop an understanding of the monetary system, recession, inflation, and the main cycles of business activity *4 credit hours*

English

ENG0099 Principles of Composition

Prerequisite(s): None
Corequisite(s): None
This course provides a review of grammar, in-depth practice in constructing paragraphs, and an introduction to essay composition. The focus is on writing as a process: finding and organizing ideas, composing a first draft, rewriting subsequent drafts, and proofreading. This course contains a component of the Quality Enhancement Plan (QEP) initiative, "Keeping it Real: Classroom to Career," the overarching goals of which are student success and early career engagement. *4 credit hours*

ENG1100 Composition I

Prerequisite(s): ENG0099, unless exempted
Corequisite(s): None
Students will be introduced to college-level writing processes, particularly planning, researching and writing essays. Emphasis will be placed on refining individual skills, writing styles and voices, types of essay and on effective writing procedures. Selected readings supplement the course and provide topics for discussion and writing assignments. A minimum grade of C is required to pass this course. This course contains a component of the Quality Enhancement Plan (QEP) initiative, "Keeping it Real: Classroom to Career," the overarching goals of which are student success and early career engagement. *4 credit hours*

ENG1200 Composition II

Prerequisite(s): ENG1100
Corequisite(s): None
Focusing on the construction of effective researched written argument, this course refines composition techniques, develops abstract thinking processes, and promotes critical thinking. By locating and evaluating sources and incorporating appropriately vetted academic sources into their work, students will create well-supported arguments within appropriately documented academic essays. A minimum grade of C is required to pass this course. *4 credit hours*

ENG1300 Composition III

Prerequisite(s): ENG1100, ENG1200
Corequisite(s): None
In this course students write analytical and critical essays about fiction, drama, and poetry. Emphasis is placed on literal and figurative interpretations, structural analysis, and variations in thematic and critical reading approaches. A minimum grade of C is required to pass this course. *4 credit hours*

ENG2002 World Literature I: From the Ancient World to the Middle Ages

Prerequisite(s): ENG1300
Corequisite(s): None
Organized by period, genre and theme, this course explores global viewpoints as expressed in novels, poems, plays, short fiction, and philosophical and theological works from the very first written texts up until the middle ages. Parallels and contrasts will be drawn between cultures and across time. *4 credit hours*

ENG2003 World Literature II: From Enlightenment to Modernity

Prerequisite(s): ENG1300
Corequisite(s): None
Organized by period, genre and theme, this course explores global viewpoints as expressed in novels, poems, plays, short fiction, and philosophical and theological works from the period of the late 17th century to the present day. Parallels and contrasts will be drawn between cultures and across time. *4 credit hours*

ENG2011 Introduction to American Literature: 1865 to present

Prerequisite(s): ENG1300
Corequisite(s): None
Organized by period, genre, and theme, this course explores viewpoints expressed in American literature, including prose and poetry from 1845 to the present. Parallels and contrasts will be drawn both synchronically and diachronically among different genres and themes. *4 credit hours*

ENG2020 Introduction to Film Studies

Prerequisite(s): ENG1200 or ENG1300
Corequisite(s): None
Organized by period, genre and theme, this course explores contemporary viewpoints as expressed by select film screenings from the Criterion Collection through Alexander Street Press (subscription held by South University), which can range from the crusading pastiche by Ingmar Bergman's *The Seventh Seal* (1957) to the sardonic humor of Monty Python's *Life of Brian* (1979) and even the postmodern and magical realism of *Being John Malkovich* (1999). Parallels and contrasts will be drawn between intellectual history and cultures across flexible time stamps. Further, this course is designed to provide a foundation for future film study; exposure to a wide range of cinematic styles and approaches; and to move the student from a passive observer toward a critical, active "reader" of film.

Students will learn the elements of cinematic language (including narrative, mise-en-scene, cinematography, acting, editing, and sound) and will use that knowledge to analyze the way filmmakers convey information, story, and meaning, develop style, and elicit audience response within a single scene and over the course of an entire feature film. Students should be aware that that the films they will watch will hold a variety of ratings, from G to R, and that some films will contain scenes with sexual and violent content. *4 credit hours*

Finance

FIN2030 Introduction to Finance

Prerequisite(s): ACC1001, BUS1101
Corequisite(s): None
This course exposes the student to a wide range of important issues in managerial and personal finance, including such topics as the role of finance in organizations, principles of financial analysis, forecasting and working capital management, and the basics of analysis and evaluation of investments such as stocks, mutual funds and bonds. *4 credit hours*

FIN3030 Corporate Finance

Prerequisite(s): FIN2030
Corequisite(s): None
An introductory course in the financial management of non-financial corporations, this course focuses on the role of interest rates and capital markets in the economy. A variety of topics are addressed, including the structure and analysis of financial statements, time value of money circulations, and the valuation of income-producing physical assets. *4 credit hours*

FIN4060 Financial Statement Analysis

Prerequisite(s): ACC1002, FIN2030
Corequisite(s): None
This course covers the decision-making principles of accounting and finance in an integrated manner. Material includes the recognition and understanding of the estimates and assumptions underlying financial statements. *4 credit hours*

Graphic Design

GRA1000 Drawing and Perspective

Prerequisite(s): None
Corequisite(s): None
Through the observation and application of one, two, and multiple point perspective techniques, the student will render three-dimensional forms as it relates to product and commercial illustrations. The fundamentals of light and shadow, line, form, and values are explored through the use of various media. *4 credit hours*

GRA1001 Color Fundamentals

Prerequisite(s): None
Corequisite(s): None
This fundamental course will provide an introduction to the principles of color and an exploration of color theory as it relates to design. Students will learn about the nature of color and its interaction through demonstrations and applications. The psychological and cultural aspects of color will be explored as well as their role in the design process. The student will develop the skills and knowledge to improve independently in their own work through practice and initiative. *4 credit hours*

GRA1004 Design Fundamentals

Prerequisite(s): None
Corequisite(s): None
This course explores the realm of visual communication, focusing on the elements that form the basics of two-dimensional design. The course also focuses on developing these concepts as a means of expressing ideas, as well as the terminology used in

describing them. The student will develop the skills and knowledge to improve independently in their own work through practice and initiative. *3 credit hours*

GRA1005 Graphic Design Studio

Prerequisite(s): None
Corequisite(s): None
An introduction to standard graphic design studio procedures, the course is designed to give students a baseline overview of the tools used by designers worldwide. The class studies the Mac OS and hardware, graphic design applications for illustration, page layout and photo editing, operating scanners and other digital peripheral equipment and troubleshooting software and hardware problems. *4 credit hours*

GRA1011 Typography I

Prerequisite(s): GRA1005
Corequisite(s): None
This course is an introduction to the history and evolution of letterforms. Formatting text, the design grid, and the relationship between the appearance and legibility of letterforms, are also studied. Students will be introduced to contemporary typesetting ideas and the role of type as an important visual element in graphic design. *4 credit hours*

GRA1160 Digital Imaging

Prerequisite(s): GRA1005
Corequisite(s): None
This course explores digital image manipulation. By using Photoshop, students will learn about image editing tools and create graphics for printed media and the web. The course focuses on the interaction of image resolution, scale, acquisition and optimization for use in different media as well as developing an understanding of the function and usage of Photoshop. Studio projects focus on editing images, photo restoration, file formats, color correction, imagery manipulation, and digital painting techniques among other things. *4 credit hours*

GRA1170 Observational Drawing

Prerequisite(s): GRA1000
Corequisite(s): None
This course introduces the student to drawing the human figure from life. The focus will be on drawing the figure in proportion, in a manner, which is anatomically convincing, with attention to rendering and shading. Concepts of gesture and contour drawing, negative and positive space, sighting and contrast will be reviewed. *4 credit hours*

GRA1195 Digital Layout

Prerequisite(s): GRA1005
Corequisite(s): None
This course will explore various means of indicating, placing and manipulating visual elements in page design, systematically developing strong and creative layout solutions by means of a cumulative, conceptual design process. The ability to effectively integrate photographs, illustrations, and display and text type will be developed using page composition software. *4 credit hours*

GRA2010 3D Design Fundamentals

Prerequisite(s): GRA1004
Corequisite(s): None
This is a studio course exploring three-dimensional form and space. This course introduces students to the materials, techniques, and ideas that comprise the three-dimensional world of natural and "man-made" objects. Point, line, plane, mass, volume, density

and form are discussed. Students learn to create and discuss 3-D situations using basic hand tools and readily available materials. *4 credit hours*

GRA2110 Digital Illustration

Prerequisite(s): GRA1005, GRA1160
Corequisite(s): None
This course helps students communicate and design with the computer as a professional tool. Using different software applications, the student will demonstrate an understanding of electronic illustration. The course will explore vector- and pixel-based graphic applications that are considered to be industry standard. *4 credit hours*

GRA2290 Concept Design

Prerequisite(s): GRA1160
Corequisite(s): None
This course identifies the components of the design process. Problem identification and research methods will be explored. Design solutions appropriate to a targeted market will be emphasized. The course will include generating exercises and a concentration on design purpose and function. *4 credit hours*

GRA2292 Print Production

Prerequisite(s): GRA1011, GRA1160
Corequisite(s): None
This course prepares students in the electronic preparation of simple designs. Image reproduction, color specification, file preparation procedures, and binding and finishing techniques will be explored. Discussion of various printing processes and paper selections are covered in this class. *4 credit hours*

GRA2800 Web Design I

Prerequisite(s): GRA1160
Corequisite(s): None
This course introduces some of the techniques, tools, and technologies associated with web development. By identifying, interpreting, and implementing the roles and responsibilities of web industry team members students will define, design, and develop a HTML based website using standard authoring tools. *4 credit hours*

GRA2900 Portfolio I

Prerequisite(s): GRA1160, GRA2110
Corequisite(s): None
This course focuses on the completion of the associate's level portfolio, and a review of bachelor's level portfolios. The final portfolio should focus on the Graphic Artist's individual strengths. This work should reflect the artist's uniqueness and ability to meet demanding industry standards. *3 credit hours*

GRA3000 Graphic Symbolism

Prerequisite(s): GRA1011
Corequisite(s): None
This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements including typography, simplified imagery, and abstract shapes will then be utilized to create individual symbolic designs and compositions. *4 credit hours*

GRA3010 History of Graphic Design

Prerequisite(s): ENG1200
Corequisite(s): None
This course will examine the influences of social trends, historical events, technological developments, and the fine arts on contemporary graphic design, illustration, typographic design, architectural design, photography and fashionable trends in general. Through lectures, supplied visual examples, independent research and design assessments, the student will gain insight into a variety of major design influences. The student will learn how to research and utilize a wide variety of design styles. *4 credit hours*

GRA3011 Typography II

Prerequisite(s): GRA1011
Corequisite(s): None
Emphasis is placed on the hierarchy and expressive potential of typography. How the form of the written word(s) affects the meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools. *4 credit hours*

GRA3060 Multimedia I

Prerequisite(s): GRA2800
Corequisite(s): None
Interactive computer programs combine animation with facilities for integrating text, sound, images, and full-motion video into interactive products such as games, edutainment, infotainment, simulated virtual reality, locally based entertainment, computer-based training, and the Internet. This course will allow the student to explore the role of 2D animation in the production of interactive projects. Students will fine-tune their skills in scripting and storyboarding and they will design an animated prototype using interactive multimedia software. *4 credit hours*

GRA3090 Digital Photography

Prerequisite(s): GRA1160
Corequisite(s): None
This course introduces students to the fundamental terminology, concepts, and techniques of digital photography. It focuses on the principles of using color, composition, lighting, and other techniques for overall thematic and visual effects of photographic images. *4 credit hours*

GRA3101 Package Design

Prerequisite(s): GRA2010, GRA2110, GRA3011
Corequisite(s): None
Students will receive a broad overview that covers essential package design basics, including materials and production methods, structures and surfaces, product positioning and environmental concerns. *4 credit hours*

GRA3670 Corporate ID & Branding

Prerequisite(s): GRA1160, GRA2110, GRA3000
Corequisite(s): None
Students will conduct an in depth systematic study of the creation of a corporate identity. Problem solving, information gathering, system development and application standards are discussed. Students will focus on color, logotypes, symbols, and branding *4 credit hours*

GRA3810 Collateral Design

Prerequisite(s): GRA3011
Corequisite(s): None
The role of graphic design in collateral materials will be introduced and explored with a focus on brochures, billboards, posters, transit cards, point of sale materials, direct mail pieces, sales promotion materials, etc. The process of developing unified advertising collateral materials involving multiple presentations will be emphasized. *4 credit hours*

GRA3820 Advertising Design

Prerequisite(s): GRA1195, GRA2290, GRA3011
Corequisite(s): None
The course focuses on print advertising and its role as part of integrated marketing campaigns; image, brand, history, and the role of the art director are a few of the many subjects studied. The course offers a comprehensive overview of advertising's impact on modern society. Students will research, concept and develop several print ad campaigns for targeted audiences, and will consider the role the Web plays in interactive and viral campaigns. *4 credit hours*

GRA3850 Web Design II

Prerequisite(s): GRA1160, GRA2110, GRA2800
Corequisite(s): None
This course introduces some of the techniques, tools, and technologies associated with web development. By identifying, interpreting, and implementing the roles and responsibilities of web industry team members students will define, design, and develop a HTML based website using standard authoring tools. *4 credit hours*

GRA4000 Multimedia II

Prerequisite(s): GRA2800, GRA3060, GRA3850
Corequisite(s): None
This course provides a further refinement of interactive computer-based programs that combine animation with facilities for integrating text, sound, images, and full-motion video. Using interactive multimedia software, students will think "outside the box" by creating new concepts for their programming presented on the Web or in a standalone environment. *4 credit hours*

GRA4100 Professional Development for Graphic Designers

Prerequisite(s): Must be taken in last three quarters of the program
Corequisite(s): None
This course is designed to prepare graduates for the business environment and the transition into an applied arts profession. It emphasizes the concepts of professionalism and an overall understanding of self-marketing in the field. Professional development tools are presented, including resume and cover letter writing, networking and interviewing skills. This course includes the multiple facets of media business law, including intellectual property, copyright and additional legal and ethical business issues, as it impacts design professionals. Freelance business operating practices such as negotiation of contracts, pricing and estimation of services, ethical guidelines, and pertinent tax laws will be addressed. *4 credit hours*

GRA4440 Art Direction

Prerequisite(s): GRA3011, GRA3820, GRA3810
Corequisite(s): None
This course will examine the role of the art director in producing multi-faceted design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. By encouraging a team approach, the course will further enhance students' leadership, communications and negotiation skills. *4 credit hours*

GRA4670 Digital Portfolio

Prerequisite(s): Must be taken in the final two quarters of the program
Corequisite(s): None
This course will guide students through the process of compiling their work into a final interactive portfolio. This course will also stress the importance of professional development and help the student obtain the necessary completion of the initial job search requirements. *4 credit hours*

GRA4801 Graphic Design Capstone

Prerequisite(s): Must be taken in last three quarters of the program
Corequisite(s): None
Students in this course present a comprehensive understanding of their academic experience. Students will develop an independent project, or take part in an internship, for course credit. Proficiency will be demonstrated in both studio and general education courses through a written, oral, and visual presentation. Developing a long-term assignment, providing a research and presentation document, and extending the skills learned in previous studio classes are emphasized. Internship supervision and assessment must follow guidelines established for the student, supervisors and department program director/faculty. *4 credit hours*

GRA4802 Graphic Design Capstone Internship

Prerequisite(s): Must be taken in last three quarters of the program
Corequisite(s): None
Students in this course present a comprehensive understanding of their academic experience. Students will take part in an internship, for course credit. Proficiency will be demonstrated in both studio and general education courses through a written, oral, and visual presentation. Developing a long-term assignment, providing a research and presentation document, and extending the skills learned in previous studio classes are emphasized. Internship supervision and assessment must follow guidelines established for the student, supervisors and department program director/faculty. Students are expected to complete 120 total hours at the internship site. *4 credit hours*

GRA4910 Portfolio II

Prerequisite(s): Must be taken in last three quarters of the program
Corequisite(s): None
This course focuses on the completion of the bachelor's level portfolio. The final portfolio should focus on the Graphic Artist's individual strengths. This work should reflect the artist's uniqueness and ability to meet demanding industry standards. *2 credit hours*

Health Sciences

HSC2010 Medical Sociology

Prerequisite(s): BIO2015 or PTA1003 with a grade of C or better
Corequisite(s): None
This course explores the societal context of health, illness, and the health care system in American Society. Determinants and measurement of health and disease are examined and the study of epidemiology and public health is evaluated. *4 credit hours*

HSC3000 Ethics in Healthcare

Prerequisite(s): HCM2005
Corequisite(s): None
This course introduces health sciences students to ethical and bioethical issues confronting health care professionals and

practitioners within the practice setting. We will explore the fundamental principles and nature of moral responsibility with the focus on facilitating students towards gaining a critical understanding of their own ethical opinions. Concepts of autonomy, duty, justice, truth, rights and equality are analyzed through lectures and other delivery methods, giving particular attention to their practice implications for health care practitioners. *4 credit hours*

HSC3002 Environmental Health

Prerequisite(s): BIO2015, CHM1010, PHE2001 with a grade of C or better
Corequisite(s): None
This course explores the relationship and impact of the environment to health and illness in human populations. An exploration of man-made and natural environmental hazards will be discussed. Environmental health and risk assessment will be discussed as well as interventions. Environmental policy and practices will be viewed from the public health perspective and include the study of energy, waste, environmental justice and regulation. *4 credit hours*

HSC3004 Complementary and Alternative Health

Prerequisite(s): BIO2015, NTR2050 with a grade of C or better
Corequisite(s): None
This course reviews and compares traditional medicine to complementary or alternative health measures. Examination of current trends will focus on the business practices and practitioners involved in these alternative healing therapies. Various types of Alternative and Complementary medicine will be evaluated based on scientific research, including Systematized Practices, such as traditional Chinese and Ayurveda medicine; Botanical Healing, such as herbs, nutritional supplements and homeopathy; Manual Healing Methods, including chiropractic, massage, and pressure point therapies; and Mind-Body Techniques, such as yoga, meditation, hypnotherapy, and biofeedback. *4 credit hours*

HSC3015 Behavioral Health

Prerequisite(s): HSC2010
Corequisite(s): None
This course reviews the major issues and trends impacting the behavioral health industry and discusses the business and clinical environment of various types of behavioral health organizations including accreditation standards, reimbursement and patient care issues. *4 credit hours*

HSC3070 Medical Informatics

Prerequisite(s): BIO2015, HSC2010, HCM2005
Corequisite(s): None
This course details the history of medical information and biomedical communication. Participants will study information resources and services related to the transfer of information in the health sciences and integral computer applications to health sciences libraries including the organizational structure of medical knowledge. The course will familiarize students with the concept of information management and the application of information technology to health care. Participants will analyze current issues in the health care field and the relationship to health sciences libraries and information centers. *4 credit hours*

HSC4000 Contemporary Issues in Aging

Prerequisite(s): HSC2010, PHE2001 with a grade of C or better
Corequisite(s): None
This course reviews current issues facing the elderly as they relate to physical changes, health concerns, social adjustments, economic pressures and public policy for this growing segment of the US population. Discussion will also include comparison of these issues within the international community and research in the field of gerontology. *4 credit hours*

HSC4010 Epidemiology and Disease Control

Prerequisite(s): BIO2015, HSC2010, PHE2001 with grades of 'C' or better
Corequisite(s): None
This course introduces the history and development of epidemiology in healthcare with a focus on disease identification and control. A special section is devoted to the detection and response to bioterrorism and pandemics. *4 credit hours*

HSC4021 Health Promotion and Wellness

Prerequisite(s): HSC2010, PHE2001 with grades of 'C' or better
Corequisite(s): None
This course introduces basic concepts, strategies and methods of health promotion and disease prevention. It reviews the major issues and trends impacting the field of health promotion and wellness within the context of public health, and provides a broad overview of policy formation planning, implementation and evaluation. *4 credit hours*

HSC4030 Women and Minority Health Issues

Prerequisite(s): HSC2010, PHE2001 with a grade of C or better
Corequisite(s): None
This course explores the health problems and issues unique to women and minorities, including access to healthcare resources and the delivery of quality healthcare services. *4 credit hours*

HSC4040 Emergency and Disaster Management

Prerequisite(s): HSC2010, HCM3030
Corequisite(s): None
This course explores the organization and delivery of emergency and disaster management services, from local first responders, to hospital emergency rooms to state and federal emergency and disaster relief. *4 credit hours*

HSC4060 Working with Healthcare Professionals

Prerequisite(s): HSC4021
Corequisite(s): None
This course explores the unique working environment, professional culture and job requirements of physicians, nurses, and physician extenders and offers tools for effectively working with and managing these professionals. *4 credit hours*

Healthcare Administration

MHA5010 Healthcare Management and Organizational Behavior

Prerequisite(s): None
Corequisite(s): None
This course focuses on the understanding and development of management skills for continued effectiveness in healthcare leadership. Students learn to distinguish the differences between management and leadership and to understand the implications of each. Theories and strategies are studied as they relate to best practices in healthcare management, including areas of conflict management, implementing change, and effective collaboration and communication. *4 credit hours*

MHA5020 Healthcare Organizations and Administration

Prerequisite(s): None
Corequisite(s): None
This course provides an understanding of the organization and delivery of health services, drawing on theory from the social

science and business disciplines. Topics include organization of healthcare delivery, accreditation and regulation, organizational theory, integration/continuum of care perspectives, organizational models, adoption of innovations, provider relationships and network structures, and impact of the Affordable Care Act (ACA) on healthcare management. *4 credit hours*

MHA5030 Current Economics in Healthcare

Prerequisite(s): None
Corequisite(s): None
This course covers an introduction to the business enterprise and current business practices applied to the current healthcare economic market. It will provide a critical balance between review, criticism and prescription of important topics in healthcare economics that are affecting the nation today. Economic theory will be critically reviewed as applied to the health sector through economic evaluation tools. The course critically examines economic theory as applied to the health sector and reviews the government role in making the healthcare sector not only more equitable but also more efficient. *4 credit hours*

MHA6050 Regulation and Policy in Healthcare

Prerequisite(s): None
Corequisite(s): None
This course is designed to provide students with knowledge about the concepts and practices of regulation and healthcare policy. Students will learn how policymaking relates to decisions that affect and regulate healthcare providers and patients. They will also gain insight into how they can influence the policymaking process including using healthcare data to formulate plans to improve healthcare service delivery. Students have an opportunity to assess and apply risk management information in situations relative to effective health facility operations in accordance with established laws *4 credit hours*

MHA6060 Health Law and Ethics

Prerequisite(s): None
Corequisite(s): None
This course offers a review of recent developments in healthcare liability, negligence theory, formulation of contracts, law of agency, labor law, documentation procedures, evaluation of evidence in litigation, theory of the case, settlement of claims, values clarification, and current ethical issues in the practice of healthcare administration. *4 credit hours*

MHA6080 Healthcare Planning and Marketing

Prerequisite(s): None
Corequisite(s): None
This course focuses on multi-range strategies in the integrated healthcare industry. Topics covered include historical perspectives of planning, market demographic analysis, strategic decision making, and comparative analysis of planning models. These principles are applied to the specialized theories and methods of marketing and promoting in the healthcare industry. Topics covered include strategic planning and marketing, market research, market performance, marketing health programs, competitor analysis, promotional strategies, provider referrals, and consumer behaviors. *4 credit hours*

MHA6100 Executive Leadership in Healthcare Organizations

Prerequisite(s): None
Corequisite(s): None
This course focuses on elements and qualities of proactive leadership needed in the healthcare industry today. Patterns of behavior that drive success as well as failure will be reviewed to determine the role of both personal and team values in improving behavior, performance, and morale. This course will offer strategies for strengthening leadership competencies and creating a self-development plan for a career in healthcare leadership. *4 credit hours*

MHA6120 Management Information Systems in Healthcare

Prerequisite(s): None
Corequisite(s): None
This course is a broad overview of Health Care Management Information Systems. Topics include information system design, management and maintenance applied to various healthcare settings. The many components regarding system architecture analysis and design, software evaluation and testing, system life cycle, replacement planning and electronic data interchange and current software applications are reviewed and analyzed. Additional special topics related to IS regulations, standards, and securities are discussed. *4 credit hours*

MHA6999 Seminar in Healthcare Cases

Prerequisite(s): Must be taken during final quarter or session or with permission of Program Director
Corequisite(s): None
This course is designed to bring together knowledge gained from the previous program courses. The focus of the course is on the application of knowledge in the management of a healthcare organization broadly emphasizing complex healthcare administration concepts covered throughout the program of study. This course is designed to demonstrate the skills needed to perform the management role by making day-to-day and strategic decisions involving human resources, financial, information system, planning, and operational issues. *4 credit hours*

MHC6301 Healthcare Structure, Organization, and Governance

Prerequisite(s): None
Corequisite(s): None
This course examines the way health care organizations are structured, organized, and governed to achieve optimum performance. Explores the various sub-systems of healthcare delivery and the way in which these interrelate in the marketplace. *4 credit hours*

MHC6302 Public Health Organization and Management

Prerequisite(s): None
Corequisite(s): None
This course examines the assessment and understanding of the health status of populations, determinates of health and illness, and health risks and behaviors in diverse populations. It also reviews federal and state emergency management procedures and services with lessons learned from recent national and foreign disasters. *4 credit hours*

MHC6303 Quality Performance and Management

Prerequisite(s): None
Corequisite(s): None
This course examines the quality assessment of both business practices and health care delivery focusing on outcome measurements, process/outcome relationships, and methods for process improvement. Quality management tools and techniques are reviewed with a focus on patient safety, clinical quality, care outcomes, and cost benefit analysis in patient care. *4 credit hours*

MHC6305 Financial Management of Healthcare Organizations

Prerequisite(s): MBA5009. For Master in Healthcare Administration students: None
Corequisite(s): None
This course examines budgeting, reimbursement, financial planning, capital planning, financial statement analysis, and financial decision making in health care organizations *4 credit hours*

MHC6306 Human Resource Management in Healthcare Organizations

Prerequisite(s): None
Corequisite(s): None
Presentation of human resource management principles as applied in healthcare organizations. Examines the unique aspects of managing healthcare professionals including recruitment and retention, staff privileges, legal issues, job design and analysis, compensation, and labor relations. *4 credit hours*

MHC6999 Case Studies in Healthcare Administration

Prerequisite(s): To be taken during final quarter or session of program; or with permission of Program Director
Corequisite(s): None
Through the application of cases in health care administration, students are provided an opportunity to draw upon and apply material covered throughout the program of study and to demonstrate skills in continuous learning through information access, synthesis and use in critical thinking. *4 credit hours*

Healthcare Management

HCM1201 Introduction to Healthcare Insurance Coding, Billing, and Reimbursement

Prerquisite(s): AHS1001, ENG1200, 1 Natural Science Course
Corequisite(s): None
Insurance coding and processing functions are performed by specialists employed in health care settings. In this course students assign and report ICD, CPT and HCPCS codes on insurance claims for diagnoses and procedures/services provided to patients in a variety of health care environments. The insurance, billing and coding course offers students the fundamentals of claims and reimbursement that is an essential part of the health care industry. *(4 credit hours)*

HCM2004 Introduction to Healthcare Management

Prerequisite(s): ENG1200 or ENG1300, BUS1101
Corequisite(s): None
This course provides an introduction of traditional management concepts needed in managing healthcare organizations. Students learn about general challenges and complexities of managing in the healthcare setting, focusing on the unique characteristics of health care delivery in the U.S. *4 credit hours*

HCM2005 Healthcare Delivery and Organization

Prerequisite(s): AHS1001, ENG1200 or ENG1300, ECO2071 or ECO2072
Corequisite(s): None
This course is an introduction to the healthcare delivery system. It provides an overview of the various forces and elements that shape the way healthcare is delivered and received in the United States. It covers the structure and function of the health organizations, professions, and delivery systems across the continuum of care. *4 credit hours*

HCM3002 Economics of Healthcare

Prerequisite(s): ECO2071, ECO2072, HCM2005
Corequisite(s): None
This course examines the application of both microeconomic and macroeconomic principles in the healthcare industry. *4 credit hours*

HCM3004 Ethics and Law for Administrators

Prerequisite(s): HCM 2005
Corequisite(s): None
This course examines Health Law and Ethics from an administrative perspective. Students learn to integrate ethical and legal aspects into administrative decision making. *4 credit hours*

HCM3005 Healthcare Finance

Prerequisite(s): HCM2005, ACC1001, ACC1002
Corequisite(s): None
This course covers the unique structure and process of financial management in healthcare organizations. Students learn to examine and understand statements of profit and loss, balance sheets and cash flow statements in order to make administrative decisions regarding operations and resource allocation. The unique healthcare reimbursement system is given special attention. *4 credit hours*

HCM3006 Healthcare Marketing and Strategy

Prerequisite(s): HCM2005
Corequisite(s): None
This course examines the role and function of marketing and strategy development in healthcare organizations. Marketing concepts including market research, segmentation, branding and advertising are reviewed. Strategy development includes the role of vision and mission, internal and external assessment, developing strategic initiatives, tactical planning and strategic execution. *4 credit hours*

HCM3008 Health Information Management Systems

Prerequisite(s): HCM2005
Corequisite(s): None
This course examines the design, operation, application and future of health information management systems. *4 credit hours*

HCM3010 Long-Term Care

Prerequisite(s): HCM2005
Corequisite(s): None
This course includes a historical, philosophical and managerial overview of long-term care from senior housing, congregate living, assisted living to skilled nursing care. The course will analyze the underpinnings of the profession, including the demographics of aging, the role of financing and the evolving marketplace. The course will include a focus on the role of health care delivery within long-term care settings, with attention devoted to quality of care, various models of care, and the future of long-term care in an aging society. *(4 credit hours)*

HCM3020 Managed Care

Prerequisite(s): HCM2005
Corequisite(s): None
This course reviews the major issues and trends impacting the managed care industry and provides an overview of different types of managed care organizations, considering both provider and payer sponsored systems. The business and financial relationship between managed care organizations and providers is explored. The Affordable Care Act (ACA) is embedded in this course for a clear understanding of its impact on consumer healthcare insurance and benefits. *(4 credit hours)*

HCM3030 Federal and State Healthcare Programs

Prerequisite(s): None
Corequisite(s): None
This course reviews the organization and delivery of federal and state healthcare programs and the impact these programs have on the financing, regulation, and quality of the overall healthcare delivery system. Special focus is provided on the mechanisms and impact of federal and state reimbursement of healthcare services. *(4 credit hours)*

HCM3046 Managing the Healthcare Workforce

Prerquisite(s): None
Corequisite(s): None
This course focuses on the fundamental concepts and practical tools necessary for managing healthcare employees with special emphasis on the complex factors that influence the performance of this unique workforce. Students will be able to describe the managerial activities related to developing and maintaining the healthcare workforce and explain the different scopes of practice, levels of education, and practice settings that contribute to the complexity of managing this workforce. *(4 credit hours)*

HCM4002 Risk Management in Healthcare Settings

Prerequisite(s): HCM3004
Corequisite(s): None
In this course, we examine various risk factors and methods of managing risk in healthcare organizations. *4 credit hours*

HCM4005 Managerial Epidemiology in Healthcare Administration

Prerequisite(s): HCM2005
Corequisite(s): None
This course applies and integrates the principles and tools of epidemiology and will illustrate how the manager can use epidemiological concepts and tools to improve management decisions in a health care environment. Topics include a focused look at how epidemiology and the study of population health is measured, studied, and can be applied to a variety of healthcare environments. *(4 credit hours)*

HCM4007 Leadership in Healthcare Organizations

Prerequisite(s): HCM3002, HCM3004, HCM3005, HCM3006, HCM3008
Corequisite(s): None
This course is designed to prepare students with leadership fundamentals in healthcare organizations. This includes content in interpersonal skills, leadership, ongoing professional development, and strategic management. This course is normally taught in conjunction with HCM4010 Leadership in Healthcare Organizations - Internship. *4 credit hours*

HCM4010 Leadership in Healthcare Organizations - Internship

Prerequisite(s): HCM3002, HCM3005, HCM3006, HCM3008, with grades of "C" or better
Corequisite(s): HCM4007
The internship experience is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the student to enter the healthcare industry. This course is a faculty supervised and evaluated field experience in healthcare management, with a major project as an end product. Students will work with Career Services or the appropriate department designee to identify a potential internship site location. Once an acceptable organization and site supervisor are found, South University must approve the organization to be utilized for this purpose. The Site Manager, student, and Faculty Coordinator, as defined in the College of Business Internship Courses Student Handbook, arrange for the student to have an opportunity to realize the goals and objectives and apply competencies of this course to real life situations. Please refer to the Internship Learning Agreement in the College of Business Internship Courses Student Handbook for further information regarding requirements prior to participating in an internship. Minimum of 120 contact hours. This course is Pass/Fail (Pass/Fail). *4 credit hours*

HCM4012 Case Studies in Healthcare Administration

Prerequisite(s): HCM4007
Corequisite(s): HCM4025
This is one of two capstone courses which provide students with the opportunity to integrate the skills and knowledge learned in the liberal arts foundation with their learned conceptual and technical competencies, through case studies.*4 credit hours*

HCM4025 Strategic Management in Healthcare Organizations

Prerequisite(s): HCM4007
Corequisite(s): HCM4012
This capstone course integrates the information presented through the HCM core courses to the concept of strategic management. Students will apply their knowledge and skills of healthcare management to the strategic planning process.. *4 credit hours*

History

HIS1101 U.S. History I: Colonial to 1865

Prerequisite(s): ENG1100
Corequisite(s): None
This course covers main themes of American history from the country's beginnings until the end of the reconstruction period following the Civil War. The concepts, chief actors, and major events of this period of time will be studied, and the student will analyze the historic concepts of cultural expansion and development found in the history of America. The process of national growth required by foreign and domestic influences will also be examined. *4 credit hours*

HIS1102 U.S. History II: 1865 to Present

Prerequisite(s): ENG1100
Corequisite(s): None
This course covers main themes of American history from reconstruction to the present day. The concepts, chief actors, and major events of this period of time will be studied, and the student will analyze the historic concepts of cultural expansion and development found in the history of America. The process of national growth required by foreign and domestic influences will also be examined. *4 credit hours*

Hospitality Management

HSM1100 Introduction to the Hospitality Industry

Prerequisite(s): None
Corequisite(s): None
This introductory course provides students with an overview of the hospitality industry which includes various operational segments, career opportunities, historical perspectives on tourism and hospitality, and a comprehensive look at each department within the foodservice and lodging industry. *4 credit hours*

HSM1200 Service Quality Management

Prerequisite(s): HSM1100
Corequisite(s): None
This course focuses on service delivery and methods for implementation and improvement within the service delivery process. Special emphasis will be placed on management and supervision techniques in service quality along with steps in critically evaluating and implementing a quality service plan within hospitality based establishment. *4 credit hours*

HSM1500 Purchasing and Cost Control

Prerequisite(s): HSM1100
Corequisite(s): None
This course is designed to introduce students to the principles of effective product identification and the cost controls necessary to support a hospitality operation, namely within the foodservice segment. Topics may include the process of procurement of goods, understanding various forms of product distribution, product identification, costing procedures, inventory management, value analysis, and proper record keeping. *4 credit hours*

HSM2100 Foodservice Operations Management

Prerequisite(s): HSM1100
Corequisite(s): None
This course focuses on the management of a variety of foodservice concepts which will include the understanding and the management of foodservice segments based on level of service, menu, theme, and price points. Topics may include how to manage each type of operating segment and how to maximize profitability based on specific management techniques within each foodservice segment. *4 credit hours*

HSM2200 Lodging Operations Management

Prerequisite(s): HSM1100
Corequisite(s): None
This course will explore the different service levels contained within the lodging industry as a whole. Students will first learn about lodging service levels based upon price points and amenities offerings in determining the lodging concept. Topics may include lodging operations and how to manage them within the multiple departments, including front desk, housekeeping, marketing and sales, food and beverage, and engineering. *4 credit hours*

Human Resources Management

HRM5000 Strategic Human Resource Management

Prerequisite(s): None
Corequisite(s): None
The course examines the context of strategic human resource management and develops a framework and conceptual model. Trends are explored that impact strategic HRM practices, including viewing the employee as "human capital." The course also addresses the practice and implementation of strategic human resource management through discussion of issues and development of specific programs and policies. Topics include: staffing, training, performance management, compensation, labor relations, employee separation, and managing a global workforce. *4 credit hours*

HRM5010 Human Resource Planning

Prerequisite(s): None
Corequisite(s): None
This course studies theories and practices relevant to staffing work organizations including: principles of human resource strategy and the link to business strategy; fit and flexibility in the design of human resource systems; approaches to evaluating and assessing the contribution and effectiveness of human resource systems; the value and challenges of a diverse workforce, and the characteristics related to primary and secondary types of diversity. *4 credit hours*

HRM5020 Labor Laws and Ethical Standards

Prerequisite(s): HRM5000
Corequisite(s): None
This course provides an introduction to employment and labor laws for non-legal professionals in human resources management and labor relations. Acknowledgement is made that the field of employment and labor law is constantly changing. Thus, the complex terrain of federal and state employment laws, with expanded coverage of issues currently in the forefront, such as family and medical leave, sexual harassment, workplace torts, employment-at-will (EAW), OSHA, ERISA and Title VII of the Civil Rights Act, among other topics are examined. Another distinguishing aspect of this course is the treatment of ethical standards behavior as a catalyst to resolve difficult choices through self-reflection. Topics related to ethical standards include: right versus right, why ethics matter, ethical fitness, resolution principles and ethics in the twenty-first century. *4 credit hours*

HRM5030 Organizational Staffing

Prerequisite(s): HRM5000
Corequisite(s): None
This course examines and studies the challenges of a comprehensive staffing model that identifies the key components of staffing, including external influences (economic, laws and regulations), staffing strategy and planning, job analysis, measurement, external and internal recruitment, decision making, and selection. *4 credit hours*

HRM5040 Classification, Compensation, and Benefits

Prerequisite(s): HRM5000
Corequisite(s): None
This course is designed to provide the student with both the theoretical and practical knowledge to design, administer and evaluate classification, compensation and benefit systems. The application of both tangible and intangible forms of compensation to attract, motivate and retain employees is addressed. Topics include: the context of compensation practice, the criteria used to compensate employees, compensation system design issues, employee benefits, challenges of compensating key strategic employee groups, and pay and benefits from a global perspective. *4 credit hours*

HRM5050 Performance Management

Prerequisite(s): HRM5000
Corequisite(s): None
This course provides a comprehensive analysis of how human resource management facilitates the process of employee evaluation within an organization through the development of performance management systems, performance appraisals, measurement tools, and the important role of feedback, coaching, appraisal training programs and employee development. This course will also examine the relationship of organizational strategy, core values, goals, and execution of its mission and vision to measuring human resource effectiveness. *4 credit hours*

HRM5060 Training and Development

Prerequisite(s): HRM5000
Corequisite(s): None
This course balances between research and real company practices as they relate to the fundamentals of training and development. Topics include: the forces influencing working and learning, the strategic training process, needs assessment, determining whether outcomes are appropriate, approaches to employee development, training issues resulting from the external environment, career management, and the future of training and development. *4 credit hours*

HRM5070 Labor Unions, Workplace Safety, and Security

Prerequisite(s): HRM5000
Corequisite(s): None

The course presents a comprehensive study of employee labor relations and processes. Topics covered include: union organizing; negotiating a labor agreement; economic issues; contract administration; labor arbitration; employee relations; and workplace health, safety, and security. *4 credit hours*

HRM5090 Internal Consulting

Prerequisite(s): None
Corequisite(s): None
Using an internal consulting approach, this course explores the processes for planning and directing organizational development and change, with consideration for the reasons behind the change. In addition, the course covers the management and leadership of organizational change in the 21st century, including issues of managing growth, resistance to change, intervention phases, crisis management, and inter- and intra-group conflict and power. *4 credit hours*

HRM6000 International Human Resources Management

Prerequisite(s): HRM5000
Corequisite(s): None
This course examines how human resources management practices within a global context are distinctive from domestic human resources management. Students will analyze the challenges that multinational corporations are confronted with, which include cultural, political, social, and legal issues; the level of managerial skills and education; and technological development in the host country. Issues such as expatriation versus local management, selecting and preparing for international assignments, cultural adaptation at the individual and system level, and the influence of globalization on future HRM practices are also examined. *4 credit hours*

HRM6010 Metrics and Measurement of Human Resources Management

Prerequisite(s): HRM5000
Corequisite(s): None
This course explores the theory and practice of choosing, implementing and using metrics to improve decision-making, optimize organizational effectiveness and maximize the value of HR investments. The "LAMP" methodology (Logic, Analytics, Measures and Process) is used to demonstrate how to manage, measure, and analyze the value of every area of HR that impacts strategic value. Topics include: hiring, training, leadership development, health and wellness, absenteeism, retention and employee engagement. *4 credit hours*

HRM6999 Capstone in Human Resources Management

Prerequisite(s): Must be taken in final quarter or session of program, or with permission of Program Director.
Corequisite(s): None
This capstone course integrates subject matter from specialized human resources management (HRM) courses in the program. Major topics include the strategic role of HRM, managing HR within a strategic framework, HR operations within an organization and the application of legal requirements related to HRM. Use of the case method will draw significantly on students' prior management HRM study and experience. As part of the course requirements, students will take a SHRM-CP certification practice test. *4 credit hours*

Humanities

HUM1001 History of Art through the Middle Ages

Prerequisite(s): ENG1100
Corequisite(s): ENG1100
This course is a history of art from the prehistoric/tribal period through the Middle Ages. Students will analyze the formal

elements of each period style, as well as the historical, social, and cultural influences that shaped art at various point in history and across cultures. *4 credit hours*

HUM1002 History of Art from the Middle Ages to Modern Times

Prerequisite(s): ENG1100
Corequisite(s): ENG1100
This course is a history of art from the Renaissance to present day. The concepts, historical themes, and social/cultural influences on the art and architecture of the periods will be studied. Students will analyze the formal elements of each period style, as well as the external themes and influences that shaped art at various point in history and across cultures. *4 credit hours*

HUM2101 World Civilization I: Prehistory to 1500 C.E.

Prerequisite(s): ENG1200 or ENG1300
Corequisite(s): ENG1200 or ENG1300
This course covers the major themes and events in world history from prehistoric times to 1500. The course will focus on history from a variety of perspectives: social, cultural interactions, environmental, political, economic, and the people and events that shaped our world's history. Various themes that appear across time will be explored from the perspective that all cultures and all events are influenced by the interactions with other peoples, geography, and the environment; and in turn these events influence and shape future events. *4 credit hours*

HUM2102 World Civilization II: 1500 to Present

Prerequisite(s): ENG1200 or ENG1300
Corequisite(s): ENG1200 or ENG1300
This course covers the major themes and events in world history from 1500 to the present. The course focuses on history from a variety of perspectives: social, cultural interactions, environmental, political, economic, and the people and events that shaped our world's history. Various themes that appear across time will be explored from the perspective that all cultures and all events are influenced by the interactions with other peoples, geography, and the environment; and in turn these events influence and shape future events. *4 credit hours*

Information Systems

IST5010 Information Technology Infrastructure

Prerequisite(s): None
Corequisite(s): None
Concepts, systems development and effective use of up-to-date tools and application software, focusing on IT infrastructure, systematic approach to management, processes involved in managing IT infrastructures, best practices to IT service support and service delivery, the place of IT infrastructure and IT service in an organization, IT management frameworks, and concepts of the work processes used to manage an IT infrastructure. *4 credit hours*

IST5020 Information Systems Fundamentals

Prerequisite(s): None
Corequisite(s): None
Real-world projects dealing with issues related to development, management and maintenance of medium-size and large-scaled information systems with emphasis on business information systems for a distributed environment. The identification of vulnerabilities and risks inherent in the operation of information systems are also explored. *4 credit hours*

IST5070 Network and Systems Fundamentals

Prerequisite(s): None
Corequisite(s): None
This course serves as a graduate level introduction to network and communication systems for non-major students. The goal of this course is to familiarize students in overlapping majors with the fundamental terminology, applications, and principles of basic computing, network structure, and communication systems. Topics may include representing information, how signals are transmitted, communication connections, networking basics, Local Area Networks (LANs), wireless networks, network security, and network management. *4 credit hours*

IST6000 Principles of Systems Development

Prerequisite(s): IST5010, IST5020
Corequisite(s): None
System development and design and software engineering methodologies, with emphasis on object-oriented analysis, design and implementation of information systems, distributed information systems, information systems life cycle models, and platforms with discussions of requirements definition and management, modeling quality assurance and development environments. *4 credit hours*

IST6010 Project Management

Prerequisite(s): IST6000
Corequisite(s): None
Tools and techniques for the successful management of IT projects, project selection and approval, planning, estimation techniques, scheduling methods, budgeting, IT project organizations, and project control and assessment. Students explore each of the nine domains of project management including project planning, scheduling, risk management, cost management, and effective project control, as well as the associated pre-project and post-project activities that need to be performed for a project. *4 credit hours*

IST6020 Corporate Information Systems Management

Prerequisite(s): IST5010, IST5020. DNP students: None
Corequisite(s): None
This course includes case studies of contemporary information systems management in a digital enterprise. It focuses on the relevant issues of effective management of information services activities and highlights the areas of greatest potential application of the technology. The course emphasizes the skills and knowledge to identify and communicate business system needs, select the right information systems and integrate these systems into organizations to improve business performance. *4 credit hours*

IST6101 Web Technologies

Prerequisite(s): IST5010, IST5020
Corequisite(s): None
Design and implementation of distributed information systems involving the technologies developed for the World Wide Web. Client/server architectures, graphical user interfaces, concurrent and distributed programming, distributed information systems server architectures, database connectivity and standard enterprise development packages. *4 credit hours*

IST6160 Information Design and Usability

Prerequisite(s): IST6000, IST6010, IST6020
Corequisite(s): None
This course is an overview and case studies of contemporary information systems management in a digital enterprise. It focuses on the relevant issues of effective management of information services activities and highlights the areas of greatest potential

application of the technology. The course emphasizes the skills and knowledge to identify and communicate business system needs, select the right information systems and integrate these systems into organizations to improve business performance. *4 credit hours*

IST6161 Human Computer Interaction

Prerequisite(s): IST6000, IST6010, IST6020
Corequisite(s): None
This course is a study of effective and productive interfaces. Topics may include design and evaluation of interactive computer systems, input and output devices, screen layouts, machine design, health issues and ergonomics, and organizational impacts. *4 credit hours*

IST6163 Cognitive Software Design

Prerequisite(s): IST6000 or MIS6000
Corequisite(s): None
This course is an introduction to computational theories of human cognition such as knowledge representation, problem solving, search, natural language processing, learning, etc. In addition to covering the fundamentals of Artificial Intelligence, the course also provides an opportunity to explore the contemporary cognitive computing topics such as data mining, machine learning, predictive analytics, big data and its applications. This is designed as graduate seminar like course emphasizing study and discussion of a collection of contemporary technical papers. The students are expected to achieve an overview of recent research and application areas of cognitive computing *4 credit hours*

IST6262 Network Operations Management

Prerequisite(s): IST6000 or MIS6000
Corequisite(s): None
This course focuses on planning and designing a network infrastructure for an enterprise, including desiging the domain architecture, while accounting for the evolution of inputs and outputs, to suitably satisfy customer needs. The course addresses the criteria and methods to be applied in evaluating and selecting optimum networking technologies and management tools for an enterprise, as well as planning and strategizing resources for a given network infrastructure (servers, network elements, storage). Some key networking technologies are based on the notion of virtualization. Virtualization relies on a technology platform for the creation of logical instances of IT resources. A transparency layer allows physical IT resources to map to multiple virtual images of themselves so that their underlying capabilities can be shared by multiple users. The course covers the different types of IT network resources that can be virtualized, including servers, storage, network and power. At the end of the course, the students will tackle the development of a business continuity plan, with emphasis on planning and delivering network services to support the business objectives of the organization, including monitoring, reporting, troubleshooting, and automating response capabilities. *4 credit hours*

IST6995 Information Systems Capstone

Prerequisite(s): IST6000, IST6010, IST6020
Corequisite(s): None
The course provides students an opportunity to demonstrate professional competencies and capabilities covered in the IST curriculum by conducting a study in an advanced IT or IS related topic or undertake the analysis, design and implementation of a real world application. *4 credit hours*

MIS3101 Application of Management Information Systems

Prerequisite(s): None
Corequisite(s): None
The course provides an introduction to applications of business modeling such as entity-relationship diagrams and dataflow diagrams. This course emphasizes application of management information system tools to support modeling. *4 credit hours*

MIS5010 Information Technology Infrastructure

Prerequisite(s): None
Corequisite(s): None
Concepts, systems development and effective use of up-to-date tools and application software, focusing on IT infrastructure, systematic approach to management, processes involved in managing IT infrastructures, best practices to IT service support and service delivery, the place of IT infrastructure and IT service in an organization, IT management frameworks, and concepts of the work processes used to manage an IT infrastructure. *4 credit hours*

MIS5020 Information Systems Fundamentals

Prerequisite(s): None
Corequisite(s): None
Real-world projects dealing with issues related to development, management and maintenance of medium-size and large-scaled information systems with an emphasis on business information systems for a distributed environment. The identification of vulnerabilities and risks inherent in the operation of information systems are also explored. *4 credit hours*

MIS5030 Emerging Technologies

Prerequisite(s): None
Corequisite(s): None
This course will teach students how organizations can effectively and efficiently evaluate new trends and emerging technologies in areas related to Information Technology including data and knowledge management, information networks, applications, and hardware. Knowledge from this course should enable students to help their organizations in areas related to defining, selecting, adopting, and managing new and emerging information technologies. *4 credit hours*

MIS6000 Principles of System Development

Prerequisite(s): MIS5020
Corequisite(s): None
System development and design and software engineering methodologies, with emphasis on object-oriented analysis, design and implementation of information systems, distributed information systems, information systems life cycle models, and platforms with discussions of requirements definition and management, modeling quality assurance and development environments. *4 credit hours*

MIS6010 Project Management

Prerequisite(s): MIS6000
Corequisite(s): None
Tools and techniques for the successful management of IT projects, project selection and approval, planning, estimation techniques, scheduling methods, budgeting, IT project organizations, and project control and assessment. Students explore each of the nine domains of project management including project planning, scheduling, risk management, cost management, and effective project control, as well as the associated pre-project and post-project activities that need to be performed for a project. The course covers areas needed to prepare for the PMP (Project Management Professional) certification exam from the Program Management Institute (PMI). *4 credit hours*

MIS6020 Corporate Information Systems Management

Prerequisite(s): MIS5020
Corequisite(s): None
The course includes case studies of contemporary information systems management in a digital enterprise. It focuses on the relevant issues of effective management of information services activities and highlights the areas of greatest potential

application of the technology. The course emphasizes the skills and knowledge to identify and communicate business system needs, select the right information systems and integrate these systems into organizations to improve business performance. The course covers areas needed to prepare for the CGEIT (Certified in the Governance of Enterprise IT) certification exam from the Information Systems Audit and Control Association (ISACA). *4 credit hours*

MIS6160 Information Design and Usability

Prerequisite(s): MIS6000, MIS6010, MIS6020
Corequisite(s): None
Design elements, methods, and software metrics for usability assessment and improvement of interface design and architecture. This course emphasizes the critical need for site design for efficient user navigation to needed materials from the information services of large organizations. *4 credit hours*

MIS6161 Human Computer Interaction

Prerequisite(s): MIS6000, MIS6010, MIS6020
Corequisite(s): None
This course is a study of effective and productive interfaces. Topics may include design and evaluation of interactive computer systems, input and output devices, screen layouts, machine design, health issues and ergonomics, and organizational impacts. *4 credit hours*

MIS6210 Decision Support Systems

Prerequisite(s): MIS6211
Corequisite(s): None
This course provides an introduction to analysis, design, and implementation of decision support systems for engineering and business applications. Through an examination of the course concepts related to decision support systems, it will become apparent how decision support systems can assist and improve upon organizational decision-making measures. Operation research modeling techniques and software are integrated with databases systems and computer interfaces to create systems that aid managerial decision making. Structure, models, and modern corporate decision support applications are emphasized through the use of cases to provide a hands-on approach designed to enhance student model-building. *4 credit hours*

MIS6211 Data Management

Prerequisite(s): MIS5020
Corequisite(s): None
This course covers theories, practices and techniques applicable to modeling, designing, developing and managing data assets under varied production operations for large organizations. Database architectures for large-scale commercial products, or production-grade services will be explored, while exposing students to the use of data management systems to collect data, manage organizational data resources, and disseminate information, this course provides students with a comprehensive view of the business data life cycle, from system requirements to data preparation and warehousing. *4 credit hours*

MIS6212 Cognitive Computing

Prerequisite(s): IST6000 or MIS6000
Corequisite(s): None
This course is an introduction to computational theories of human cognition such as knowledge representation, problem solving, search, natural language processing, learning, etc. In addition to covering the fundamentals of Artificial Intelligence, the course also provides an opportunity to explore the contemporary cognitive computing topics such as data mining, machine learning, predictive analytics, big data and its applications. This is designed as a graduate seminar like course emphasizing study and discussion of a collection of contemporary technical papers. The students are expected to achieve an overview of recent research and application areas of cognitive computing. *4 credit hours*

MIS6230 IT Audit, Control, and Compliance

Prerequisite(s): MIS6000
Corequisite(s): None
This course critically examines Information Systems Audit, Control (governance), and Compliance concepts and management practices in the context of Information Systems Management. The course will introduce the fundamentals of information technology (IT) auditing and assurance methodologies, major rules of regulatory compliance (SOX, HIPAA, etc.) as well as IT governance frameworks such as COBIT. The course covers areas needed to prepare for the Certified in the Governance of Enterprise IT (CGEIT) Certification from the Information Systems Audit and Control Association (ISACA). *4 credit hours*

MIS6231 Risk Management

Prerequisite(s): MIS6000
Corequisite(s): None
This course covers the foundation of risk management in technology related areas. Students will be introduced to the concepts and framework of information risk management and fundamentals, information assurance, risk management requirements at an organizational level, risk assessment/mitigation strategies, and tools to monitor risk management solutions. The course covers areas needed to prepare for the CRISC (Certified in Risk and Information Systems Control) certification exam from the Information Systems Audit and Control Association (ISACA). *4 credit hours*

MIS6250 Organizational Information Security

Prerequisite(s): MIS6000, MIS6020
Corequisite(s): None
The use of pervasive technology means an overabundance of information sharing, including personally identifiable, confidential, and secret information. This course teaches students through examination of concepts related to information security methods of identifying and categorizing information risk that can be used to improve organizational effectiveness. By understanding aspects of information from technical, formal, and informal approaches, students will better understand the challenges modern organizations face securing data in order to design appropriate solutions unique to individual requirements for both small business and enterprise environments. Structure, models, and modern awareness campaigns are explored to provide a hands-on approach designed to enhance student learning. The course covers areas needed to prepare for the CISM (Certified Information Security Manager) certification exam from the Information Systems Audit and Control Association (ISACA). *4 credit hours*

MIS6262 Network Operations Management

Prerequisite(s): IST6000 or MIS6000
Corequisite(s): None
This course focuses on planning and designing a network infrastructure for an enterprise, including desiging the domain architecture, while accounting for the evolution of inputs and outputs, to suitably satisfy customer needs. The course addresses the criteria and methods to be applied in evaluating and selecting optimum networking technologies and management tools for an enterprise, as well as planning and strategizing resources for a given network infrastructure (servers, network elements, storage). Some key networking technologies are based on the notion of virtualization. Virtualization relies on a technology platform for the creation of logical instances of IT resources. A transparency layer allows physical IT resources to map to multiple virtual images of themselves so that their underlying capabilities can be shared by multiple users. The course covers the different types of IT network resources that can be virtualized, including servers, storage, network and power. At the end of the course, the students will tackle the development of a business continuity plan, with emphasis on planning and delivering network services to support the business objectives of the organization, including monitoring, reporting, troubleshooting, and automating response capabilities. *4 credit hours*

MIS6990 Information Systems Internship

Prerequisite(s): MIS6000, MIS6010, MIS6020, MIS6211
Corequisite(s): None

The goal of this course is to provide an opportunity to the MSIS student to gain value-adding experience toward becoming a professional who is both highly self-directing and able to use consultative supervision. The internship is designed specifically to enable the MSIS student to apply classroom knowledge to the work environment, and to better prepare the student to enter the Information Systems industry. This course is a faculty supervised and evaluated field experience in the student's chosen domain of professional interest. Students will work with Career Services or the appropriate Department Chair, Program Director, or designee to identify a potential internship site location. Once an acceptable organization and site supervisor are found, South University must approve the organization to be utilized for this purpose. The Site Supervisor, student, and Faculty Coordinator, as defined in the College of Business Internship Courses Student Handbook, arrange for the student to have an opportunity to realize the goals and objectives and apply competencies of the MSIS program to real life situations. Please refer to the Internship Learning Agreement in the College of Business Internship Courses Student Handbook for further information regarding requirements prior to participating in an internship.This course is Pass/Fail (Pass/Fail). *4 credit hours*

MIS6995 Information Systems Capstone

Prerequisite(s): MIS6000, MIS6010, MIS6020
Corequisite(s): None
The course provides students an opportunity to demonstrate professional competencies and capabilities covered in the MIS curriculum by conducting a study in an advanced IT or IS related topic or undertaking the analysis, design, and implementation of a real world application. *4 credit hours*

Information Technology

ITS1000 Computer and Internet Literacy

Prerequisite(s): None
Corequisite(s): None
This course is for students to obtain basic knowledge and skills in using computer office production software and Internet features. A broad range of software applications, such as word processing, spreadsheets, presentation software, and Internet usage concepts will be covered. This course contains a component of the Quality Enhancement Plan (QEP) initiative, "Keeping it Real: Classroom to Career," the overarching goals of which are student success and early career engagement. *4 credit hours*

ITS1101 Foundations of Information Technology

Prerequisite(s): None
Corequisite(s): None
This course introduces students to the fundamental areas of Information Technology, including computer organization, computer communication, operating systems, and current computing technologies. This course is designed as a general framework for information technology and serves as a foundation for the Information Technology major. *4 credit hours*

ITS1103 Ethics and Information Technology

Prerequisite(s): None
Corequisite(s): None
This course examines ethical dilemmas specific to the IT industry through a systematic approach of the basic principles of ethics and the relationship of these principles to a technological and global society. Ethical decision-making and practical applications of ethics in a contemporary society are also explored. *4 credit hours*

ITS1105 Theory of Computation

Prerequisite(s): ITS1101
Corequisite(s): None
This course introduces students to the foundations of computational theory. Topics that will be covered include truth tables,

Boolean logic, state-based computing, logic, computability, algorithms, and computational complexity. This course will deliver the foundational information for further study of computer architecture and software engineering. *4 credit hours*

ITS2021 Spreadsheet and Database Applications

Prerequisite(s): None
Corequisite(s): None
This course provides students the opportunity to obtain basic knowledge and skills in using spreadsheet and database software. A broad range of software applications, concepts, and problems will be covered. *4 credit hours*

ITS2103 Networking Fundamentals

Prerequisite(s): ITS1101
Corequisite(s): None
This course introduces students to the study of basic networking terminology, concepts, components (hardware) and basic network design. Investigation of functions required to operate computer communications networks will also be addressed. *4 credit hours*

ITS2104 Programming Logic

Prerequisite(s): None
Corequisite(s): None
This course introduces the beginning programmer to structured program logic without focusing on any particular language. Much emphasis is placed on developing sound programming techniques including flowcharting and naming conventions. *4 credit hours*

ITS2105 Programming I

Prerequisite(s): ITS2104
Corequisite(s): None
This course builds on the foundation developed in ITS2104 Programming Logic. Students are introduced to the elements of structured programming-related components, such as overall program design, data types, variables, arrays, operators, control statements, classes, objects, methods, and inheritance. The course also introduces the concepts of packages and interfaces, as well as exception handling. *4 credit hours*

ITS2108 Human Computer Interface

Prerequisite(s): ITS1101
Corequisite(s): None
This course introduces Interaction Design, a broad scope of issues, topics and paradigms, which has traditionally been the scope of Human Computer Interaction (HCI) and Interaction Design (IS). Students will formulate a design project, applying usability concepts and intuitive design. Students will construct interactive designs for specific software interfaces appropriate for the client and/or target audience. *4 credit hours*

ITS2110 Database Design and Development

Prerequisite(s): ITS2104
Corequisite(s): None
This course introduces students to database basic concepts, conceptual data models with case studies, common data manipulation languages, logical data models, database design, facilities for database security/integrity, and applications. *4 credit hours*

ITS2111 Multimedia Web Development

Prerequisite(s): ITS1101
Corequisite(s): None
This course will provide a basic understanding of the methods and techniques of developing a simple to moderately complex website. Using the current standard Web page languages, students will be instructed on creating and maintaining a website. The aid of Web Development software will be introduced in this course along with fundamental media creation. *4 credit hours*

ITS3100 Software Engineering Fundamentals

Prerequisite(s): ITS2105
Corequisite(s): None
This course introduces the principles of software development, addressing both procedural and object-oriented development. Topics include: requirements, analysis, design, coding, testing, verification, and maintenance. Students will design and implement a project. *4 credit hours*

ITS3101 Advanced Operating Systems and Architecture

Prerequisite(s): ITS2105
Corequisite(s): None
This course serves as a survey of the structure and functions of operating systems, process communication techniques, high-level concurrent programming, virtual memory systems, elementary queuing theory, security, and distributed systems using case studies of modern operating systems. *4 credit hours*

ITS3102 SQL Development

Prerequisite(s): ITS2110
Corequisite(s): None
This course continues the concepts introduced in ITS2110 and introduces students to advanced database design concepts and further mastery of the SQL language, including advanced querying, SQL database creation, and SQL database updates. Throughout this course, the student will gain practical experience in database creation, updating, management, and optimization in the SQL language. *4 credit hours*

ITS3103 Advanced Networking

Prerequisite(s): ITS2103
Corequisite(s): None
This course continues the concepts introduced in ITS2103 and introduces students to the study of advanced network planning, protocols, and strategies for effective connectivity and deployment. Students will study the current generation of wireless technology, mobile networking technology, satellite networking, and connectivity protocols for widespread and global networks *4 credit hours*

ITS3104 IT Security

Prerequisite(s): ITS2103
Corequisite(s): None
This course presents a comprehensive introduction to computer security issues in the areas of integrity, confidentiality, and availability. There is an emphasis on applying security to home and networked computers along with practical considerations of improving system security. Techniques and common means of attack and defense are reviewed. Topics include threats, vulnerabilities, security management, encryption, laws, and ethics of hacking. *4 credit hours*

ITS3105 Programming II

Prerequisite(s): ITS2105, ITS3100
Corequisite(s): None
This course provides a more in-depth use of software design and implementation aspects introduced in ITS2105 Programming I and applies in more depth the elements of object-oriented design (OOD) and programming (OOP). In addition, the course expands the scope of software development by addressing the concepts of multithreaded programming, metadata, string handling, library features, GUI (Graphical User Interface) implementation, interfacing with a database, interactive debugging techniques, and recursion. *4 credit hours*

ITS3110 Applied Systems Analysis

Prerequisite(s): ITS3100
Corequisite(s): None
This course introduces students to System Development Life Cycle (SDLC) containing system analysis, design, development and implementation. The course will explain about conventional and current approach for SDLC and explain the role of Computer Aided Systems Engineering (CASE) tools, software, communications and data base technology in practicing various steps of SDLC. *4 credit hours*

ITS4011 IT Project Management

Prerequisite(s): ITS3110
Corequisite(s): None
This course focuses on the information technology project management process and development of the project team as key to the successful achievement of IT projects. The process examines the main elements required in every proposal/ plan: time frame and budget. Key areas of IT project teams serve to support the fundamental approach that every project team is tailored to achieve project results efficiently and effectively. *4 credit hours*

ITS4090 Applied Systems Analysis II

Prerequisite(s): ITS3110, ENG1300
Corequisite(s): None
This is the second course covering the in-depth process of the System Development Life Cycle (SDLC). This course focuses on development strategies, validation and verification testing, deployment, maintenance, and revision. Additional topics include quality management, fault tolerance, requirements feedback, and system assessment. *4 credit hours*

ITS4099 IT Research

Prerequisite(s): ITS3110, ENG1300
Corequisite(s): None
This course is designed to provide students with a guide to future research in the field of information technology. The purpose of this course is to facilitate students moving into industry with an understanding of how to remain current in their field and to contribute in a research environment in further graduate study. The outcome of this course is a fundamental literature review and problem presentation suitable for further research and study. *4 credit hours*

ITS4103 IT Capstone

Prerequisite(s): ITS4011
Corequisite(s): None
This course will focus on the refinement of previous works into a comprehensive portfolio representative of IT skills. Emphasis will be on development, design, craftsmanship and presentation. In addition, the students will go through a number of activities that will help them to develop career building skills, such as résumé and cover letter design and other career related considerations. Minimum of 120 contact hours. *4 credit hours*

ITS4105 Network Administration I

Prerequisite(s): ITS2103
Corequisite(s): None
This course provides an overview of implementing Local Area Network (LAN) network management tools through the study of Transmission Control Protocol/Internet Protocol (TCP/IP), hardware routers and client/server architecture related to configuring network services, e.g. Dynamic Host Configuration Protocol (DHCP) scope and policies. Routing, Internet Control Message Protocol (ICMP), troubleshooting, non-broadcast IP networks and subnet/supernet and connectivity will also be addressed. *4 credit hours*

ITS4106 Network Administration II

Prerequisite(s): ITS4105
Corequisite(s): None
This course provides an in depth study and comparison of the two primary networking paradigms, Internet/broadcast and switched, using two technologies, IPv6 (Internet Protocol-version 6) and ATM (Asynchronous Transfer Mode), as representative examples. The course is implementation oriented, focusing on issues such as routing, broadcast, multicast, mobility, network configuration, and quality of service. Students will be introduced to network related areas of project management, vendor management, network inventory management, security management, etc., that are related to the day-to-day job of network administration. *4 credit hours*

ITS4107 Designing and Maintaining Network Implementations

Prerequisite(s): ITS4106
Corequisite(s): None
This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. Emphasis is on the analysis and design of networking applications in organizations. *4 credit hours*

ITS4108 Network Programming

Prerequisite(s): ITS4106
Corequisite(s): None
This course is designed to prepare students to write programs that operate across network connections. The basic principles of programming general client/server applications in Perl and interacting with a variety of common servers will be addressed. *4 credit hours*

ITS4109 Server Technology

Prerequisite(s): ITS2103, ITS3101
Corequisite(s): None
This course integrates different aspects of server-based technologies and the practical requirements and implementations of secure communication. Topics will include password authentication in the Apache web server; using password authentication in PHP scripting for both Internet and Intranet applications; administering user accounts through database operation; and, using email to validate/confirm user account information. *4 credit hours*

ITS4110 Digital Audio and Imaging for Multimedia and Web

Prerequisite(s): ITS2111
Corequisite(s): None
This course examines the use of audio, video and other digital media as corporate, educational and personal communication.

Students will configure and apply a number of compression techniques and file formats to different media, and evaluate the effective use of digital media. Students will also publish the course project to the Web. *4 credit hours*

ITS4111 Web Authoring Tools

Prerequisite(s): ITS2111
Corequisite(s): None
Students learn and practice the principles of multimedia authoring using software similar to Flash as a development tool and Extensible Markup Language (XML) based web multimedia approaches such as Synchronized Multimedia Integration Language (SMIL) and Scalable Vector Graphics (SVG). Students develop presentations targeted to the various media players/browsers, integrating video clips, rolling text documents with hyperlink, background music, animation sequences, and slideshows of still and moving images with narration. *4 credit hours*

ITS4112 Web Programming

Prerequisite(s): ITS2104
Corequisite(s): None
This course will introduce industry standard programming languages including Structured Query Language (SQL) and Java to develop or manage web applications. Error and exception handling techniques, stored procedures and functions, concurrency issues, etc. will be addressed. *4 credit hours*

ITS4113 Database Systems for Website Applications

Prerequisite(s): ITS2110
Corequisite(s): None
This course examines how databases are used to support websites and organizations using case studies. Students will develop dynamic websites with web applications that link databases to websites, pull web data and content in and out of databases and integrate a variety of coding and scripting technologies to enhance the functionality and flexibility of websites. Emphasis is placed on web performance tuning, and the application and maintenance of databases to web development. *4 credit hours*

ITS4114 Advanced Database Design and Development

Prerequisite(s): ITS2110
Corequisite(s): None
This course represents the practical and demanding challenges of creating web applications for ecommerce, with an emphasis on the Structured Query Language (SQL) queries necessary to build complex relations. In creating the "shopping cart" project for this course, the students will design a normalized database. This course will review Hypertest Preprocessor (PHP) code structures as well as provide basic instruction in Object-Oriented techniques. Also, this course will show students how to document and evaluate their work, within codified goals and test protocols. *4 credit hours*

ITS4115 Database Administration

Prerequisite(s): ITS3102
Corequisite(s): None
This course provides students with an in-depth coverage of tasks an administrator performs which include, but are not limited to creating and managing database users, implementing a security system, designing a backup strategy, performing recovery, tuning databases to optimize performance and troubleshooting. *4 credit hours*

ITS4116 Database Programming

Prerequisite(s): ITS2105
Corequisite(s): None
In this course, students will be introduced to the Data Access Object (DAO) hierarchy which provides the background for the

development of sophisticated relational database applications using the control based methods and object programming methods for data. Remote Data Objects (RDO), Active Data Objects (ADO), structured query language (SQL) and how to combine SQL with Visual Basic controls will also be covered. *4 credit hours*

ITS4200 Information Technology Internship

Prerequisite(s): ITS4090
Corequisite(s): None
The goal of this course is to produce a professional who is both highly self-directing and able to use consultative supervision. The internship program is designed specifically to enable the IT student to apply classroom knowledge to the work environment, and to better prepare the student to enter the Information Technology industry. This course is a faculty supervised and evaluated field experience in the student's chosen profession. Students will work with Career Services or the appropriate Department Chair, Program Director, or designee to identify a potential internship site location. Once an acceptable organization and site supervisor are found, South University must approve the organization to be utilized for this purpose. The Site Supervisor, student, and Faculty Coordinator, as defined in the College of Business Internship Courses Student Handbook, arrange for the student to have an opportunity to realize the goals and objectives and apply competencies of this course to real life situations. Please refer to the Internship Learning Agreement in the College of Business Internship Courses Student Handbook for further information regarding requirements prior to participating in an internship. Minimum of 120 contact hours. This course is Pass/Fail (Pass/Fail). *4 credit hours*

ITS4211 Network Security

Prerequisite(s): ITS3104
Corequisite(s): None
The course covers the network security principles and applications, including authentication applications, IP security, Web security, network management security, wireless security and system security. *4 credit hours*

ITS4221 Application Software Security

Prerequisite(s): ITS3104
Corequisite(s): None
The course is a study of security concepts in developing software applications. This course discusses design principles for secure software development, and some of the security issues in current programming and scripting languages, database systems and web servers. *4 credit hours*

ITS4231 Case Studies in Computer Security

Prerequisite(s): ITS3104
Corequisite(s): None
This course presents the tools and tactics of forensic analysis in the context of electronic data tracking and recovery. Students will participate in an in-depth study of the practical aspects of computer security, including the study of vulnerabilities and tools used in their discovery. This course focuses on case studies as the primary means of exploring attacks and investigations. *4 credit hours*

Instruction

INS7115 College Teaching

Prerequisite(s): INS7205
Corequisite(s): None
This practicum course provides students with the opportunity to implement concepts and skills for successful college teaching. Students will teach an undergraduate course for which he/she can be credentialed to teach. Under the direct supervision of a

faculty mentor, the student will prepare lessons, deliver instruction, assess student performance, and evaluate his or her own teaching effectiveness. *4 credit hours*

INS7200 Instructional Design

Prerequisite(s): BUS7205, MGT7205
Corequisite(s): None
This course provides students with an in-depth exploration of the instructional design process in higher education. From analysis through evaluation and implementation, the course includes practice in all phases. The course focuses on design issues including course planning, selection of instructional strategies, assessment of instruction, and course evaluation and revision. Students practice the design of effective instruction based on principles from instructional design theory. *4 credit hours*

INS7205 Measurement and Assessment in Education

Prerequisite(s): INS7200
Corequisite(s): None
This course provides an examination of measurement as it applies to higher education student performance, as well as a review of current practices and trends in assessment in the schools. Topics may include quantitative and qualitative measures such as standardized testing, criterion-referenced tests, teacher-made tests, rubrics, and portfolios. *4 credit hours*

Leadership

LEA5100 Leadership, Organization Theory and Change

Prerequisite(s): None
Corequisite(s): None
Leading organization wide structural and cultural change is a significant challenge facing today's organizations. This course will explore the nature of these changes, the basis for their adoption, and both the management and leadership of organizational change in the 21st century, including issues of managing growth, resistance to change, intervention phases, crisis management, inter and intra-group conflict/power. *4 credit hours*

LEA5125 Leadership Ethics, Culture, and Politics

Prerequisite(s): None
Corequisite(s): None
This course compares and contrasts the disciplines of leadership and management with an emphasis on fostering organization culture and personal ethics. Topics include historical and contemporary leadership and management theories, current leadership research, and the practice of leadership and management across a wide variety of organizational contexts. *4 credit hours*

LEA5130 Team Building and Group Dynamics

Prerequisite(s): Master of Science in Leadership Students: LEA5100 and LEA5125. Master of Science in Public Relations Students: LEA5100. Doctor of Nursing Practice Students: None.
Corequisite(s): None
This course focuses on the theories and applications of team building and group dynamics, with an emphasis on leadership opportunities in small and large groups. *4 credit hours*

LEA5140 Emotional Intelligence and Leadership

Prerequisite(s): Master of Science in Leadership Students: LEA5100 and LEA5125. Doctor of Nursing Practice Students: None
Corequisite(s): None
This course explores a variety of leadership approaches, with a special emphasis on leading with emotional intelligence. Topics

include the roles and functions of messages and messaging activities, empathy and self-awareness, and emotional intelligence used in the practice and outcomes of leadership. *4 credit hours*

LEA6150 Coaching and Professional Development

Prerequisite(s): Master of Science in Leadership Students: LEA5100 and LEA5125. Doctor of Nursing Practice Students: None
Corequisite(s): None
This course explores the theories and applications of coaching and professional development by a leader with individuals on his/her staff. Topics include coaching strategies employed across a variety of situational contexts and organizational and professional development employed by leaders. *4 credit hours*

LEA6175 International Leadership

Prerequisite(s): Master of Science in Leadership Students: LEA5100, LEA5125, MBA5001, LEA5130, LEA5140. Doctor of Nursing Practice Students: None
Corequisite(s): None
This course explores a variety of leadership approaches, with a special emphasis on leading with emotional intelligence. Topics include the roles and functions of messages and messaging activities, empathy and self-awareness, and emotional intelligence used in the practice and outcomes of leadership. *4 credit hours*

LEA6180 Strategic Negotiations

Prerequisite(s): Master of Science in Leadership Students: LEA5100, LEA5125, MBA5001, LEA5130, LEA5140. Doctor of Nursing Practice Students: None
Corequisite(s): None
This course explores the theories and applications of single and multiparty negotiations in a wide variety of organizational contexts. Topics may include the exploration of negotiation as an art and science, consideration of negotiating behaviors and characteristics, and strategies to achieve negotiation success for the stakeholders involved. *4 credit hours*

LEA6185 International Negotiations

Prerequisite(s): LEA6175, LEA6180
Corequisite(s): None
This course continues to develop applications of single and multiparty negotiations in international organizational contexts. Topics include advanced role playing among different stakeholders, impact of culture and political differences, and coalition building strategies. *4 credit hours*

LEA6999 Strategic Leadership and Implementation

Prerequisite(s): Must be completed during final quarter or session of program
Corequisite(s): None
This capstone course explores the methods of providing leadership in a firm, or a significant division thereof in an internationally competitive environment. Students will develop an understanding of the way in which general managers integrate leadership and strategy in today's market economy. *4 credit hours*

Legal Studies

LGS1001 The Legal Field: Law and Ethics

Prerequisite(s): None
Corequisite(s): None
This course examines the American legal system with an emphasis on the methods and institutions of the law and the role of the

legal assistant in the judicial system. The rights and responsibilities of paralegals, both professional and ethical, are described. Duties and opportunities for paralegals are discussed. Law office management procedures are introduced to the student. Prospective paralegals will be introduced to the practical workings of the legal system while acquiring needed skills to assist a supervising attorney. The course will focus on basic legal terminology, legal doctrines, procedures, court systems, research functions, analysis of case law and usage of computers and technology in the law office. *4 credit hours*

LGS1004 Torts and Remedies

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
The course familiarizes the student with the substantive law of torts. A tort is a civil wrong, other than a breach of contract that causes injury for which our legal system provides a remedy. Concentration will be in three main areas - intentional torts, strict liability torts, and negligence law. The student will study torts related to property, personal injury and economic relations. The course will also examine various equitable remedies. Finally, students will analyze the specific elements required to establish defenses, damages, and immunities. *4 credit hours*

LGS1005 Legal Research and Writing I

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
This course is designed to familiarize students with primary and secondary sources of law; judicial reports, statutes, citators, digests, annotated law reports, legal treatises, and periodicals; legislative session laws, codifications, and histories; executive branch pronouncements (primarily regulation). The course should enable the student to undertake, under the supervision of a lawyer, legal research and preparation of memoranda, briefs, and client letters, while accurately citing research sources. The course will include an overview of the legal system and the sources of law generated by each branch of government. There will be a thorough review of citation forms, basic research skills, and legal writing exercises. *4 credit hours*

LGS1006 Legal Research and Writing II

Prerequisite(s): LGS1001, LGS1005
Corequisite(s): LGS1001
In this course, the student will continue to experience "legal method" by conducting detailed research and by preparing legal briefs and memoranda. This course is intended to enhance the basic legal method skills developed in the LGS1005 course. The concentration will be on library research, including computer- assisted and test-assisted methods, giving special emphasis to Westlaw and other legal research online databases. Students will be required to present conclusions of their research in concise, grammatically correct, well-reasoned legal briefs and memoranda. *4 credit hours*

LGS2001 Civil Litigation

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
This course examines civil procedures and the court system including the role of judges, attorneys and juries. Venue, jurisdiction and ethical considerations area studied. The course enables students, under the supervision and control of an attorney, to assist in pre-trial practice, including drafting complaints, answers and pre-trial motions; preparing witnesses, conducting preliminary investigations; and assisting in the preparation of the case for trial. *4 credit hours*

LGS2002 Family Law

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
An examination of the subjects and preparation of documents for adoption, legal separation, divorce, marriage, annulment, and child visitation and custody will be made in this course. The student will be prepared to assist in the interviewing of clients and the drafting of petitions and agreements. In addition, this course is a study of the general principles of family law. The legal

definition of the family is examined, as are the rights and responsibilities of each family member. The course gives a practical overview of the creation and dissolution of the family by examination of the laws relating to divorce, child custody and support, and alimony. This course also describes how technology, like the introduction of DNA testing, is changing the legal landscape of domestic law. The elements of the marital relationship are explored as well as non-ceremonial types of marriages. Also examined is the relationship of family law to other areas of the law. *4 credit hours*

LGS2003 Estate Planning and Probate

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
This course examines the transferring of assets, trusts, wills, gifts, administration of decedents' estates, federal and state taxes and administrator's responsibilities. Students will be exposed to the practical application of estate planning through the hands-on review of considerations, problems, and documents related to this area. They will also use and become familiar with software designed to expedite the process of drafting legal documents. *4 credit hours*

LGS2004 Criminal Law

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
This course familiarizes the student with substantive criminal law and criminal procedures. It enables the student, under the supervision of a lawyer, to prepare pre-trial pleadings, interview witnesses, and conduct trial and post-trial proceedings. This course shall contain a survey of the vast field called "criminal law." The course will begin with a discussion of the source of much of today's criminal law, the great English legal tradition of the "common law." A general review of the guiding legal principles of the criminal law, the principles of criminal liability, including the liability of multiple actors; uncompleted crimes and defenses will be carefully examined. Specific crimes such as murder, burglary, rape, arson, theft, and various "public disorder" crimes will be studied, also. Theories of prosecution and punishment will be analyzed. A discussion on computer and Internet related crimes will be discussed as well. This course should give each student a practical, useful understanding of criminal law, criminal procedure, and the criminal justice system. The use of the actual criminal laws of the state will be stressed. The roles of the various participants in the system will be explained and examined (judges, lawyers, victims, peace officers, etc.). Invited speakers will provide the students with personal accounts of their role within the system. Class discussions will stress the relationship between the material being studied by the class and the material's application to the daily functions of our community's and nation's courts. *4 credit hours*

LGS2005 Real Estate Law

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
This course develops the student's understanding of ownership, deeds, mortgages, easements, landlord/tenant relations, liens and eviction procedures. An examination is made of the mechanics of transferring interest in real property. It deals with the nature of real property interests, sources of law, methods of conveyance, the financing of real estate transactions, contracts for sale, methods of encumbering property, the role of the real estate broker, title searches, title insurance and real estate closings. Emphasis is placed upon local laws and methods of practice, including the use of present day technology. Further, the course is designed to teach the prospective paralegal how to assist an attorney in closing a real estate transaction. *4 credit hours*

LGS2007 Computers in the Legal Office

Prerequisite(s): LGS1001, ITS1000
Corequisite(s): LGS1001
This course introduces paralegal students to the uses of computer software in the law office including drafting legal documents, legal timekeeping and billing, docket control and litigation support. Other specialized legal software is introduced as appropriate. During hands-on training with macros, merges and tables, the student will use the advanced features of software document assembly and office procedure programs to complete complex operations and save time in the law office. Students will learn how

to design, maintain and complete forms processing. Organizing the computer directories and files for easy retrieval and use in the law office will be covered. The course will, additionally cover Power Point presentations for trial. *4 credit hours*

LGS2008 Worker's Compensation Law

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
This course is a detailed study of worker's compensation law covering the procedures used to initiate and process worker's compensation claims. Students will have the opportunity to draft relevant forms as well as to study employer responsibility, risk management, and litigation. Worker's compensation laws are designed to ensure that employees who are injured or disabled on the job are provided with fixed monetary awards, eliminating the need for litigation. These laws also provide benefits for dependents of those workers who are killed because of work-related accidents or illnesses. Some laws also protect employers and fellow workers by limiting the amount an injured employee can recover from an employer and by eliminating the liability of co-workers in most accidents. State worker's compensation statutes establish this framework for most employment. Federal statutes are limited to federal employees or those workers employed in some significant aspect of interstate commerce. *4 credit hours*

LGS2010 Bankruptcy Law

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
This course provides an overview of the federal bankruptcy law and rights of creditors and debtors. Emphasis is placed upon bankruptcy procedures in Chapter 7, 11, 12, and 13 of the U.S. Bankruptcy Code. Upon completion, students under the supervision of an attorney should be able to prepare and file bankruptcy forms, collection letters, and UCC search and post-judgment collection such as garnishment. *4 credit hours*

LGS2030 Administrative Law

Prerequisite(s): LGS1001
Corequisite(s): LGS1001
This course presents basic concepts of administrative law and procedure in federal and state agencies. Topics include representing clients before administrative bodies, agency operation, adjudication, constitutional questions, statutory issues, and appeals. Students will learn both formal and informal advocacy techniques. This course will offer a practical approach to administrative law with hands on learning of documents, forms, and the legal theories behind them. *4 credit hours*

LGS2099 Paralegal Externship

Prerequisite(s): All LGS1000 and LGS2000 level courses
Corequisite(s): All LGS1000 and LGS2000 level courses
In this course, students are given the opportunity to validate their skills through a 120-hour supervised, unpaid externship experience. Students are assigned to private legal offices, government legal departments or corporate legal departments where they perform the various responsibilities of the paralegal. Students must contact the paralegal department chairman the quarter before enrolling in this course regarding approval of site selection and schedule. The student will be placed in an attorney's office, corporate or governmental legal department where he or she will perform legal and administrative duties appropriate to the paralegal field. Students are expected to perform their work and duties in a professional manner. Each student is required to meet with the extern coordinator at a regularly scheduled class meeting for purposes of providing an opportunity for interaction with other students and the coordinator. This creates an environment where the students will receive guidance and answers to pertinent questions. During the course the students are required to complete certain assignments and a final written report. Students are expected to complete 120 total hours at the internship site. Overall, the student must receive a satisfactory grade of at least 70% (C) in the externship course in order to be eligible to receive a paralegal degree and receive placement assistance. Failure to attain the required grade will necessitate repeating the externship. *4 credit hours*

LGS3009 International Law

Prerequisite(s): LGS1001
Corequisite(s): None
This course will acquaint the student with the principles, laws, and organizations that impact on the management of an international business transaction. Topics include basic principles, such as human rights, treaties, sovereign immunity and dispute resolution that govern relations between nations. At the end of this course, students will be able to analyze the risks involved in international trade and to create an import/export business. As an introduction to the study of international business law, the student will study the function and importance of public international law as well as the role of public and private international organizations in setting standards and guidelines for international business. *4 credit hours*

LGS3040 Constitutional Law

Prerequisite(s): LGS1001
Corequisite(s): None
This course is designed to give the student a basic understanding of constitutional law. The course will provide an overview of the Constitution itself, coupled with the beliefs and purpose of its framers. We will also examine the ongoing controversies over jurisprudence of original intent versus the evolutionary interpretation of the Constitution. Topics covered will include separation of powers in the national government, regulation of commerce, taxing and spending powers, war and national defense, conduct of foreign relations, state and local powers, limitations on the exercise of government powers, and the bill of rights. *4 credit hours*

LGS3050 Immigration Law

Prerequisite(s): LGS1001
Corequisite(s): None
This is a practical course on immigration law and procedures including the history and administration of US immigration law. Topics include citizenship, admission to the U.S., and refugees, and political asylum. Students will gain experience in filling out numerous immigration forms, including application for naturalization and application for employment authorization. *4 credit hours*

LGS3060 Contract Law for Paralegals

Prerequisite(s): LGS1001, BUS1038
Corequisite(s): None
This course is designed to provide students with a strong foundation in basic concepts of contract law from formation of contracts (offer, acceptance, consideration, capacity, intent and mistake) to more complex issues presented by advancements in technology in business and the law. Students will learn to analyze a variety of contracts, develop defenses to breach of contract claims and handle "bad faith" claims that paralegals face in modern legal or business offices. Upon completion of the course students will be able to draft a contract, identify various defenses and identify ways of voiding a contract. *4 credit hours*

LGS3065 Criminal Procedure

Prerequisite(s): LGS1001, LGS2004
Corequisite(s): None
This course mixes the study of our constitution and common law in regard to the procedural steps in a criminal prosecution from arrest through trial. Pre-Trial through Post -trial motions and remedies are also covered. The primarily focus is based on criminal defense since the cases studied apply equally to the defense and prosecution. Students will review at least one pivotal US Supreme Court case in each chapter and apply the law to hypothetical situations presented in the text. Discussion Questions and Hypothetical Questions are presented in each chapter to sharpen student's critical thinking skills so they will understand the procedural safeguards that stem from the federal constitution. *4 credit hours*

LGS4005 Advanced Legal Research and Writing

Prerequisite(s): LGS1001, LGS1006
Corequisite(s): None
This course is a comprehensive examination of legal resources and references. It allows the student to apply analytical and logical skills to draft legal documents such as a memorandum of law and an appellate court brief. *4 credit hours*

LGS4008 Litigation Support Management

Prerequisite(s): LGS1001, LGS2001
Corequisite(s): None
This is an intensive drafting course where students have the opportunity to concentrate on preparing complex pleadings and motions relating to the pre-trial, trial, and appeal processes. The focus is on developing practical skills and the legal analysis necessary to identify and pursue an appropriate cause of action in a civil case. *4 credit hours*

LGS4010 Evidence

Prerequisite(s): LGS1001, LGS2001
Corequisite(s): None
This course is designed to provide a thorough study of the rules of evidence. Emphasis will be placed on application of the rules in preparing and presenting evidence for trial. We will examine the role evidence plays in the legal system and the paralegals responsibility in finding, collecting, handling, labeling, and preparing evidence for litigation. Each assignment will be designed for coverage in a single class period; however, occasionally an assignment will require additional time. As class time and circumstances permit, support assignments of library materials may be given. *4 credit hours*

LGS4020 Advanced Real Estate Law

Prerequisite(s): LGS1001, LGS2005
Corequisite(s): None
This course is an advanced study of real property law relating to title examination, foreclosures, and preparation of commercial closing documents. There is an emphasis on practical work including examination of titles by obtaining information from the public records and drafting title insurance forms. By studying problems, techniques, and solutions, transactional matters will be covered. Course coverage should include the study of condominiums, planned unit developments, mortgage financing problems, and construction liens. This in-depth course in real estate law will integrate traditional learning with computerized data research and document assembly programs. *4 credit hours*

LGS4030 Employment Law

Prerequisite(s): LGS1001
Corequisite(s): None
This course is designed to provide students with an overview of the legal relationship between the employer and the employee. Areas covered include federal and state laws governing discrimination, wrongful termination, unionization, and privacy. Students will get practical experience in drafting an employment policy manual that addresses sexual harassment, Americans with Disabilities Act, and other employment issues. Other topics studied include pre-employment concerns, employee benefits, and other ethical issues in employment law. *4 credit hours*

LGS4045 Advanced Technology for Paralegals

Prerequisite(s): LGS1001, LGS2007
Corequisite(s): None
The purpose of this course is to explore electronically stored information (ESI) with an emphasis on managing ESI. Students will analyze the leading cases, existing and pending rules, and prepare several drafting assignments, including motions and supporting memoranda. Student will learn about emerging technologies of electronic filing of court documents with an understanding of the

architecture and usability of popular litigation support and trial presentation software used currently in law offices. Students will be given different client scenarios and generate associated legal content. *4 credit hours*

LGS4050 Environmental Law

Prerequisite(s): LGS1001
Corequisite(s): None
This course is a thorough overview of the government systems that form environmental policy. This course covers the federal environmental statutes, including National Environmental Policy Act, Comprehensive Environmental Response, Compensation and Liability Act, Endangered Species Act, Clean Water Act, Toxic Substances Control Act, Resources Conservation and Recovery Act and Clean Air Act. Administrative procedures used to enforce the various domestic and international laws additionally will be covered. This course will provide students with a working knowledge of the laws that have the most practical significance for practicing environmental lawyers and paralegals. *4 credit hours*

LGS4051 Cyberlaw

Prerequisite(s): LGS1001
Corequisite(s): None
This course introduces paralegal students to the legal environment of cyberlaw in law firms, businesses and governmental agencies. Cyberlaw transcends many areas of legal practice. Responsibility for managing digital data is increasingly being delegated to paralegals working under the supervision of licensed attorneys. In the twenty-first century attorneys, businesses, and governmental agencies frequently utilize electronic communications to transmit documents. On-line aspects of business include contract formation and signing, intellectual property protections, tort law and invasions of privacy, security and encryption and the proper creation, protection and use of software. This course covers topics that paralegals employed in such firms would benefit from in the digital age. *4 credit hours*

LGS4055 Intellectual Property

Prerequisite(s): LGS1001
Corequisite(s): None
This course explores the areas of patent, trademark and copyright and how they are bound up with antitrust law and government regulations. Topics include competition among businesses and protection of intellectual property in the global market place. Students will apply substantive legal concepts to protection of intellectual property, including poetry, lyrics, advertising, inventions, and product names. *4 credit hours*

LGS4060 Legal Externship II

Prerequisite(s): All legal courses or concurrent; or approval of Program Director* *Students who have previously completed a paralegal externship may, with the approval of their program director, enroll in LGS 4060 as an approved LGS elective without having completed all their 3000 and 4000 level LGS courses beforehand.
Corequisite(s): See prerequisites
This course is a supervised practical experience in a law firm, corporate legal department, or government entity. It provides the student with the opportunity to make a transition from classroom knowledge and theory to practical applications. This course is highly recommended for students who have never worked in a legal setting. The goal of this class is to assist legal studies students in bridging the gap between the classroom and the world of legal offices, corporations, public agencies, and organizations, i.e. the legal assistant's "work world." Students are expected to complete 120 total hours at the internship site. *4 credit hours*

LGS4075 Legal Topics Seminar

Prerequisite(s): All required legal studies courses
Corequisite(s): See prerequisites
This capstone class will be conducted in a seminar format where students can apply their broad knowledge of the paralegal

profession through specific projects integrating work related competencies with academic information. Students will review the various skills learned in the legal studies curriculum and take a comprehensive outcome assessment exam. The major objective of this course is successful completion of the capstone project. *4 credit hours*

Management

MGT2037 Principles of Management

Prerequisite(s): BUS1101 (College of Business students only)
Corequisite(s): None
The latest major approaches and techniques of management are studied, including planning, systems management, new organizational concepts, computer influence, controlling, and quantitative measurement. *4 credit hours*

MGT2040 Fundamentals of Strategic Negotiations

Prerequisite(s): None
Corequisite(s): None
The course explores the terminology, theories, and application of negotiations in a wide variety of organizational contexts. The primary focus for this class is single party negotiations although concepts related to multiparty and complex negotiations will be introduced. Consideration will be given to defining a successful negotiation outcome as well as to the behaviors and strategies that contribute to negotiation success. *4 credit hours*

MGT3002 Organizational Behavior

Prerequisite(s): MGT2037
Corequisite(s): None
This course advances the concepts learned in the Principles of Management course. In addition, behavioral concepts are applied to motivation, leadership, work groups, and communication. *4 credit hours*

MGT3035 Fundamentals of Project Management

Prerequisite(s): ACC1003, MGT2037
Corequisite(s): None
This course will provide the student with an understanding of the main principles of project management. It will provide real-world examples of how and when to apply these principles, including financial, accounting, and budgeting considerations. An overview and usage of project planning software package will also be provided. *4 credit hours*

MGT3045 Human Resources Management

Prerequisite(s): None
Corequisite(s): None
This course represents a realistic study of the principles and practices of personnel management, major factors in personnel problems and labor relations, and the organization of personnel work. Attention is also given to the task of procuring, developing, maintaining, and using an effective team. *4 credit hours*

MGT3050 Organizational Change Management

Prerequisite(s): MGT2037
Corequisite(s): None
The methods and processes of planned change are examined. This course will emphasize design and implementation of continuous improvement systems and issues related to constant change. Change models are examined and students are given

opportunities to apply these models to case studies and scenarios. Students are given the skills and tools to facilitate organizational change processes in organizations. *4 credit hours*

MGT3059 Operations Management

Prerequisite(s): MGT2037, BUS3059
Corequisite(s): None
This course focuses on the production and operations component of business. Topics include operations strategy, forecasting of demand, design of goods and services, process, capacity and location planning, scheduling of jobs and projects, and job design. Students will learn to use basic decision tools to analyze and make decisions in these topic areas. *4 credit hours*

MGT3102 Leadership

Prerequisite(s): MGT3002
Corequisite(s): None
This course examines the art and science of leadership in complex organizations. The roles of leaders and managers at different levels of the organizational structure are analyzed. Students are given opportunities to investigate personal characteristics of effective leaders. Through experiential activities, students discover the implications of collaborative management and effective leadership on the organization's performance and gain insights into their own leadership styles. *4 credit hours*

MGT4027 Global Business Management

Prerequisite(s): MGT2037, ECO2071, ECO2072
Corequisite(s): None
Students study the basis for transacting business among countries, the mechanics of international trade and foreign exchange transactions, the characteristics of international management, and the different perspectives on organizational behavior, human resource management, management styles and business ethics practiced in different cultural settings. Business in the international environment is interpreted from a strategic management and marketing perspective that yields practical guidance concerning the management of firms and social responsibility. *4 credit hours*

MGT4054 Small Business Management

Prerequisite(s): MGT2037, MKT3010, FIN2030
Corequisite(s): None
In this course, students study the special problems of initiating and managing a small business. The course integrates the functions of finance, marketing and management and stresses the special discipline and characteristics required of the small business entrepreneur. *4 credit hours*

MGT4059 Advanced Operations Management

Prerequisite(s): MGT3059
Corequisite(s): None
This course provides an analysis of supply chain and operations management for products and services and the dynamic interaction of companies along an integrated supply chain. Topics include supply chain strategy, outsourcing, inventory management, aggregate planning, Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP), scheduling, advanced production planning, and maintenance and reliability. *4 credit hours*

MGT4070 Strategic Management

Prerequisite(s): Bachelor of Business Administration Students: ACC1003, BUS2023, BUS3055, BUS3059, FIN4060, MGT3059, MKT2010. For BS Accounting and BS to MS Accounting Students: ACC1003, BUS2023, BUS3055, BUS3059, FIN3030, MGT3059, MKT2010
Corequisite(s): None
This capstone course is intended to integrate subject matter from more specialized business courses and related areas of study to help students develop conceptual skills needed in management. Major topics include the development of organizational strategy, decision making within a strategic framework, the planning process, formulation of objectives and policies, and the management of change. Use of the case method will draw significantly on students' prior management study and experience. Students will review business concepts for all areas of the business curriculum and demonstrate proficiency in the common professional components required of effective business managers and leaders through a standardized business test. *4 credit hours*

MGT7100 Seminar in Organizational Behavior

Prerequisite(s): Fully online students: BUS7000
Corequisite(s): Campus-based students: BUS7000
Doctoral level course focusing on topics related to individual behavior including individual personality, decision making, motivation, satisfaction, positive and negative reactions at work, conflict, and impression management. Students will be exposed to literature reviews of weekly topics and will discuss how to develop appropriate literature reviews for peer reviewed journals. The class will also begin to examine the basic design of research articles and analyze the research paradigms employed at the individual level of analysis. This course will incorporate research concepts being covered in the first research methods course. Students will also develop resources to be used in teaching the course topics. *4 credit hours*

MGT7105 Seminar in Group and Team Behavior

Prerequisite(s): MGT7100
Corequisite(s): None
Doctoral-level course focusing on topics related to groups and teams. Topics covered include team dynamics, team alignment, coaching teams, team management, motivation through team management, integrating teams into business strategy and evaluating teams. The study of multi-level analysis will be an important part of this course. This course will incorporate statistical concepts being covered in the first statistics for research methods course. Students will also develop resources to be used in teaching the course topics. *4 credit hours*

MGT7110 Seminar in Organizational Theory

Prerequisite(s): MGT7100 and Completion of Residency I (Fully online students only)
Corequisite(s): NoneDoctoral level course focusing on theoretical and pragmatic topics related to organizational theory. Topics include organizational design, strategy, environment, structure, process, people, coordination, context, partnerships, and diagnosis. Students will be exposed to literature reviews of weekly topics and will discuss how to develop appropriate literature reviews for peer reviewed journals. Research paradigms at the organizational level of analysis will be explored. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the first research methods course and first statistics for research methods course. Students will also develop resources to be used in teaching the course topics. *4 credit hours*

MGT7115 Seminar in Leadership

Prerequisite(s): MGT7100
Corequisite(s): None
Doctoral-level course focused on effective organizational leadership. Topics include leader attributes and behaviors, leader/follower interaction, approaches to leadership, theories of leadership, leading change, strategic leadership, and global leadership. The focus will start with the leader as individuals, followed by leading others and leading organizations. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This

course will incorporate research concepts being covered in the second research methods course. Students will also develop resources to be used in teaching the course topics. *4 credit hours*

MGT7200 Seminar in Organizational Development and Change

Prerequisite(s): MGT7105, MGT7110, MGT7115
Corequisite(s): None
Doctoral-level course focusing on topics related to organizational development and change within organizations. Topics covered include the history of organizational development, strategies for change, transforming organizations, organizational learning, implementation issues, and challenges and opportunities for organizational development. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the second statistics for research methods course. Students will also develop resources to be used in teaching the course topics. *4 credit hours*

MGT7205 Seminar in Ethics and Social Responsibility

Prerequisite(s): MGT7200, BUS7205, Completion of Residency II (Fully online students only)
Corequisite(s): None
Doctoral level course focusing on topics related to business ethics including corporate social responsibility, stakeholder relationships, ethical leadership, trust and trustworthiness, morality and justice, international business ethics, and teaching business ethics. Students will be exposed to literature reviews of weekly topics and will discuss how to develop appropriate literature reviews for peer reviewed journals. The class will also begin to examine the basic design of research articles and analyze research paradigms employed at the individual and organizational levels of analysis. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the second statistics for research methods course. Students will also develop resources to be used in teaching the course topics. *4 credit hours*

Marketing

MKT2010 Principles of Marketing

Prerequisite(s): BUS1101
Corequisite(s): None
This is an introductory course in the primary activities and practices of domestic and global marketing. It provides an overview of the marketing environment, consumer behavior, market segmentation and target marketing, branding, the distribution of goods and services, the pricing system, promotional and communication activities, and new product development. *4 credit hours*

MKT3010 Marketing Management

Prerequisite(s): MKT2010, MAT2058
Corequisite(s): None
This course studies the marketing process and the business environment in which it operates. The emphasis is on the role of the marketing manager and the basis for strategic and tactical marketing decisions required for achieving the firm's strategic business goals. *4 credit hours*

MKT4106 Advertising and Promotion

Prerequisite(s): MKT3010
Corequisite(s): None
This course helps students understand how to plan, develop and execute integrated marketing communications programs using the tools of advertising, direct marketing, sales promotion, public relations, Internet advertising, and personal selling. *4 credit hours*

Mathematics

MAT0099 Principles of Algebra

Prerequisite(s): None
Corequisite(s): None
The course is designed to develop the basic concepts in algebra that are needed as background for intermediate algebra and college math. The approach emphasizes the relationship between arithmetic and algebra, using graphs and applications to motivate students and provide real-world examples. The course begins with signed numbers, proceeds to solving linear equations, and concludes with the Rectangular Coordinate System and graphs. A minimum grade of C is required to pass this course. *4 credit hours*

MAT1001 College Algebra I

Prerequisite(s): MAT0099 (or equivalent)
Corequisite(s): None
The course is designed to develop the concepts needed for College Algebra II using graphs and applications to motivate students and provide real-world examples. The course covers the solution of systems of linear equations, exponents and polynomials, factoring, rational expressions, functions, and quadratic equations. MyMathLab or a comparable resource may be used for lecture, homework and assessment assignment delivery. *4 credit hours*

MAT1005 College Algebra II

Prerequisite(s): Grade of "C" or better in MAT1001 (or equivalent)
Corequisite(s): None
College Algebra provides students with lecture and extensive practice in the concepts required as background for Pre-Calculus and Calculus. The course emphasizes the graphs and properties of functions in general, with emphasis on linear, quadratic, polynomial, rational, exponential, and logarithmic functions. MyMathLab or a comparable resource may be used for lecture, homework and assessment assignment delivery. *4 credit hours*

MAT1500 College Mathematics

Prerequisite(s): MAT0099 or equivalent
Corequisite(s): None
College Mathematics covers the fundamentals of several areas of mathematics, including set theory, logic, geometry, graph theory, probability, and statistics. MyMathLab or a comparable resource may be used for lecture, homework and assessment assignment delivery. *4 credit hours*

MAT2000 Pre-Calculus

Prerequisite(s): MAT1001, MAT1005
Corequisite(s): None
Precalculus provides students with lecture and extensive practice in the concepts required as background for Calculus. The course begins with trigonometric functions, proceeds to analytic trigonometry and applications, polar coordinates, and ends with conic sections. *4 credit hours*

MAT2058 Statistics

Prerequisite(s): Either MAT1005, or MAT1001 and MAT1500
Corequisite(s): None
Statistics provides students with lecture and extensive practice in the concepts of descriptive and inferential statistics. The course

emphasizes practical calculation and application. It begins with sample statistics and population parameters, proceeds to measures of central tendency, dispersion, and position, introduces the least-squares best-fit line and several key probability distributions, and concludes with the sampling distribution of sampling means, and hypothesis testing. MyStatLab or a comparable resource may be required in the course. *4 credit hours*

MAT2101 Calculus I

Prerequisite(s): MAT2000
Corequisite(s): None
Calculus I provides students with lecture and extensive practice in the basic concepts of differential calculus. The course emphasizes the limit definition of the derivative, the differentiation of polynomial and exponential functions, curve sketching, optimization, exponential growth and decay, and applications. *4 credit hours*

MAT2102 Calculus II

Prerequisite(s): MAT2101
Corequisite(s): None
Calculus II provides students with lecture and extensive practice in the basic concepts of differential and integral calculus. The course emphasizes the area definition of the integral, definite integrals, functions of several variables, the differentiation and integration of trigonometric functions, techniques of integration, and first order differential equations. *4 credit hours*

MAT3058 Statistics II

Prerequisite(s): MAT2058
Corequisite(s): None
This course builds upon the concepts of descriptive and inferential statistics covered in the introductory course and provides students with lecture and extensive practice in advanced methods of inferential statistics. The course emphasizes calculation using technology and application. The course begins with inferences about one and two populations using the t-distributions, proceeds to the chi-square test for contingency tables and analysis of variance, and concludes with inferences about the linear correlation coefficient and some nonparametric statistical methods. *4 credit hours*

MAT5001 Introductory Statistics for Graduate Studies

Prerequisite(s): MAT1001 (or equivalent undergraduate course)
Corequisite(s): None
This course emphasizes practical knowledge and skills of data analysis and predictive modeling for decision making. It begins with examining data and relationships graphically and numerically, proceeds to data collection and data quality, introduces probability theory and statistical inference, and concludes with proportion inference and two-table inference. Students will utilize statistical software to perform analyses. This course is not available for programmatic credit for students who took MAT2058 or an equivalent undergraduate course. *4 credit hours*

Ministry

MIN7000 Learning Skills for Ministry

Prerequisite(s): None
Corequisite(s): None
This course offers an introduction and orientation to advanced professional ministry studies. It is designed to assist students in clarifying their career objectives by focusing on vocation/calling, personal gifting, strengths and limitations. It will also orient students by offering an overview of the program from beginning to end, examining in turn the kinds of disciplines they will encounter. Finally, the course will also explore the various academic skills required to successfully complete the program and

serve in ministry effectively, including reading, research and writing, critical thinking skills, computer skills, constructive conversation, personal organization and time management, and planning a course of studies. *4 credit hours*

MIN7001 Academic Writing

Prerequisite(s): None
Corequisite(s): None
This foundational course develops students' critical thinking and academic writing competencies. Students engage in learning activities to become better readers of academic texts, to understand the process of academic research and writing, and to become better writers. Emphasis is placed on understanding similarities and differences between various academic writing genres, correctly using Chicago Manual of Style guidelines, and conducting research appropriate to their assignments. Students develop a scholar-practitioner perspective through reading, writing, and reflection within the context of ministry. Students will be evaluated on their writing skills in this course. The course is Pass/Fail. *4 credit hours*

MIN7010 Biblical Interpretation

Prerequisite(s): None
Corequisite(s): None
This course is an introduction to the methods and principles of biblical interpretation and personal Bible study. It includes a survey of the various kinds of biblical literature and offer guidance on how to dig further into the original setting and meaning of Scripture. The course will also examine the major approaches to biblical interpretation in the history of Christianity. Finally, the course addresses the role of proper biblical interpretation in spiritual life and ministry. *4 credit hours*

MIN7011 Old Testament Context and Theology

Prerequisite(s): None
Corequisite(s): None
This course provides a survey of Old Testament literature in its historical and cultural context. It focuses on variety of themes in the Old Testament including creation, anthropology, sin, covenants, sacrifices, law, and prophecy. Students will study various theological approaches to the Hebrew scriptures with special attention to the historical interpretation of the theology of the Old Testament. *4 credit hours*

MIN7012 New Testament Context and Theology

Prerequisite(s): None
Corequisite(s): None
This course surveys the different kinds of literature in the New Testament in its literary, historical and cultural contexts. It also addresses key themes in the New Testament including Christology, sacrifices, law, ecclesiology, and prophecy. Students will study various theological approaches to the New Testament with special attention to the historical interpretation of the theology of the New Testament and the methods of interpreting the gospels and Paul's writings. *4 credit hours*

MIN7020 Theology Survey

Prerequisite(s): None
Corequisite(s): None
This course offers students an introduction to the study of theology, including theological methodology and the main topics of systematic theology. It presents brief surveys of the nature and character of the Triune God, revelation and the Bible, theological anthropology, Christology and salvation, the Holy Spirit, the Church, and eschatology. Particular attention will be given in each case to the significance of Christian doctrine in ministry. *4 credit hours*

MIN7040 World Religions

Prerequisite(s): MIN7020
Corequisite(s): None
This course surveys the major world religions and several newer religions found in North America. By better understanding their beliefs and practices the course aims to equip students to minister more effectively in religiously diverse settings. Note: this course does not include apologetic strategies for evangelism/proselytism. It will encourage students to carefully consider how best to present their own convictions through constructive engagement with persons of other religious traditions or of no religious affiliation. *4 credit hours*

MIN7050 Christian Spiritual Formation

Prerequisite(s): MIN7000
Corequisite(s): None
This course presents an overview of the biblical principles of the Christian life and a survey of key historical figures and developments in the Catholic and Protestant Western tradition. It will address the issue of pastoral identity as participation in the ongoing ministry of Christ on behalf of the world, and explore the primary spiritual disciplines of prayer, study, worship, solitude, fellowship, and service from the perspective of leadership in pastoral ministry. *4 credit hours*

MIN7051 Community and Discipleship

Prerequisite(s): None
Corequisite(s): None
Participants in this course will survey the biblical and theological foundations of community and discipleship, and the process of spiritual transformation. Specific attention will be given to strategies for gathering and leading small groups, and to effective practices in making disciples. Students will develop personal strategies for small groups and discipleship in their own ministries. *4 credit hours*

MIN7060 Diversity in Ministry

Prerequisite(s): None
Corequisite(s): None
This course examines the many forms of diversity in North American culture and in ministry. Beginning with biblical and theological perspectives on diversity, the course will address racial/ethnic diversity, gender, class and socio-economic status, religious diversity, and sexual orientation. Each topic will be analyzed in the context of pastoral ministry, and students will be able to develop personal strategies for engaging people of many different backgrounds. *4 credit hours*

MIN7061 Leadership and Management in Ministry

Prerequisite(s): None
Corequisite(s): None
This course gives students an overview of the basic models of leadership drawn from biblical and theological sources as well as contemporary leadership theory in business, non-profit, and ministry settings. Students will develop an understanding of their own personal leadership styles from the perspective of leadership development theory, and will examine the various roles and tasks of leadership. Attention will also be given to racial/ethnic, gender, and socio-economic factors in diversity, power dynamics, conflict, and trust and credibility. *4 credit hours*

MIN7062 Communication Skills for Ministry

Prerequisite(s): None
Corequisite(s): None
Participants in this course will learn the basic theory of communication and develop skills in the practices of effective communication for ministry leaders. The theoretical foundations will draw on biblical and theological resources as well as

contemporary communication theory. A variety of communication forms will be addressed, including preaching, teaching, one-on-one, small groups, writing, and social media. Attention will also be given to the communication needs of different audiences and to the dynamics of cross-cultural communication. *4 credit hours*

MIN7063 Conflict Mediation and Reconciliation

Prerequisite(s): None
Corequisite(s): None
Participants in this course will develop skills of mediating conflict and promoting reconciliation in the context of pastoral ministry. The course will consider biblical and theological resources as well as sociological and psychological research for understanding the causes of conflict and God's intention for reconciliation. Using case studies and role-play, students will have supervised opportunities to try out methods of resolving conflict. *4 credit hours*

MIN7080 Introduction to Pastoral Counseling

Prerequisite(s): None
Corequisite(s): None
The basic theory, principles, and techniques of counseling and its application to professional counseling settings are explained. Also considered are the various theories of counseling and issues, e.g., counselor self-evaluation (moral), ethical, and legal, in the practice of professional counseling. *4 credit hours*

MIN7110 Biblical and Theological Perspectives on Health and Wholeness

Prerequisite(s): MIN7010
Corequisite(s): None
This course explores the meaning of health and wellness in the Bible and examines different interpretations of the texts in their application in the ministry of healing. Consideration will also be given to perspectives on healing in other religious traditions. Students will be encouraged to develop their own theological understanding of healing and wholeness as a foundational perspective for their own ministry. *4 credit hours*

MIN7160 Ministry in the Local Church

Prerequisite(s): None
Corequisite(s): None
This course provides an introduction and orientation to ministry leadership in the local church setting. Building from foundational biblical and theological perspectives on pastoral ministry, it will examine various pastoral roles and tasks, including preaching/teaching, worship/liturgy, pastoral care, fellowship, evangelism and new member assimilation. Special attention will be given to developing a pastoral awareness of the cultural context of the local church. *4 credit hours*

MIN7161 Ministry in Institutional Settings

Prerequisite(s): None
Corequisite(s): None
This course provides an overview and orientation to pastoral ministry in institutional settings, including hospitals, care facilities, correctional facilities, first responders (fire/police/FEMA), residential recovery programs, recreation and retirement developments. It will equip participants to recognize and understand the unique opportunities in chaplaincy, and to formulate personal ministry strategies suited to their calling and vocation. While the primary focus of attention will be given to the theology of chaplaincy ministry from a Christian perspective, chaplaincy ministries in other faith traditions will also be addressed. *4 credit hours*

MIN7181 Lifespan Development

Prerequisite(s): None
Corequisite(s): None
This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts. Appropriate strategies for facilitating development over the lifespan are also integrated into the course. *4 credit hours*

MIN7500 Theology and Research in Ministry

Prerequisite(s): MIN7000
Corequisite(s): None
This course provides students with an opportunity to develop their own theology of ministry and begin laying the academic foundations for their dissertation or ministry project. Biblical and theological resources for a theology of ministry will be examined, and students will explore different models of integrating theology and ministry. Considerable attention will also be given to the process of research in ministry and writing. *4 credit hours*

MIN7560 Person and Practice of Ministry

Prerequisite(s): None
Corequisite(s): None
This course surveys the complex of issues related to ministerial integrity. It address a number of issues, including but not limited to: the minister's personal life, relations with members of the congregation, relations with those in authority, interactions with peers, and engagement with the wider community. Particular attention will be given to issues of financial impropriety and sexual misconduct. *4 credit hours*

MIN7561 Theology, Death and Dying

Prerequisite(s): None
Corequisite(s): None
The course provides a foundation for ministry with the dying and the grieving with a survey of biblical and theological resources as well as insights from the social sciences on grief and loss. Particular attention will be given to the Christian tradition of the ars moriendi (art of dying). The course will also assist the student in developing skills for ministry with the dying and their families and friends. *4 credit hours*

MIN7562 Homiletics

Prerequisite(s): None
Corequisite(s): None
Students in this course will develop skills in preparing and delivering sermons. Particular attention will be given to different types of sermons as well as understanding the setting and audience for their teaching and preaching. Each student will prepare and deliver at least one sermon and will receive feedback from the instructor and his or her peers. *4 credit hours*

MIN7563 Ministry with Disabled Persons

Prerequisite(s): MIN7080 or equivalent
Corequisite(s): None
Participants in this course will develop skills for ministry to and with disabled persons. The course provides a foundation for ministry from biblical and theological resources, as well as perspectives from the social sciences. Attention will be given to the different forms of disability, as well as legal and ethical issues involved in ministry to and with disabled persons. *4 credit hours*

MIN7565 Principles and Practice of Worship

Prerequisite(s): None
Corequisite(s): None
This course offers a foundation for understanding the ministry of worship from biblical and theological perspectives. It also examines the various elements of corporate worship and the organization of the worship ministry. Special issues in worship will also be considered, including the variety of worship styles, the use of media, and cultural and generational diversity. *4 credit hours*

MIN7580 Ministry with Families

Prerequisite(s): None
Corequisite(s): None
This course develops a comprehensive understanding of the family from biblical and theological perspectives and from the social sciences, in particular family systems theory. It will assist students in developing pastoral care strategies with couples and families. Particular attention will be given to gaining skills in pre-marital and marital counseling, and counseling parents. *4 credit hours*

MIN7590 Ministry Practicum I

Prerequisite(s): Approval from Program Director
Corequisite(s): None
Students serve in a pastoral capacity in a local church or institutional setting under the supervision of a ministry mentor. Students who are already serving in a part- or full-time ministry capacity will be assigned a ministry mentor who will work with them in the context of their own setting. The scope of the residency will vary depending on the previous ministry experience of the student. The residency focuses on further development of specific ministry skills such as preaching, teaching, leadership, and pastoral care and counseling. Particular attention is given to the integration of foundational theology and theory with the practice of ministry. Students must have completed at least 48 units in the program or through advanced standing or transfer of credit before enrolling in the Ministry Practicum. The practicum requires a minimum of 120 hours of supervised ministry observation/participation. This is a Pass/Fail course. *4 credit hours*

MIN7591 Clinical Pastoral Education, Level 1A

Prerequisite(s): None
Corequisite(s): None
This course is built on Clinical Pastoral Education, Level 1 (Units 1 and 2). Participants will gain skills in but not limited to the following areas: 1) pastoral functioning, 2) self-awareness of attitudes, values, assumptions, strengths and weaknesses, 3) interpersonal awareness through giving and receiving peer critique, 4) integration of theological and theoretical concepts into practice of ministry, 5) the practice of clinical learning. The course includes at least 120 hours of supervised ministry participation/observation. *4 credit hours*

MIN7592 Clinical Pastoral Education, Level 2A

Prerequisite(s): None
Corequisite(s): None
This course is built on Clinical Pastoral Education, Level 2 (Units 3 and 4). Participants will further develop skills in but not limited to the following areas: 1) pastoral functioning, 2) self-awareness of attitudes, values, assumptions, strengths and weaknesses, 3) interpersonal awareness through giving and receiving peer critique, 4) integration of theological and theoretical concepts into practice of ministry, 5) the practice of clinical learning. The course includes at least 120 hours of supervised ministry participation/observation. *4 credit hours*

MIN7690 Ministry Practicum II

Prerequisite(s): MIN7590
Corequisite(s): None
Students serve in a pastoral capacity in a local church or institutional setting under the supervision of a ministry mentor. Students who are already serving in a part- or full-time ministry capacity will be assigned a ministry mentor who will work with them in the context of their own setting. The scope of the residency will vary depending on the previous ministry experience of the student. The residency focuses on further development of specific ministry skills such as preaching, teaching, leadership, and pastoral care and counseling. Particular attention is given to the integration of foundational theology and theory with the practice of ministry. Students must have completed at least 48 units in the program or through advanced standing or transfer of credit before enrolling in the Ministry Practicum. The practicum requires a minimum of 120 hours of supervised ministry observation/participation. This is a Pass/Fail course. *4 credit hours*

MIN7691 Clinical Pastoral Education, Level 1B

Prerequisite(s): MIN7591
Corequisite(s): None
This course is built on Clinical Pastoral Education, Level 1 (Units 1 and 2). Participants will gain skills in but not limited to the following areas: 1) pastoral functioning, 2) self-awareness of attitudes, values, assumptions, strengths and weaknesses, 3) interpersonal awareness through giving and receiving peer critique, 4) integration of theological and theoretical concepts into practice of ministry, 5) the practice of clinical learning. The course includes at least 120 hours of supervised ministry participation/observation. *4 credit hours*

MIN7692 Clinical Pastoral Education, Level 2B

Prerequisite(s): MIN7592
Corequisite(s): None
This course is built on Clinical Pastoral Education, Level 2 (Units 3 and 4). Participants will further develop skills in but not limited to the following areas: 1) pastoral functioning, 2) self-awareness of attitudes, values, assumptions, strengths and weaknesses, 3) interpersonal awareness through giving and receiving peer critique, 4) integration of theological and theoretical concepts into practice of ministry, 5) the practice of clinical learning. The course requires a minimum of 120 hours of supervised ministry observation / participation. *4 credit hours*

MIN8000 Dissertation I

Prerequisite(s): MIN7500
Corequisite(s): None
Students may elect to write a research dissertation. Students are able to register only if they have more than 12 units or less of other coursework remaining. May be repeated two or more times. This course is pass/fail. *4 credit hours*

MIN8001 Ministry Project I

Prerequisite(s): MIN7500
Corequisite(s): None
In lieu of a dissertation students may elect to write a ministry project. The ministry project is an in-depth analysis of the student's ministry setting and a detailed recommendation for a ministry program or initiative that addresses a specific need or opportunity. The project also includes a survey of relevant literature and research and a suitable theological and theoretical foundation or rationale. Students are able to register only if they have more than 8 units or less of other coursework remaining. May be continued two or more times. This course is pass/fail. *4 credit hours*

MIN8002 Supervisory Clinical Pastoral Education I

Prerequisite(s): MIN7500, Admission to a Supervisory CPE program and permission of the D.Min. Program Director
Corequisite(s): None
In lieu of a dissertation or ministry project, students may elect to complete Supervisory Clinical Pastoral Education. NB: admission to Supervisory CPE requires completion of Levels 1 and 2, membership in ACPE, and an application to an ACPE Certification Committee. Only students admitted to Supervisory CPE and have approval from their Program Director may register for MIN8002. May be continued two or more times. The course requires a minimum of 120 hours of supervised ministry observation/participation. This course is pass/fail. *4 credit hours*

MIN8010 Dissertation II

Prerequisite(s): MIN7500, MIN8000
Corequisite(s): None
Students may elect to write a research dissertation. Students are able to register only if they have more than 12 units or less of other coursework remaining. May be repeated two or more times. This course is pass/fail. *4 credit hours*

MIN8011 Ministry Project II

Prerequisite(s): MIN7500, MIN8001
Corequisite(s): None
In lieu of a dissertation students may elect to write a ministry project. The ministry project is an in-depth analysis of the student's ministry setting and a detailed recommendation for a ministry program or initiative that addresses a specific need or opportunity. The project also includes a survey of relevant literature and research and a suitable theological and theoretical foundation or rationale. Students are able to register only if they have more than 12 units or less of other coursework remaining. May be continued two or more times. This course is pass/fail. *4 credit hours*

MIN8012 Supervisory Clinical Pastoral Education II

Prerequisite(s): Admission to a Supervisory CPE program and permission of the D.Min. Program Director, MIN7500, MIN8002
Corequisite(s): None
In lieu of a dissertation or ministry project, students may elect to complete Supervisory Clinical Pastoral Education. NB: admission to Supervisory CPE requires completion of Levels 1 and 2, membership in ACPE, and an application to an ACPE Certification Committee. Only students admitted to Supervisory CPE may register for MIN8012. May be continued two or more times. This course requires a minimum of 120 hours of supervised ministry observation/participation.This course is pass/fail. *4 credit hours*

MIN8100 Dissertation I Extension A

Prerequisite(s): MIN7500
Corequisite(s): None
Students may elect to write a research dissertation. This extension course may be attempted if a grade of LP has been given for MIN8000 Dissertation. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8101 Ministry Project I Extension A

Prerequisite(s): MIN7500
Corequisite(s): None
In lieu of a dissertation students may elect to write a ministry project. This extension course may be attempted if a grade of LP has been given for MIN8001 Ministry Project I. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8102 Supervisory Clinical Pastoral Education I Extension A

Prerequisite(s): MIN7500, admission to a Supervisory CPE program and permission of the D.Min. Program Director
Corequisite(s): None
In lieu of a dissertation or ministry project, students may elect to complete Supervisory Clinical Pastoral Education. This extension course may be attempted if a grade of LP has been given for MIN8002 Supervisory CPE I. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8110 Dissertation II Extension A

Prerequisite(s): MIN7500, MIN8100
Corequisite(s): None
Students may elect to write a research dissertation. This extension course may be attempted if a grade of LP has been given for MIN8010 Dissertation II. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8111 Ministry Project II Extension A

Prerequisite(s): MIN7500, MIN8001
Corequisite(s): None
In lieu of a dissertation students may elect to write a ministry project. This extension course may be attempted if a grade of LP has been given for MIN8011 Ministry Project I. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8112 Supervisory Clinical Pastoral Education II Extension A

Prerequisite(s): MIN7500, MIN8002, Admission to a Supervisory CPE program and permission of the D.Min. Program Director
Corequisite(s): None
In lieu of a dissertation or ministry project, students may elect to complete Supervisory Clinical Pastoral Education. This extension course may be attempted if a grade of LP has been given for MIN8012 Supervisory CPE II. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8200 Dissertation I Extension B

Prerequisite(s): MIN7500
Corequisite(s): None
Students may elect to write a research dissertation. This extension course may be attempted if a grade of LP has been given for MIN8100 Dissertation I Extension A. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8201 Ministry Project I Extension B

Prerequisite(s): MIN7500
Corequisite(s): None
In lieu of a dissertation students may elect to write a ministry project. This extension course may be attempted if a grade of LP has been given for MIN8101 Ministry Project I Extension A. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8202 Supervisory Clinical Pastoral Education I Extension B

Prerequisite(s): MIN7500 Theology and Research in Ministry, admission to a Supervisory CPE program and permission of the D.Min. Program Director
Corequisite(s): None
In lieu of a dissertation or ministry project, students may elect to complete Supervisory Clinical Pastoral Education. This extension course may be attempted if a grade of LP has been given for MIN8102 Supervisory CPE I Extension A. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8210 Dissertation II Extension B

Prerequisite(s): MIN7500, MIN8100
Corequisite(s): None
Students may elect to write a research dissertation. This extension course may be attempted if a grade of LP has been given for MIN8110 Dissertation II Extension A. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8211 Ministry Project II Extension B

Prerequisite(s): MIN7500, MIN8001
Corequisite(s): None
In lieu of a dissertation students may elect to write a ministry project. This extension course may be attempted if a grade of LP has been given for MIN8111 Ministry Project I Extension A. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8212 Supervisory Clinical Pastoral Education II Extension B

Prerequisite(s): MIN7500, MIN8002, Admission to a Supervisory CPE program and permission of the D.Min. Program Director
Corequisite(s): None
In lieu of a dissertation or ministry project, students may elect to complete Supervisory Clinical Pastoral Education. This extension course may be attempted if a grade of LP has been given for MIN8112 Supervisory CPE II. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8300 Dissertation I Extension C

Prerequisite(s): MIN7500
Corequisite(s): None
Students may elect to write a research dissertation. This extension course may be attempted if a grade of LP has been given for MIN8200 Dissertation I Extension B. Students who do not successfully complete this extension course must retake MIN8000 Dissertation I. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8301 Ministry Project I Extension C

Prerequisite(s): MIN7500
Corequisite(s): None
In lieu of a dissertation students may elect to write a ministry project. This extension course may be attempted if a grade of LP has been given for MIN8201 Ministry Project I Extension B. Students who do not successfully complete this extension course must retake MIN8001 Ministry Project I. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8302 Supervisory Clinical Pastoral Education I Extension C

Prerequisite(s): MIN7500, admission to a Supervisory CPE program and permission of the D.Min. Program Director
Corequisite(s): None
In lieu of a dissertation or ministry project, students may elect to complete Supervisory Clinical Pastoral Education. This extension course may be attempted if a grade of LP has been given for MIN8202 Supervisory CPE I Extension B. Students who do not successfully complete this extension course must retake MIN8002 Supervisory CPE I. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8310 Dissertation II Extension C

Prerequisite(s): MIN7500, MIN8100
Corequisite(s): None
Students may elect to write a research dissertation. This extension course may be attempted if a grade of LP has been given for

MIN8210 Dissertation II Extension B. Students who do not successfully complete this extension course must retake MIN8010 Dissertation II. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8311 Ministry Project II Extension C

Prerequisite(s): MIN7500, MIN8001
Corequisite(s): None
In lieu of a dissertation students may elect to write a ministry project. This extension course may be attempted if a grade of LP has been given for MIN8211 Ministry Project II Extension B. Students who do not successfully complete this extension course must retake MIN8011 Ministry Project II. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

MIN8312 Supervisory Clinical Pastoral Education II Extension C

Prerequisite(s): MIN7500, MIN8002, Admission to a Supervisory CPE program and permission of the D.Min. Program Director
Corequisite(s): None
In lieu of a dissertation or ministry project, students may elect to complete Supervisory Clinical Pastoral Education. This extension course may be attempted if a grade of LP has been given for MIN8212 Supervisory CPE II. Students who do not successfully complete this extension course must retake MIN8012 Supervisory CPE II. This course is pass/fail/limited progress (P/F/LP). *0 credit hours*

Nursing

NSG3001 Introduction to the Profession of Nursing

Prerequisite(s): Admission to the Bachelor of Science in Nursing program
Corequisite(s): NSG3008, NSG3009, NSG3022. For Novi campus: NSG3009, NSG3011, NSG3014
This course introduces professional nursing as a discipline-based profession, centered in the art of caring and integrating principles of holism in its foundation of service. Topics discussed include evolution and philosophy of nursing, theoretical foundations of practice, legal and ethical issues, healthcare delivery systems, finance and health care policy. Students are introduced to critical thinking, the nursing process and documentation. Students learn the unique contribution of nursing to society. The health-illness continuum, health promotion, basic human needs, therapeutic communication and nurse-client interactions are explored, including the interdisciplinary team approach. *4 credit hours*

NSG3005 Transition into Professional Nursing for RNs

Prerequisite(s): Admission into the RN to Bachelor of Science in Nursing program
Corequisite(s): None
This course introduces the student to baccalaureate nursing practice, centered in the art of caring and integrating principles of holism in its foundation of professional service. 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. *4 credit hours*

NSG3006 Professional Nursing Practice

Prerequisite(s): Admission into the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program
Corequisite(s): None
This course provides an introduction to the theories, concepts, and knowledge necessary in professional nursing practice. Emphases are on professional role development; the value of life-long learning; and the trends, issues, values, and standards for advanced nursing practice. The student explores the application of five integral components of the nursing profession: Caring, Communication, Critical Thinking, Professionalism and Holism in the professional practice role. *2 credit hours*

NSG3007 Foundations for Professional Nursing

Prerequisite(s): Admission into the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program
Corequisite(s): None
This course introduces the student to baccalaureate nursing practice centered in the art of caring and integrating principles of holism in its foundation of professional service. Students utilize critical thinking and communication skills as they explore issues related to the evolution and philosophy of nursing, theoretical foundations of practice, health care delivery systems, finance, and health care policy focused on quality outcomes and patient safety. *4 credit hours*

NSG3008 Principles of Assessment Lab

Prerequisite(s): Admission to prelicensure BSN program
Corequisite(s): NSG3001, NSG3009, NSG3022
This laboratory course is designed to provide the student with practical application of NSG3009. Students will be expected to integrate all components of assessment to perform comprehensive holistic assessments. Students practice interviewing skills, obtain health histories, and perform physical assessments. Students must demonstrate competence of all assigned assessment skills and achieve 80% on a dosage calculation examination to pass the course. 60 total course hours. Course final grade is Pass or Fail (P/F). *3 credit hours*

NSG3009 Principles of Assessment

Prerequisite(s): Admission to the Bachelor of Science in Nursing program
Corequisite(s): NSG3001, NSG3008, NSG3022. For Novi campus: NSG3001, NSG3011, NSG3014
This course introduces the beginning level nursing student to a systems approach to physical assessment. Each physiological system will be studied with inclusion of normal or expected findings as well as abnormal or pathological findings. A lifespan approach and an end of course integration toward a comprehensive holistic assessment of person will be included. Therapeutic communication skills and cultural diversity issues are integrated. *3 credit hours*

NSG3011 Principles of Assessment Lab

Prerequisite(s): Admission to prelicensure BSN program
Corequisite(s): NSG3001, NSG3009, NSG3014
This laboratory course is designed to provide the student with practical application of NSG3009. Students will be expected to integrate all components of assessment to perform comprehensive holistic assessments. Students practice interviewing skills, obtain health histories, and perform physical assessments. Students must demonstrate competence of all assigned assessment skills and achieve 80% on a dosage calculation examination to pass the course. 4 credits/8 hours week. Course final grade is Pass or Fail (P/F) *4 credit hours*

NSG3012 Principles of Assessment for RNs

Prerequisite(s): Admission to the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program
Corequisite(s): None
This course builds on the physical assessment skills of the registered nurse. The course takes a systems approach to physical assessment and includes both normal and abnormal findings. *4 credit hours*

NSG3014 Critical Reading, Studying and Thinking in Nursing

Prerequisite(s): Admission to the Bachelor of Science in Nursing program
Corequisite(s): NSG3001, NSG3009, NSG3011
Designed to equip nursing students with the active learning skills needed to excel in the nursing education program, emphasis is on critical reading, self-management and complex knowledge acquisition as well as development and application of critical thinking to actual material students are studying. Concrete strategies for preparing for and taking tests are included. *2 credit hours*

NSG3016 Caring for a Multicultural Society

Prerequisite(s): Admission to the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program
Corequisite(s): None
This course focuses on ways to assist the nurse to provide holistic care in a multicultural society. Theories related to culture and caring, holism and spirituality are used as a foundation for understanding our multicultural world. Specific cultural practices, beliefs and issues affecting the health of persons and communities are studied. *2 credit hours*

NSG3022 Pharmacotherapeutics I

Prerequisite(s): Admission to the Bachelor of Science in Nursing program
Corequisite(s): NSG3001, NSG3008, NSG3009. For Novi campus: NSG3024, NSG3027, NSG3069
This course addresses the basic principles of pharmacology and studies drugs using a pharmacotherapeutic approach. The course focuses on the major pharmacological classifications and utilizes a prototypic approach. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Drugs that affect neurological, cardiovascular, fluid and electrolyte, and hematological balance are included. *3 credit hours*

NSG3023 Fundamentals of Nursing

Prerequisite(s): NSG3001, NSG3008, NSG3009, NSG3022 (For Novi campuse: NSG3001, NSG3009, NSG3011, NSG3014)
Corequisite(s): NSG3024, NSG3027, NSG3032 (For Novi campus: NSG3022, NSG3024, NSG3027)
This course focuses on holistic caring for basic human needs of individuals, families, and communities. Strategies to promote health and well-being are identified. as well as care of persons with special needs including clients with immobility problems, skin integrity and wound problems, sensory alterations, the surgical client, elders and those requiring extended care. Components of professionalism (competency, legal, ethical, political and economic issues), communication, and critical thinking are incorporated throughout this course to enable students to integrate theory and practice. *3 credit hours*

NSG3024 Fundamentals of Nursing Skills Lab

Prerequisite(s): NSG3001, NSG3008, NSG3009, NSG3022. For Novi campus: NSG3001, NSG3009, NSG3011, NSG3014
Corequisite(s): NSG3023, NSG3027, NSG3032. For Novi campus: NSG3022, NSG3023, NSG3027
This laboratory course is designed to provide the student with practical application of NSG3023. This interactive course concentrates on psychomotor performance. Students will practice skills until proficient. Practice sessions may include class partners, simulations manikins, and a variety of supplies and equipment. Students must satisfactorily perform all assigned skills to successfully complete the course. Skills for this course will enable the student to care for persons with special needs including clients with immobility problems, skin integrity and wound problems, sensory alterations, the surgical client, elders and those requiring extended care. Components of professionalism (competency, legal, ethical, political and economic issues), communication, and critical thinking are incorporated throughout this course to enable students to integrate theory and practice for each skill. Students must demonstrate competence of all assigned assessment skills and achieve 80% on a dosage calculation examination to pass the course 4 credits/8 lab hours week. Course final grade is Pass or Fail (P/F). *4 credit hours*

NSG3027 Fundamentals of Nursing Practice

Prerequisite(s): NSG3001, NSG3008, NSG3009, NSG3022. For Novi campus: NSG3001, NSG3009, NSG3011, NSG3014
Corequisite(s): NSG3023, NSG3024, NSG3032. For Novi campus: NSG3022, NSG3023, NSG3024
This first clinical course is designed to provide the student with practical application of NSG3023 and NSG3024 and to assist the beginning level student to become grounded in caring for elders and persons requiring long-term care. This course is conducted in extended care facilities where students focus on the skills of communication, assessment, and assisting residents with personal hygiene, feeding and mobility. Components of Professionalism (competency, legal, ethical, political and economic issues), Communication, and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Students must satisfactorily perform all assigned skills and perform satisfactorily to successfully complete the course. 60 practice hours. Course final grade is Pass or Fail (P/F). *2 credit hours*

NSG3028 Caring for the Community

Prerequisite(s): Admission to the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program
Corequisite(s): None
This course focuses on the role of the nurse in the community and public health. The community and public health focus includes caring for people in the home, school, workplace, health department, as well as various agencies. Content focuses on the environment, epidemiological issues, and vulnerable populations across the lifespan, communicable disease, and health promotion. Perspectives on health care and community oriented nursing, influences on healthcare delivery, and conceptual and scientific approach applied to community oriented nursing are also emphasized. The principles of professional nursing care to culturally diverse individuals, families, and groups are integrated throughout the health-illness continuum. *4 credit hours*

NSG3029 Foundations of Nursing Research

Prerequisite(s): Admission to the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program
Corequisite(s): None
This course guides registered nurse students to understand research methods and apply evidenced-based findings to professional nursing practice. Qualitative, quantitative and mixed methods will be examined. Also included is the evaluation of research for translation into clinical practice. *4 credit hours*

NSG3032 Pharmacotherapeutics II

Prerequisite(s): NSG3001, NSG3008, NSG3009, NSG3022 (For Novi campus: NSG3022)
Corequisite(s): NSG3023, NSG3024, NSG3027 (For Novi campus: NSG3033, NSG3034, NSG3036)
A continuation of NSG3022, this course addresses the basic principles of pharmacology and uses a pharmacotherapeutic focus to study drugs. The course focuses on the major pharmacological classifications and utilizes a prototypic approach. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Content includes drugs that are used in the treatment of cardiovascular, endocrine, reproductive, respiratory, gastrointestinal, bone and joint, cancer, immunologic, inflammatory and infectious disorders. *3 credit hours*

NSG3033 Caring for Adults I

Prerequisite(s): NSG3022, NSG3023, NSG3024, NSG3027, and NSG3068 or NSG3069
Corequisite(s): NSG3032, NSG3034 or NSG3038, NSG3036
This course serves as the foundational course in caring for adults with health alterations from a holistic perspective. This unit of study concentrates on adults experiencing cardiovascular, respiratory, gastrointestinal, endocrine and related oncological alterations. Concepts of pathophysiology, diagnostics and treatments including pharmacotherapeutics, are integrated throughout the course. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *5 credit hours*

NSG3034 Caring for Adults I - Practice

Prerequisite(s): NSG3022, NSG3023, NSG3024, NSG3027, NSG3069
Corequisite(s): NSG3032, NSG3033, NSG3036
This clinical practice course is designed to provide the student with application of theoretical content from NSG3033. Students, utilizing therapeutic communication, provide nursing care for adults experiencing health problems. The clinical focus is related to adults experiencing cardiovascular, pulmonary, gastrointestinal, endocrine, cancer and immunological disorders. Emphasis is placed on the processes used to implement care and meet the needs of ill adults and their families. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. 4 credits/120 clinical hours. Course final grade is Pass or Fail (P/F) *5 credit hours*

NSG3036 Introduction to Nursing Research

Prerequisite(s): NSG3023, NSG3024, NSG3027, NSG3032 (For Novi campus: NSG3022, NSG3023, NSG3024, NSG3027, NSG3069) For RN to Bachelor of Science in Nursing program Pre-requisites: Statistics (undergraduate or graduate course) and NSG3005
Corequisite(s): NSG3037, NSG3038, NSG3068 (For Novi campus: NSG3032, NSG3033, NSG3034)
Students are introduced to concepts, issues and processes in nursing research and its application to practice. Emphasis is placed on the review, analysis, evaluation, and application of current nursing research. Selected research studies are critiqued. *3 credit hours*

NSG3037 Caring for Adults I

Prerequisite(s): NSG3023, NSG3024, NSG3027, NSG3032
Corequisite(s): NSG3038, NSG3036, NSG3068
This course serves as the foundational course in caring for adults with health alterations from a holistic perspective. This unit of study concentrates on adults experiencing cardiovascular, respiratory, endocrine and related oncological alterations. Concepts of pathophysiology, diagnostics and treatments including Pharmacotherapeutics, are integrated throughout the course. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *4 credit hours*

NSG3038 Caring for Adults I-Practice

Prerequisite(s): NSG3023, NSG3024, NSG3027, NSG3032
Corequisite(s): NSG3037, NSG3036
This clinical practice course is designed to provide the student with application of theoretical content from NSG3037. Students, utilizing therapeutic communication, provide nursing care for adults experiencing health problems. The clinical focus is related to adults experiencing cardiovascular, pulmonary, endocrine, cancer and immunological disorders. Emphasis is placed on the processes used to implement care and meet the needs of ill adults and their families. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. 120 clinical hours. This is a Pass/Fail course. *4 credit hours*

NSG3039 Information Management and Technology

Prerequisite(s): Admission to the RN to Bachelor of Science Nursing or RN to Master of Science in Nursing program
Corequisite(s): None
This course provides students with knowledge and skills to use information management and patient care technologies to deliver safe, efficient and effective care. Nursing's role in decision-making, product testing, asset acquisition, project management and change management will be addressed. *4 credit hours*

NSG3042 Caring for Women and Neonates

Prerequisite(s): NSG3032, NSG3033, NSG3034, NSG3036, NSG3069
Corequisite(s): NSG3043, NSG4069
This course provides the student with a foundation for caring for women and neonates. Emphasis is on caring for women before, during and after childbirth. Caring for the neonate is also addressed. Traditional and complementary treatments used in the management of women's health are explored. Students critically examine contemporary issues and concerns in gynecological and reproductive health care. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *4 credit hours*

NSG3043 Caring for Women and Neonates - Practice

Prerequisite(s): NSG3033, NSG3034, NSG3036, NSG3069
Corequisite(s): NSG3042, NSG4069
This course is designed to provide the student with clinical application of NSG3042. Clinical experiences are provided in acute care settings including maternity services and newborn nursery and neonatal intensive care settings. Selected community experiences are also included. Students utilize critical thinking skills in application of the nursing process in the care of the neonate and women. Components of Professionalism, (competency, legal, ethical, political and economic issues), Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. 150 clinical hours. Course final grade is Pass or Fail (P/F). *5 credit hours*

NSG3044 Caring for Adults II

Prerequisite(s): NSG3032, NSG3036, NSG3037 or NSG3033, NSG3038 or NSG3034
Corequisite(s): NSG3045
This course concentrates on caring for adults with neurological, integumentary, and sensory alterations. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote critical thinking and assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *2 credit hours*

NSG3045 Caring for Adults II - Practice

Prerequisite(s): NSG3032, NSG3036, NSG3037 or NSG3033, NSG3038 or NSG3034
Corequisite(s): NSG3044 or NSG3046
This clinical practice course is designed to provide the student with application of theoretical content from NSG3044. Utilizing supervised acute, rehabilitative and community-based clinical experiences provides nursing care practice for adults and geriatric adults experiencing health problems primarily in the areas of neurology, integumentary and sensory alterations. Emphasis is placed on utilizing the nursing process to provide holistic care for a culturally diverse population. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Students develop increased nursing skills, including problem solving and decision making, as they work toward becoming independent. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F). *3 credit hours*

NSG3046 Caring for Adults II

Prerequisite(s): NSG3036, NSG3037, NSG3038, NSG3068
Corequisite(s): NSG3045
This course concentrates on caring for adults with neurological, gastrointestinal, integumentary, and sensory alterations. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote critical thinking and assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *3 credit hours*

NSG3047 Caring for Women and Neonates

Prerequisite(s): NSG3036, NSG3037, NSG3038, NSG3068
Corequisite(s): NSG3048
This course provides the student with a foundation for caring for women and neonates. Emphasis is on caring for women before, during and after childbirth. Caring for the neonate is also addressed. Traditional and complementary treatments used in the management of women's health are explored. Students critically examine contemporary issues and concerns in gynecological and reproductive health care. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *3 credit hours*

NSG3048 Caring for Women and Neonates-Practice

Prerequisite(s): NSG3036, NSG3037, NSG3038, NSG3068
Corequisite(s): NSG3047
This course is designed to provide the student with clinical application of NSG3047. Clinical experiences are provided in acute care settings including maternity services and newborn nursery and neonatal intensive care settings. Selected community experiences are also included. Students utilize critical thinking skills in application of the nursing process in the care of the neonate and women. Components of Professionalism, (competency, legal, ethical, political and economic issues), Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. 120 Total course hours. Course final grade is Pass or Fail (P/F). *4 credit hours*

NSG3068 Caring for Diverse & Vulnerable Populations I

Prerequisite(s): NSG3023, NSG3024, NSG3027, NSG3032
Corequisite(s): NSG3036, NSG3037, NSG3038
This course focuses on caring for aggregates, particularly vulnerable populations. Concepts related to community and public health nursing are addressed. Among these are environment, epidemiological issues, and communicable disease. The nursing process is applied to groups and students are introduced to community-based care settings through observational experiences. *3 credit hours*

NSG3069 Caring for Diverse and Vulnerable Populations I

Prerequisite(s): NSG3023, NSG3024, NSG3027, NSG3032
Corequisite(s): NSG3033, NSG3034, NSG3036
This course focuses on caring for aggregates, particularly vulnerable populations. Concepts related to community and public health nursing are addressed. Among these are environment, epidemiological issues, and communicable disease. The nursing process is applied to groups and students are introduced to community-based care settings through observational experiences. *4 credit hours*

NSG4028 Concepts of Teaching and Learning

Prerequisite(s): None
Corequisite(s): None
This course gives the registered nurse the opportunity to enhance his/her patient teaching skills and develop skills for staff education. Principles of learning, teaching strategies, communication and preparation of continuing education programs will be included. Considerations for teaching and learning with a diverse population will be explored. *4 credit hours*

NSG4029 Leadership in a Diverse Society

Prerequisite(s): None
Corequisite(s): None
This course prepares the registered nurse, not only for a professional leadership role, but will enhance his/her ability to work with professionals of other cultures. This course emphasizes professional leadership while assisting to develop specialized nursing management skills. *4 credit hours*

NSG4045 Health Promotion Across the Life Span

Prerequisite(s): NSG3028, NSG3036
Corequisite(s): None
This course prepares the student to practice holistic health promotion across the life span. Content includes assessment and

planning care for individuals, families and aggregates. Special emphasis will be given to diverse and vulnerable populations. *4 credit hours*

NSG4050 Caring for Children

Prerequisite(s): NSG3036, NSG3044, NSG3045, NSG3069,
Corequisite(s): NSG4051, NSG4052, NSG4053
This course provides an understanding of the health care needs of children from birth through adolescence. Caring for the child and the family are addressed using the framework of holism. Health promotion, acute and chronic health concerns, and injury prevention are addressed with integration of child growth and development issues. Components of Professionalism (competency, legal, ethical, political, and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *4 credit hours*

NSG4051 Caring for Children - Practice

Prerequisite(s): NSG3036, NSG3044, NSG3045, NSG3069
Corequisite(s): NSG4050, NSG4052, NSG4053
This course is designed to provide the student with the clinical application of NSG4050. Supervised clinical experience takes place with children of various ages both in acute care and community settings. The students learn to care for children within the framework of holism and caring. Components of Professionalism (competency legal, ethical, political, and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F). *5 credit hours*

NSG4052 Caring for Adults III

Prerequisite(s): NSG3045, NSG3046 (For Novi campus: NSG3044, NSG3045)
Corequisite(s): NSG4053
This course concentrates on caring for adults with male reproductive, renal and urological, hematological and musculoskeletal alterations. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *2 credit hours*

NSG4053 Caring for Adults III - Practice

Prerequisite(s): NSG3036, NSG3044 or NSG3046, NSG3045
Corequisite(s): NSG4052
This course is designed to provide the student with clinical application of theoretical content from NSG4052. This practicum offers students opportunities to provide supervised care for a culturally diverse adult population in acute care and home health settings with health care problems related to musculoskeletal, urinary, hematological and male reproductive alterations. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F). *3 credit hours*

NSG4055 Illness and Disease Management Across the Life Span

Prerequisite(s): BSN Students NSG3036; RN to Master of Science in Nursing and RN to Bachelor of Science in Nursing Students: None
Corequisite(s): None
This course focuses on current collaborative management of the most problematic national health topics and indicators across the lifespan. The government website Healthy People will serve as the course foundation. *4 credit hours*

NSG4056 Caring for Children

Prerequisite(s): NSG3036, NSG3037, NSG3038, NSG3068
Corequisite(s): NSG4057
This course provides an understanding of the health care needs of children from birth through adolescence. Caring for the child and the family are addressed using the framework of holism. Health promotion, acute and chronic health concerns, and injury prevention are addressed with integration of child growth and development issues. Components of Professionalism (competency, legal, ethical, political, and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *3 credit hours*

NSG4057 Caring for Children - Practice

Prerequisite(s): NSG3036, NSG3037, NSG3038, NSG3068
Corequisite(s): NSG4056
This course is designed to provide the student with the clinical application of NSG4056. Supervised clinical experience takes place with children of various ages both in acute care and community settings. The students learn to care for children within the framework of holism and caring. Components of Professionalism (competency legal, ethical, political, and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F). *4 credit hours*

NSG4058 Caring for Persons with Psychiatric/Mental Health Problems

Prerequisite(s): NSG3036, NSG3037, NSG3038, NSG3068
Corequisite(s): NSG4059
This course provides the essential theoretical content for the performance of the professional mental health/psychiatric nurse. The conceptual framework of mental health/mental disorders is integrated in caring for culturally diverse individuals, families, and groups throughout the health-illness continuum. Students are introduced to psychiatric disorders, treatment modalities, and contemporary issues that affect persons with mental health/psychiatric problems. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Emphasis is placed on therapeutic communication. *3 credit hours*

NSG4059 Caring for Persons with Psychiatric/Mental Health Problems - Practice

Prerequisite(s): NSG3036, NSG3037, NSG3038, NSG3068
Corequisite(s): NSG4058
This course is designed to provide the student with clinical application of theoretical content from NSG4058. Clinical practice takes place in both in-patient psychiatric facilities and outpatient community settings utilizing the nursing process as well as critical thinking in caring for individuals experiencing specific psychiatric disorders. Group dynamics, treatment modalities, and strategies for prevention of mental illness are practiced. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F). *4 credit hours*

NSG4060 Caring for Adults IV

Prerequisite(s): NSG4052, NSG4053
Corequisite(s): NSG4061
This course concentrates on caring for critically ill adults. Content includes caring for patients experiencing acts of bioterrorism, conditions of cardiac failure, dysrhythmias, respiratory failure, Multiple Organ Failure, multiple traumas, and shock requiring care in emergent and critical care settings. The challenge of holistic caring in high technologic environments is addressed. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote

assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *2 credit hours*

NSG4061 Caring for Adults IV - Practice

Prerequisite(s): NSG4052, NSG4053
Corequisite(s): NSG4060
This course is designed to provide the student with clinical application of theoretical content from NSG4060. This clinical practice offers students opportunities to provide supervised care for a culturally diverse adult population in critical/emergency acute care settings with complex health care problems including multiple system failure. Experiences include providing nursing care within the critical care units, emergency room & PACU. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F). *3 credit hours*

NSG4062 Caring for Persons with Psychiatric/Mental Health Problems

Prerequisite(s): NSG3036, NSG3069, NSG4052, NSG4053
Corequisite(s): NSG4063
This course provides the essential theoretical content for the performance of the professional mental health/psychiatric nurse. The conceptual framework of mental health/mental disorders is integrated in caring for culturally diverse individuals, families, and groups throughout the health-illness continuum. Students are introduced to psychiatric disorders, treatment modalities, and contemporary issues that affect persons with mental health/psychiatric problems. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Emphasis is placed on therapeutic communication. *4 credit hours*

NSG4063 Caring for Persons with Psychiatric/Mental Health Problems - Practice

Prerequisite(s): NSG3036, NSG3069, NSG4052, NSG4053
Corequisite(s): NSG4062
This course is designed to provide the student with clinical application of theoretical content from NSG4062. Clinical practice takes place in both in-patient psychiatric facilities and outpatient community settings utilizing the nursing process as well as critical thinking in caring for individuals experiencing specific psychiatric disorders. Group dynamics, treatment modalities, and strategies for prevention of mental illness are practiced. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F). *5 credit hours*

NSG4064 Financial Management for Nurses

Prerequisite(s): RN to Bachelor of Science in Nursing only: NSG3036
Corequisite(s): None
This course explores nursing finance and budgeting issues. The course will include an overview of the health care system, ethics, leadership and budgeting strategies. The use of information technology will be examined. *4 credit hours*

NSG4065 Complementary and Alternative Methods in Nursing

Prerequisite(s): RN to Bachelor of Science in Nursing only: NSG3036
Corequisite(s): None
This course explores complementary and alternative methods of healing. Principles of psychophysiology of healing will be discussed. Alternative therapies such as energy healing, imagery and music therapy will be examined. *4 credit hours*

NSG4066 Palliative Care

Prerequisite(s): RN to Bachelor of Science in Nursing only: NSG3036
Corequisite(s): None
In this course the student will explore concepts and issues in end of life care. Students will learn strategies to give optimum end of life care to the individual and the family. Symptom management, legal/ethical consideration, grief, and death will be covered. *4 credit hours*

NSG4067 Gerontological Nursing

Prerequisite(s): None
Corequisite(s): None
This course provides registered nurses with an overview of the common issues affecting the health care needs of gerontological adults. Theories of aging are reviewed as well as common physiological, psychological, and social changes experienced by the population. Students are provided with assessment tools and strategies to improve nursing practice with older adults. Major foci of this course include promoting wellness and safety, prevention and assessment of elderly neglect or abuse and other legal/ethical concerns. Health promotion of the Gerontologic client in diverse health care settings will be reviewed. *4 credit hours*

NSG4068 Trends in Healthcare Policy

Prerequisite(s): NSG3029 Foundations of Nursing Research
Corequisite(s): None
This course explores healthcare, financial and regulatory policies that prepare the Registered Nurse student for an enhanced role as policy maker and healthcare advocate. Economics of healthcare disparities in the healthcare system, legal and ethical issues as well as impact of social trends will be addressed. *4 credit hours*

NSG4069 Caring for Diverse and Vulnerable Populations II

Prerequisite(s): NSG3068 (For Novi campus: NSG3069)
Corequisite(s): None
This community practice/seminar course builds on NSG3069. Concepts related to community, community-based and public health nursing are addressed. Students participate in public health and community-based experiences. Areas of clinical concentration include: disparity, vulnerability, socioeconomic determinants of health, environment, epidemiological issues, and communicable disease. Evidence-based practice for community and public health nursing is integrated into the clinical experience. The relationship of evidence to formation of health policy is explored. Students explore the impact of culture on the definition of health. *2 credit hours*

NSG4070 Legal and Ethical Issues in Nursing

Prerequisite(s): Taken in the last quarter of the program (or last quarter of the undergraduate portion of the RN to Master of Science in Nursing) or by permission of the program director
Corequisite(s): Prelicensure BSN program all campuses: NSG4071 and NSG4072 or NSG4073. RN to Bachelor of Science in Nursing program: NSG3005; RN to Master of Science in Nursing program: None
This course analyzes professional ethical and legal issues with the ensuing nursing dilemmas integrating the factors of professional laws/standards, personal ethical stance, social, spiritual, transcultural, economic, institutional and political climate. Legal and ethical practice issues will be reviewed. Emphasis is given to the resolution of ethical dilemmas through ethical reasoning and ethical and legal obligations in professional patient relationships. *2 credit hours*

NSG4071 Transition into Professional Nursing

Prerequisite(s): Taken in the last quarter of the program or by permission of the program director
Corequisite(s): NSG4070 and NSG4072 or NSG4073
This course is designed to assist the student in making the transition into professional practice. Students select, research, analyze and evaluate current issues affecting the nursing profession. This course explores selected topics involving socioeconomics of the healthcare environment, organizational structure and culture, healthcare delivery systems and the impact of political issues on the profession of nursing. Professional roles & responsibilities in leadership, management, consumer advocacy and a commitment to lifelong learning and professional growth are reinforced. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *6 credit hours*

NSG4072 Transition into Professional Nursing Preceptorship

Prerequisite(s): Taken in the last quarter of the program or by permission of the program director
Corequisite(s): NSG4069, NSG4070
This course is designed to provide the student, under the direction of the clinical faculty, with a concentrated select clinical nursing practice experience in a preceptorship arrangement with a designated Registered Nurse Preceptor. Students complete 120 hours in the clinical setting. Students gradually assume increased levels of clinical responsibilities in the transition toward entry into practice. Components of professionalism (competency, legal, ethical, political and economic issues) and critical thinking are incorporated throughout this course to enable students to integrate clinical and leadership theory into practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F). *5 credit hours*

NSG4073 Transition into Professional Nursing Preceptorship

Prerequisite(s): Taken in the last quarter of the program or by permission of the program director
Corequisite(s): NSG4070, NSG4071
This course is designed to provide the student, under the direction of the clinical faculty, with a concentrated select clinical nursing practice experience in a preceptorship arrangement with a designated Registered Nurse Preceptor. Students complete 120 hours in the clinical setting. Students gradually assume increased levels of clinical responsibilities in the transition toward entry into practice. Components of professionalism (competency, legal, ethical, political and economic issues) and critical thinking are incorporated throughout this course to enable students to integrate clinical and leadership theory into practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F). *4 credit hours*

NSG4074 Health Promotion and Clinical Prevention

Prerequisite(s): None
Corequisite(s): NSG4076
This course focuses on nursing's role in health promotion and disease prevention in various community settings with emphasis on primary, secondary and tertiary levels of prevention among diverse and vulnerable clients and aggregates. *4 credit hours*

NSG4075 Holistic Professional Nursing

Prerequisite(s): Taken in the last quarter of the program or by permission of the program director
Corequisite(s): None
This course allows the student to develop and initiate a plan of care for aggregates in the community. The plan will include concepts discussed throughout the curriculum. The student will practice roles of provider, designer, manager, coordinator of care and member of a profession. *6 credit hours*

NSG4076 RN to Bachelor of Science in Nursing Capstone Synthesis

Prerequisite(s): None
Corequisite(s): NSG4074
In this clinical course, the student integrates and synthesizes the curricular components of assessment, health promotion/clinical prevention, research, professionalism, teaching, leadership, information management and technology, as well as healthcare policies to create and implement a clinical project relating to the healthcare needs of an aggregate within the community. Creation and implementation of the project will include direct and indirect care of clients in the selected aggregate. Campus-based or PLUS students cannot take this course online *5 credit hours*

NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice

Prerequisite(s): Acceptance into the Master of Science in Nursing program
Corequisite(s): None
This course examines the role of the advanced practice nurse in the clinical, primary care, education, administration, research, healthcare specialty, health policy, and political arenas. The historical role of the nurse, nursing theory and leadership models within a variety of healthcare regulatory models provide the basis for self-reflection, self-mastery, professional integrity, and ethical decision making to help the student transition from clinical expert to the advanced practice role. A minimum grade of B is required to pass this course. *4 credit hours*

NSG5002 Advanced Theoretical Perspectives for Nursing

Prerequisite(s): None
Corequisite(s): None
This course explores theories related to nursing, health care and learning. Students will have the opportunity to analyze and critique various theories. Students will demonstrate how theory is applied to research. A minimum grade of a B is necessary to pass this course. *4 credit hours*

NSG5003 Advanced Pathophysiology

Prerequisite(s): None
Corequisite(s): None
This course builds on and applies concepts from the humanities, behavioral sciences, biological sciences and nursing science in an examination of pathophysiologic principles and common pathological conditions. The topics of cellular biology, genes and gene-environment interactions, mechanisms of self-defense, cellular proliferation, and pathophysiologic alterations related to organs and body systems, are addressed. The focus is on pathological conditions encountered in clinical practice across the life span of patients, including but not limited to geriatric, adult, and pediatric considerations. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. A minimum grade of B is required to pass this course. *4 credit hours*

NSG6001 Advanced Nursing Practice I

Prerequisite(s): NSG5000, NSG5002, NSG5003,
Corequisite(s): NSG6005
The focus of this course is to synthesize content from advanced pathophysiology, pharmacology and evidence-based treatment modalities to develop expertise in disease management and collaborative practice. This course will prepare the learner to manage the most common health problems across the lifespan. A minimum grade of B is required to pass this course.*4 credit hours*

NSG6002 Health Policy and Health Promotion in Advanced Nursing Practice

Prerequisite(s): NSG5000
Corequisite(s): None
In this course, the learner cultivates an understanding of health care policy formation and evaluation, while examining the nursing role in public policy, finance and politics. The organization and delivery of healthcare is explored, applying the most current knowledge available in the areas of health promotion and disease prevention. Guidelines, initiatives, mandates and recommendations from a wide range of agencies and organizations provide a solid foundation from which nurses in advanced practice roles can plan, implement and evaluate care designed to promote health and prevent disease. *4 credit hours*

NSG6003 Teaching and Learning Strategies in Nursing

Prerequisite(s): NSG5000, NSG5002, NSG5003. Post Graduate Certificate: None
Corequisite(s): None
Based upon knowledge of nursing and educational theory this course provides content related to the educator role, learner motivation, assessment of learning needs, effective use of self, teaching and learning strategies, adult learning theory, evidenced based teaching, and reflective practice. Classroom, clinical, simulation, and other technological methods will be addressed. The emphasis is on developing the creativity of the nurse educator. A minimum grade of B is required to pass this course. *4 credit hours*

NSG6005 Advanced Pharmacology

Prerequisite(s): NSG5000, NSG5002, NSG5003, NSG6002, NSG6101; Post-Graduate Certificate: None
Corequisite(s): None
In this course the student reviews and comprehends the principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs commonly used in the management of acute and chronic illnesses of the adult. Emphasis is on the therapeutic decision-making in drug selection and monitoring therapeutic response for culturally diverse patients. Patient education, legal, ethical and economic issues are reviewed. A minimum grade of B is required to pass this course. *4 credit hours*

NSG6006 Pre-Specialty Evaluation

Prerequisite(s): NSG5000, NSG5002, NSG5003, NSG6002.
Corequisite(s): NSG6001 or NSG6005
This course is designed to assess the student's preparedness for progression into the Nurse Practitioner specialty courses. It is designed to evaluate by an examination, students core knowledge of theoretical perspectives in nursing and the roles of the advanced practice nurse. Students must pass all portions of the exam in order to advance in the program. This course is pass/fail. *0 credit hours*

NSG6020 Advanced Health and Physical Assessment

Prerequisite(s): NSG6002, NSG6005; Post-Graduate Certificate and RN to Master of Science in Nursing Specializations: None
Corequisite(s): None
This course is designed to apply holistic health concepts by performing culturally sensitive comprehensive history taking, physical and psychological assessment of client's signs and symptoms, pathophysiologic changes, and psychosocial variations of the client including the individual, family, and community. The purpose of this comprehensive assessment is for the student to develop a thorough understanding of the client's health status in order to determine appropriate and effective health care strategies that include health promotion and illness prevention across the life span. Taking into consideration client's diverse needs, a major focus is on symptom/health problem assessment, client teaching using a culturally appropriate approach and the selection and interpretation of screening and diagnostic tests in order to formulate and effectively communicate differential diagnoses. The course will include 60 precepted clinical hours, beginning on week 3. A minimum grade of B is required to pass the didactic component and the clinical component must be passed in order to successfully complete the course. *6 credit hours*

NSG6021 Pre-Clinical Evaluation

Prerequisite(s): NSG5000, NSG5002, NSG5003, NSG6001, NSG6002, NSG6005, NSG6020 (for PGC students' – first course)
Corequisite(s): NSG6020; PGC students-first course
This course is designed to assess the student's preparedness for the practicum experience. It is designed to evaluate students' knowledge in the areas of Advanced Pathophysiology, Advanced Pharmacology and Health Assessments. The examination is comprised of a standardized APEA test called the 3P examination. Students must pass all portions of the exam in order to advance in the program. This is a pass/fail. *0 credit hours*

NSG6022 Nurse Practitioner Enhancement

Prerequisite(s): NSG5003, NSG6005, NSG6020, NSG6021
Corequisite(s): None
This course is designed to assist the Nurse Practitioner student identify gaps in knowledge in the areas of Advanced Pharmacology, Advanced Pathophysiology and Advanced Physical Assessment. Based on those gaps the student will work to obtain the necessary knowledge and skills necessary to ensure basic competency and enter clinical preceptorships within the Nurse Practitioner Program. This course is pass/fail *2 credit hours*

NSG6101 Nursing Research Methods

Prerequisite(s): NSG5000, NSG5002, NSG5003
Corequisite(s): None
This course prepares the graduate student to develop and refine essential skills necessary to strengthen critique of selected research studies. The student will identify a topic or problem using consideration of national/ international research imitates and priorities. The student will complete a NIH learning module which emphases ethical guidelines to protect the rights of human subjects. Both quantitative and qualitative research designs will be assessed for essential understanding of research elements. A minimum grade of B is required to pass this course. *4 credit hours*

NSG6102 Evaluation of Educational Outcomes in Nursing

Prerequisite(s): Master of Science in Nursing Only: NSG5000, NSG5002, NSG5003; Post-Graduate Certificate: None
Corequisite(s): None
This course covers content relevant to appraising a variety of methodologies designed to measure learner acquisition of nursing knowledge and achievement of performance standards for use in the classroom, laboratory, and clinical practice settings. Content includes test construction and design; performance based assessment, assessment of critical thinking, and standardized testing. An emphasis on a process for inclusion of quality measures and the National Patient Safety Goal in a nursing curriculum is provided. A minimum grade of B is required to pass this course. *4 credit hours*

NSG6103 Curriculum Design and Evaluation in Nursing Education

Prerequisite(s): Master of Science in Nursing Only: NSG5000, NSG5002, NSG5003; Post-Graduate Certificate: None
Corequisite(s): None
This course prepares the learner to design, examine, revise, and evaluate a nursing curriculum, which includes ethical analysis and clinical reasoning in evidenced based practice. Connecting nursing curricula content to an organizational mission, philosophy, objectives, and learning outcomes will be analyzed. A minimum grade of B is required to pass this course. *4 credit hours*

NSG6203 Practicum in Nursing Education I

Prerequisite(s): Master of Science in Nursing Only: NSG6002; Master of Science in Nursing and RN to Master of Science in Nursing: NSG6003, NSG6101, NSG6102
Corequisite(s): NSG6103
In this course, the learner enacts the role of the nurse educator. The focus of this course is health across the life span. Content will include both didactic and clinical teaching experiences. This course involves obtaining a local mentor and practicing the role of the nurse educator. The learner will synthesize caring and holism into teaching experiences. The majority of course time will be spent in an educational setting mutually agreed upon by the instructor and the student. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. Minimum of 88 clinical hours. *4 credit hours*

NSG6204 Practicum in Nursing Education II

Prerequisite(s): NSG6203
Corequisite(s): NSG6999
In this course, the learner enacts the role of the nurse educator. The focus of this course is health across the life span. Content will include both didactic and clinical teaching experiences. This course involves obtaining a local mentor and practicing the role of the nurse educator. The learner will synthesize caring and holism into teaching experiences. The majority of course time will be spent in an educational setting mutually agreed upon by the instructor and the student. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. Minimum of 88 clinical hours. *4 credit hours*

NSG6320 Practicum I: Adult Health - Adults and Gerontology

Prerequisite(s): NSG6005, NSG6020
Corequisite(s): None
In this course the student analyzes and provides in depth care of alterations in adult health in non-acute, community-office-outpatient clinic settings. Patient management will be focused upon evidence based practice and the nursing process. This is an advanced nursing practice experience for the beginning Adult-Gerontology Primary Care ARNP (Advanced Registered Nurse Practitioner) student with mentoring, coaching and precepting by an approved and currently licensed physician or ARNP. A minimum of 180 clinical hours, plus weekly seminar, are required for completion of this course. Please note that the majority of the precepted experiences need to be completed with an ARNP. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *6 credit hours*

NSG6330 Practicum II Adult Health: Women's Health

Prerequisite(s): NSG6005, NSG6020, NSG6320
Corequisite(s): None
In this course, the second of three practica required for the Adult-Gerontology Primary Care Nurse Practitioner program, the student learns how to manage the primary health care of women from menarche to senescence. Focus is on health promotion, disease prevention, and the clinical management and referral of common, recurring health problems of women. The student identifies normal physiologic alterations associated with reproductive health, which are addressed with emphasis on health promotion behaviors. This is an advanced nursing practice experience for continuing level Adult Advanced Registered Nurse Practitioner students. Mentoring, coaching and precepting are provided by approved and currently licensed and certified physicians, Certified Nurse Midwives or Advanced Registered Nurse Practitioners. A minimum of 180 clinical hours, plus weekly seminar, are required for completion of this course. Please note that the majority of the precepted experiences need to be completed with an Advanced Registered Nurse Practitioner. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *6 credit hours*

NSG6340 Practicum III: Adult Health - Primary Care

Prerequisite(s): NSG6005, NSG6320, NSG6330
Corequisite(s): NSG6999
This course culminates the student's role as the Adult-Gerontology Primary Care Nurse Practitioner through didactic and clinical experiences. Students continue to work with their approved local mentor and refine their practice of the Adult-Gerontology Primary Care Nurse Practitioner professional role. Emphasis is placed on diverse clinical experiences that build upon the student's knowledge base. Clinical experiences may include practice with specialty practices in addition to the focus on primary care. The student's level of function becomes more independent in practice. Using a seminar approach, students and faculty will analyze and evaluate these experiences based upon human diversity and social issues. This is an advanced nursing practice experience for continuing level Adult Advanced Registered Nurse Practitioner students. Mentoring, coaching and precepting are provided by approved and currently licensed and certified physicians or Advanced Registered Nurse Practitioners. A minimum of 180 clinical hours, plus weekly seminar, are required for completion of this course. Please note that the majority of the precepted experiences need to be completed with an Advanced Registered Nurse Practitioner. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *6 credit hours*

NSG6420 Practicum I: Family Health - Adult and Gerontology

Prerequisite(s): NSG6005, NSG6020
Corequisite(s): None
In this course the student enact the role of the FNP (Family Nurse Practitioner) Advanced Practice Nurse through didactic and clinical experiences. The student obtains and collaborates with approved local preceptor and performs the role of a Family Nurse Practitioner in a clinical setting. The student creates a caring and holistic environment in their clinical experience. During a weekly seminar, the student and faculty analyze and evaluate these experiences. Patient management will be focused upon evidence based practice and the nursing process. This is an advanced nursing practice experience for the beginning family ARNP (Advanced Registered Nurse Practitioner) student with mentoring, coaching and precepting by an approved and currently licensed physician or ARNP. Please note that the majority of the precepted experiences must be completed with an Advanced Registered Nurse Practitioner. A minimum of 180 clinical hours, plus weekly seminar, are required for completion of this course. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *6 credit hours*

NSG6430 Practicum II: Family Health- Women's Health

Prerequisite(s): NSG6005, NSG6020 ,NSG6420
Corequisite(s): None
In this course, the second of four practica required for the Family Nurse Practitioner program, the student learns how to manage the primary health care of women from menarche to senescence. Focus is on health promotion, disease prevention, and the clinical management and referral of common, recurring health problems of women. The student identifies normal physiologic alterations associated with reproductive health, which are addressed with emphasis on health promotion behaviors. This is an advanced nursing practice experience for continuing level Family Advanced Registered Nurse Practitioner students. Mentoring, coaching and precepting are provided by approved and currently licensed and certified physicians, midwives or Advanced Registered Nurse Practitioners. A minimum of 180 clinical hours, plus weekly seminar, are required for completion of this course. Please note that the majority of the precepted experiences need to be completed with an Advanced Registered Nurse Practitioner. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *6 credit hours*

NSG6435 Practicum III: Family Health - Pediatrics

Prerequisite(s): NSG6005, NSG6020, NSG6420, NSG6430
Corequisite(s): None
The focus of this course is on advanced nursing and healthcare management of children and adolescents in Primary care. Course content includes developmental, physiological, pathological, and psychosocial changes relative to health maintenance, acute and chronic illnesses, and developmental transitions within the family context. This is an advanced nursing practice experience for

continuing level Family (ARNP) Advanced Registered Nurse Practitioner students. Mentoring, coaching and precepting are provided by approved and currently licensed and certified physicians or ARNPs. A minimum of 180 clinical hours, plus weekly seminar, are required for completion of this course. Please note that the majority of the precepted experiences need to be completed with an ARNP. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *6 credit hours*

NSG6440 Practicum IV: Family Health - Primary Care

Prerequisite(s): NSG6420, NSG6430 ,NSG6435
Corequisite(s): NSG6999
This course culminates the student's role as the Family Nurse Practitioner (FNP) through didactic and clinical experiences. Students continue to work with their approved local mentor and refine their practice of the FNP Advanced Practice Nurse (ARNP) professional role. Emphasis is placed on diverse clinical experiences that build upon the student's knowledge base. Clinical experiences may include practice with specialty practices in addition to the focus on primary care. The student's level of function becomes more independent in practice. Using a seminar approach, students and faculty will analyze and evaluate these experiences based upon human diversity and social issues. Mentoring, coaching and precepting are provided by approved and currently licensed and certified physicians or ARNPs. A minimum of 180 clinical hours, plus weekly seminar, are required for completion of this course. Please note that the majority of the precepted experiences need to be completed with an ARNP. A minimum grade of B is required to pass this course. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *6 credit hours*

NSG6601 Managing Complex Healthcare Systems

Prerequisite(s): NGS6005
Corequisite(s): None
This course examines the role of the nurse executive within complex health care environments, focusing on the conceptual frameworks of systems theory, complexity science, appreciative inquiry and organizational learning theory, as well as nursing administration models of organizational management. *4 credit hours*

NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations

Prerequisite(s): NSG6601
Corequisite(s): None
This course provides an overview of quality, safety and performance improvement, including an analysis of care processes through evidence based practice, research and translation of innovation. In addition, this course provides an overview of healthcare financing and financial management for the nurse executive. Topics may include financial accounting, cost accounting, budgeting, capital expenditures, and reimbursement systems. *4 credit hours*

NSG6620 Practicum I: Quantitative Skills in Nursing Administration

Prerequisite(s): NSG6601, NSG6605
Corequisite(s): None
This course is the first course in a two-course series which synthesizes content from the specialty administrative courses into a culminating "clinical" nursing administrative experience. In both courses the learner enacts the role of the nurse administrator. Content will include didactic and clinical administrative experiences. The course involves obtaining a local mentor and practicing the administrative role under guided mentorship. The majority of didactic course work includes practical experience with budgets, developing and honing leadership style and expertise, initiating collaborative practice and teambuilding, as well as working with change and motivational theories. The learner will incorporate the five pillars of the conceptual framework into administrative experiences. The majority of clinical time will be spent in an administrative organizational setting mutually agreed upon by the instructor, the mentor and the student. The practicum course will consist of 120 hours in the clinical setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *4 credit hours*

NSG6630 Practicum II: Qualitative Skills in Nursing Administration

Prerequisite(s): NSG6620
Corequisite(s): None
This course is the second in the set of two culminating administrative curricular experiences. It expands on previous didactic and clinical coursework, through didactic work in management areas such as quality management, patient care outcomes, and measurement of health care outcomes. Emphasis is placed on long-term and strategic planning, incorporating personnel management tactics such as performance evaluation, and collective bargaining. The student will continue to assimilate knowledge inclusive of the five pillars of caring, communication, critical thinking, professionalism, and holism into the administrative experience. Clinical time will continue with the mentor and requires spending 120 hours in the chosen administrative setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *4 credit hours*

NSG6650 Introduction to Nursing Informatics

Prerequisite(s): NSG5000, NSG5002, NSG5003, NSG6002, NSG6101, NSG6005
Corequisite(s): None
This course explores the role of the nurse informaticist using the ANA (American Nurses Association) Scope and Standards of Practice for Nursing Informatics. Informatics theories, including Rogers Theory of Diffusion of Innovation, the Technology Acceptance Model, and Locsin's Technology Competence as Caring in Nursing will be examined. *4 credit hours*

NSG6652 Issues and Trends in Nursing Informatics

Prerequisite(s): NSG6650
Corequisite(s): None
This course examines issues and trends in nursing informatics from sources such as professional and governmental regulations, academic and professional literature, and case studies. Topics may include the Health Information Portability and Accountability Act, meaningful use, and Health Level 7, with an emphasis on how these issues affect nursing informaticists in their current and future roles. *4 credit hours*

NSG6670 Practicum I: Database Management in Nursing Informatics

Prerequisite(s): NSG6652
Corequisite(s): None
This course is the first course in a two-course series which synthesizes content from the specialty informatics courses into a culminating "clinical" nursing informatics experience. In both courses the learner enacts the role of nursing informatics professional. Content will include didactic and clinical informatics experiences. The course involves obtaining a local mentor and practicing the informatics role under guided mentorship. The didactic portion of this course will involve setting up and maintaining a database to address current challenges in nursing informatics. Data will be collected, stored, and analyzed using database software. The majority of clinical time will be spent in an informatics organizational setting mutually agreed upon by the instructor, the mentor, and the student. The practicum course will consist of 120 hours in the clinical setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *4 credit hours*

NSG6680 Practicum II: Project Management in Nursing Informatics

Prerequisite(s): NSG6670
Corequisite(s): None
This course is the second course in a two-course series which synthesizes content from the specialty informatics courses into a culminating "clinical" nursing informatics experience. In both courses the learner enacts the role of nursing informatics professional. Content will include didactic and clinical informatics experiences. The course involves obtaining a local mentor and

practicing the informatics role under guided mentorship. The didactic portion of this course will involve managing a nursing informatics project through the life cycle using project management software. The majority of clinical time will be spent in an informatics organizational setting mutually agreed upon by the instructor, the mentor, and the student. The practicum course will consist of 120 hours in the clinical setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass the didactic component of this course and the clinical component must be passed to successfully complete this course. *4 credit hours*

NSG6999 Graduate Project in Nursing

Prerequisite(s): MSN Only: Taken in the last quarter of the Master of Science in Nursing program, the RN to Master of Science in Nursing program and the Post Graduate Certificate program
Corequisite(s): Final specialization practicum course
The capstone project is a synthesis and application of advanced nursing knowledge, scholarship, and research in the area of specialization. The student's inquiry is focused in the area of the specialty concentration. The student develops a scholarly project that will either demonstrate an application of evidence to practice for a substantive change, or generate a proposal for new nursing knowledge. Emphasis is placed on application of evidence-based research methodology, scholarly writing, and critical thinking. These scholarly projects are presented in both written and oral form. A minimum grade of B is required to pass this course. *4 credit hours*

NSG7000 Organization and Systems Leadership for Nursing

Prerequisite(s): Admission to the Doctor of Nursing Practice (DNP) program
Corequisite(s): None
The course emphasizes leadership development for complex organizations and systems through a process of self-inquiry. The developmental needs of the student are identified. Unique leadership characteristics are examined and enhanced under the lens of transformational change. Course content focuses on synthesis of theoretical leadership concepts with personal and professional values. The learner will incorporate the five pillars of the conceptual framework into administrative experiences. Topics are rooted in teaching solutions to real problems facing contemporary business leaders. The content emphasizes leadership development, core business skills, ethical comportment and social responsibility. The outcome of the course is a deeper knowledge of leadership, greater confidence, and a keen awareness of the values that guide executive decisions. A grade of B or better is necessary to successfully complete this course. *4 credit hours*

NSG7005 Clinical Prevention and Population Health

Prerequisite(s): Admission to the Doctor of Nursing Practice (DNP) program
Corequisite(s): None
This course provides students with conceptual frameworks for advanced public health nursing practice, as well as exploring the contributions of population science to the health of the public. Analysis of population-focused nursing research and public health nursing management strategies is explicitly incorporated. Nursing models, theories, and evidence for critiquing and designing population-focused interventions form the basis for this course. Students apply principles, theory, and research about epidemiology/public health/public health nursing interventions in resolution of population-focused health issues. Collaborating with community-based partners to achieve public health objectives is expected. A grade of B or better is necessary to successfully complete this course. *4 credit hours*

NSG7010 Healthcare Policy

Prerequisite(s): Admission to the Doctor of Nursing Practice (DNP) program
Corequisite(s): None
This course advances students' abilities to analyze the politics, institutions, norms, and key stakeholders involved in agenda-setting, legitimating, and decision-making of health policy in the United States. Students learn to utilize analytical frameworks to explain how the policymaking process works, relates to the substance of policy, and applies to contemporary healthcare and nursing issues. Specific methods and strategies which healthcare providers use to influence health policy are explored with respect to grassroots organizing, advocacy, building coalitions among stakeholders, lobbying, working with media, developing

and sustaining relationships with legislators and providing expert professional testimony as part of the policy-making process. The focus of dialogue includes ethical principles, as well as legal and regulatory issues that impact the health of the public. The preferences of individuals (politics), economic, psychological, social and technological determinants will be examined. The course also examines the impact of policy on the healthcare workforce, especially on nursing deployment and utilization. A grade of B or better is necessary to successfully complete this course. *4 credit hours*

NSG7015 Financial Management and Resource Utilization

Prerequisite(s): Admission to the Doctor of Nursing Practice (DNP) program
Corequisite(s): None
This course focuses on complex variables that influence financial management and resource utilization in nursing and healthcare. The conceptual basis and methods of financial analysis and decision making pertinent to healthcare delivery systems areexamined. Healthcare economics, marketing principles, human resource management, and the influence of health policy and Healthy People 2020 objectives that impact current healthcare environments are explored. A grade of B or better is necessary to successfully complete this course. *4 credit hours*

NSG7020 Evidence, Effectiveness, and Clinical Quality

Prerequisite(s): Admission to the Doctor of Nursing Practice (DNP) program
Corequisite(s): None
This course provides students with the knowledge and skills necessary to assume a leadership role in transforming care in complex organizations and environments This course provides the metrics for assessment, use, and evaluation of scientific data into evidence-based nursing practice. The steps in translating evidence into practice are explored. Knowledge assessment, clinical effectiveness,and tools for applying evidence to practice are emphasized.. The goal of this course is to provide students with the knowledge and skills necessary to assume a leadership role in transforming care in complex organizations and environments. Strategies for creating a culture of evidence-based practice are embedded in course requirements. Barriers to evidence-based practice are identified. A grade of B or better is needed in order to successfully pass this course. *4 credit hours*

NSG7200 Advanced Nursing Field Experience I

Prerequisite(s): Admission to the Doctor of Nursing Practice (DNP) program；The student must possess more than 460 post-BSN clinical hours. NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, NSG8100, PHE5015, PHE5020,and DNP specialization (8 credits).
Corequisite(s): NSG8105
Theory, evidence, and the systematic translation of nursing science into practice provide the basis for DNP practica experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. Mentored clinical application of evidence-based knowledge and skills, as well as independent investigation and evaluation of outcomes, support knowledge acquisition, as well as integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability and interdisciplinary collaboration serve as core competencies to effect organizational change. A grade of B or better is necessary to successfully complete this course. A minimum of 30 clinical hours for each enrolled credit is required. *4 or 6 credit hours*

NSG7205 Advanced Nursing Field Experience II

Prerequisite(s): Admission to the Doctor of Nursing Practice (DNP) program；The student must possess more than 460 post-BSN clinical hours. NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, NSG8100, PHE5015, PHE5020,and DNP specialization (8 credits).
Corequisite(s): NSG8110
Theory, evidence, and the systematic translation of nursing science into practice provide the basis for DNP practica experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the

context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. Mentored clinical application of evidence-based knowledge and skills, as well as independent investigation and evaluation of outcomes, support knowledge acquisition, as well as integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability and interdisciplinary collaboration serve as core competencies to effect organizational change. A grade of B or better is necessary to successfully complete this course. A minimum of 30 clinical hours for each enrolled credit is required. *4 or 6 credit hours*

NSG7210 Advanced Nursing Field Experience III

Prerequisite(s): Admission to the Doctor of Nursing Practice (DNP) program; The student must possess more than 460 post-BSN clinical hours. NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, NSG8100, PHE5015, PHE5020,and DNP specialization (8 credits).
Corequisite(s): NSG8115
Theory, evidence, and the systematic translation of nursing science into practice provide the basis for DNP practica experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. Mentored clinical application of evidence-based knowledge and skills, as well as independent investigation and evaluation of outcomes, support knowledge acquisition, as well as integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability and interdisciplinary collaboration serve as core competencies to effect organizational change. A grade of B or better is necessary to successfully complete this course. A minimum of 30 clinical hours for each enrolled credit is required. *4 or 6 credit hours*

NSG7220 Evidence Based Transition Practicum

Prerequisite(s): Admission to the Doctor of Nursing Practice (DNP) program. Student must possess less than 460 post-BSN clinical hours.
Corequisite(s): None
This clinical course explores the nature of evidence in practice as it relates to the discipline of nursing. This course will emphasize critical appraisal of nursing research as evidence, knowledge development activities in practice and activities aimed at improving the reliability of healthcare practice and outcomes in the clinical setting. This course awards 1 credit hour per 30 clinical hours completed and can be taken up to three (3) times for a total of not more than 16 credit hours. Variable of up to 6 credit hours each time the course is taken based on the credit hours needed to complete the program. For more information please see the South University credit hour definition policy. A minimum of 30 clinical hours for ech enrolled credit is required. *1-6 credit hours*

NSG8100 Capstone in Applied Practice I

Prerequisite(s): NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, NSG7220 (if required)
Corequisite(s): None
This integrated scholarly effort is presented in a series of four sequential one-credit offerings that provide the DNP student with substantive opportunities to engage in exploration of a critical clinical question. This comprehensive exploration is conducted as a mentored experience and includes identification, development, implementation, evaluation and dissemination of an independent scholarly project. This scholarly project focuses on problems of practice within a defined organization or within specific populations. Each course builds on the existing knowledge and practice expertise of the DNP student within the broader context of translating science into clinical practice or solving for intractable clinical problems in which outcomes management, including quality and safety, are essential. The range of projects varies according to the interest of the individual DNP student. *1 credit hour*

NSG8105 Capstone in Applied Practice II

Prerequisite(s): NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, NSG8100, NSG7220 (if required)
Corequisite(s): NSG7200
In this second of the four-course series, the DNP student works with a faculty mentor to refine the project design and apply contemporary investigative methods to structure data collection. Additionally, the DNP student will complete CITI/NIH training and submit an IRB application for Human subjects review where appropriate, prior to beginning data collection for this scholarly project. Students must successfully complete an oral defense of the project prior to implementation. Each student will be required to submit individual objectives at the beginning of the semester for each of the four courses. The objectives will be signed by the student and the mentor. The student will be evaluated according to the requirements of the course within the context of the agreed-upon objectives. A grade of B or better is necessary in order to successfully pass this course. *1 credit hour*

NSG8110 Capstone in Applied Practice III

Prerequisite(s): NSG8105
Corequisite(s): NSG7205
In this third course of a four-course series, the DNP student implements the evidence-based scholarly project specific to a population of interest within an identified clinical setting. Continued and ongoing interaction with the assigned mentor is expected and modifications of protocols are completed, where indicated, at this time. . Each student will be required to submit individual objectives at the beginning of the semester for each of the four courses. The objectives will be signed by the student and the mentor. The student will be evaluated according to the requirements of the course within the context of the agreed-upon objectives. A grade of B or better is needed in order to pass this course. *1 credit hour*

NSG8115 Capstone in Applied Practice IV

Prerequisite(s): NSG7000, NSG7005, NSG7010, NSG7510, NSG7020, NSG8100, NSG8105, NSG8110, NSG7220 (if required)
Corequisite(s): NSG7210
In this fourth and final course, the DNP student conducts the data analysis and writes the discussion section of the scholarly project. The discussion focuses on evaluation of the evidence generated in the scholarly project and the actual or potential impact of the project on identified health care outcomes. Students disseminate their findings through a final oral presentation (defense) and preparation of a manuscript suitable for a peer-reviewed publication. Each student will be required to submit individual objectives at the beginning of the semester for each of the four courses. The objectives will be signed by the student and the mentor. The student will be evaluated according to the requirements of the course within the context of the agreed-upon objectives. A B or better is necessary to successfully complete this course. *1 credit hour*

Nutrition Science

NTR2050 Nutrition

Prerequisite(s): CHM1010, BIO1013 and BIO1014 with grades of C or better in each of these courses
Corequisite(s): None
This course surveys the principles necessary to promote optimum nutrition throughout the life cycle. Consideration is given to informed evaluation of areas of controversy, as well as influence of socioeconomic and culture on nutritional practices. *4 credit hours*

Occupational Therapy

OTD6820 Occupational Therapy Perspectives in Diversity and Multiculturalism

Prerequisite(s): None

Corequisite(s): None
The student will develop an in-depth understanding of multiculturalism at an individual and societal level to help raise their awareness and sensitivity to the various issues that affect diverse cultural and linguistic groups. This course will allow students to explore and analyze the issues of language, culture, ethnicity, racism, diversity, inclusion, and access to multicultural education. This course serves to enhance the students' ability to understand and navigate around the many barriers that impede their diverse population's access to health care services. Various perspectives with regards to cultural belief about health, illness, and treatment are explored, debated, and discussed among a diverse population of students, faculty, and guest-lecturers. *4 credit hours*

OTD6821 Introduction to Research Methodologies and Evidence-Based Practice

Prerequisite(s): None
Corequisite(s): None
The student will be introduced to the various reasons, types, and processes involved in graduate level research. Exposure to critical review of published, peer reviewed research with specific emphasis on Evidence-Based Practice and the use of research in clinical decision making. The student will gain insight as to why data analysis (e.g. trends, contrasts and comparing interventions, and validating ones' practice interventions) assists them in the justification and the authentication of their therapeutic milieu. *4 credit hours*

OTD6822 Contemporary and Emerging Trends in Occupational Therapy and the Health Care Industry

Prerequisite(s): None
Corequisite(s): None
The student will be exposed to the many emerging trends found in occupational therapy specifically and health care in general. The course will sensitize the student towards the obstacles, both administrative and policy-wide, that currently impact the delivery of occupational therapy services to would be clients. Areas of critical discussion will be managed care initiatives, affordable care act (ACA), reimbursement, primary care shortages, the greying of America, and cost-containment efforts by federal agencies. *4 credit hours*

OTD6823 Perspective in Health Care Ethics

Prerequisite(s): None
Corequisite(s): None
The student will explore how current societal values are reflected in legal and medically oriented ethical policies that affect both the public and the private sectors. Students will examine and analyze the various contemporary ethical issues and make measured decisions to resolve personal, professional and organizational ethical conflicts. The student will utilize the AOTA Code of Ethics, Core Values and Standards of Practice, as well as, other guiding principles for ethical decision making throughout their professional and practice decision making strategies. *4 credit hours*

OTD7000 Introduction to Advanced Doctoral Studies

Prerequisite(s): None
Corequisite(s): None
The student will become oriented to the advanced curriculum and flow of the post professional occupational therapy program. The information regarding what a professional or clinical doctorate in occupational therapy is will be disseminated and clarified, as well as, what can be expected of self-directed and distance-based education. The student will use instructional methodologies with guided collaborative group-discussions that require peer-2-peer and per-to-faculty/mentor exchanges to foster substantive and critical discussions, essential in advancing the graduate learning experience. This course will begin as part of the 3-day on-campus intensive and continue with threaded asynchronous discussions once the student returns to their home of residence. The three day intensive course will allow students to become familiar with the institution's data-base of digital peer reviewed journals, as well as, research materials that can be accessed from the comfort of their homes. *3 credit hours*

OTD7021 Historical Perspectives in Occupational Therapy

Prerequisite(s): OTD7000
Corequisite(s): None
The student will gain knowledge of the occupational therapy profession's roots and origins and trace its growth from the time of the founding fathers at the National Society for the Promotion of Occupational Therapy (NSPOT) in Clifton Springs, NY to more contemporary times. The growth of the profession will be analyzed from several critical perspectives, such as sentinel world events (e.g. WWI and WWII, Vietnam-Conflict, and more recently OIF/OEF) and the driving forces of policy change more close to home (e.g. the Great Depression, the Technological Revolution and Titles 19 & 20, The Education for all Handicapped Act, ADA Legislation and BBA). The student will look at the driving forces and key leaders that have become steering mechanisms for the growing allied health profession. The course will also look at the transformative changes that lie ahead, as well as, understand how the AOTA's Centennial Vision 2017 will become our professional road-map for the coming decades. *3 credit hours*

OTD7022 Introduction to Neuro-Occupations

Prerequisite(s): OTD7000
Corequisite(s): None
The student will gain insight and knowledge on the Neuro-Occupation frame of reference. The Course examines the blending of neuroscience with occupations. This course examines how the nervous system and occupation are considered to be integrated, dynamically interactive and influenced by ones' environment (Padilla and Payton, 1997). The student will learn how the neuro-occupation frame of reference reflects a core feature of occupational therapy practice as it relates to occupation in physical, social, cultural and environmental settings. The course also explores how occupation influences the Central Nervous System (CNS) and conversely. The course offers an in-depth overview of theories, such as, systems-theory, non-linear dynamics, chaos-theory, and complexity theory and looks at how they contribute the framework of neuro-occupation. *3 credit hours*

OTD7023 Critical Analysis of Health Promotion and Healthcare Policy

Prerequisite(s): OTD7000
Corequisite(s): None
The student will obtain a well-structured understanding of how occupation and occupational therapy interventions improve the health of entire populations. Focused efforts that employ health promotion (e.g. occupational-health & wellness programs), health education and injury prevention enhance overall occupational health and prevent recurring injury and occupational disability. Industries across the U.S. are buying into this health-delivery concept and are eager in the reduction of occupational related injuries, as well as, optimizing employee output. Another focal-point of this course is to examine the regulatory agencies that offer oversight to the provider, as well as, the systematic delivery of patient care. The student does this while examining health care trends, policies, and current views on disabilities and the laws that protect the disabled population. *3 credit hours*

OTD7025 Healthcare Management and Program Development

Prerequisite(s): OTD7000
Corequisite(s): None
The student examines the various core-components of program development and planning, as well as, forecasting the future financial growth of a clinic, health delivery center, entire organization or academic program. The student will become efficient with use of SWOT analysis (Strengths-Weakness-Opportunities and Threats), Top-Down Approach, Continuous Program Improvement or PIP (Program Improvement Plans) to facilitate program growth, expansion and maturity within current managed-care delivery models. This course assesses the need for health care service coordination, as well as, integration, program marketing, strategic-planning-initiatives (SPIs), and entrepreneurial business practices. *3 credit hours*

OTD7030 Multidisciplinary Integration of Occupation and Clinical Intervention

Prerequisite(s): OTD7000
Corequisite(s): None
The student will immerse him/herself in the interdisciplinary service model and gain insight into interdisciplinary, cross-disciplinary, and interoperability practices that enhance service delivery (Interprofessional practice; current terminology). The student will explore and analyze advanced collaborative approaches that are viewed to be service-multipliers and they will leverage this knowledge to improve efficiency and effectiveness of occupational therapy services. The student will critically analyze comprehensive treatment plans from various practice settings (e.g. pediatrics, outpatient-services, acute-care, older-adult populations, and behavioral health settings) and make collaborative recommendations on how to maximize interdisciplinary service delivery. *3 credit hours*

OTD7031 Research Methodologies and Inquiry

Prerequisite(s): None
Corequisite(s): None
The student will gain appreciation and a new-found understanding for scientific inquiry. The student will become reacquainted with quantitative and qualitative, as well as, blended research methodologies, and through inquiry, be able to justify their particular therapeutic interventions. The student will assess and review the evolution and implementation of evidence-based practice and be able to weave this model (or) mindset into everyday use. The student will explore the relevance of using evidence-based model (EBP), gathering various types of evidence, and using this data in forecasting future trends or document unmet needs. This course will allow the student to synthesize research, inquiry, and analytical trends to promote occupation and occupational therapy in "real-life-settings". *4 credit hours*

OTD7032 Clinical Doctoral Outcome Measures I

Prerequisite(s): OTD7031
Corequisite(s): None
The student will examine the various components of grant-writing with a specific focus on occupational therapy and rehabilitation sciences. The student will gain insight into the use of appropriate terminology for writing a grant, as well as, how to develop a budget, and understand how to make the funded grant into a long-term or legacy program. The student will become comfortable navigating through the various parts of an Institutional Review Board (IRB) and acknowledge how this instrument is employed in the protection of human subjects. The student will also gain familiarity with the IRB components ranging from the cover-letter to the conflict of interest documentation. Finally, the student will be able to formulate a proper research question and will be able to selectively locate the targeted research information to best develop a well-directed research question. The learned contents of OTDS 7032 (module I) will be used exclusively in OTDS 7033 (module II) to refine the student's research question and then formulate their research proposal in the form of a manuscript (*Publishing not required). *4 credit hours*

OTD7033 Clinical Doctoral Outcome Measures II

Prerequisite(s): OTD7032
Corequisite(s): None
The student will continue to develop the research proposal by conceptualizing how the program would be developed. Once the student has formulated the problem statement or question he/she will finalize the request for proposal (RFP), as well as, the grant narrative that best identify what criteria is needed for funding. The student will also critically evaluate how their review audience understands the research proposal and if the funding agency's philosophical view-point is compatible with the proposing agent (e.g. researcher, group, or facility). The student will fully understand the structured process and guidelines of grant writing and use this as the "blue-print" in the development of their research proposal. *4 credit hours*

OTD7035 Professional Development in Advanced Scholarship and Practice I

Prerequisite(s): None
Corequisite(s): None
The student will gain in-depth insight into the various issues that impact rehabilitative science and occupational therapy practice communities. The student will critically assess the many barriers encountered by practitioners, as well as, their clients' access to quality care. The course also addresses practice trends, opportunities for growth and the increasing state and federal oversight, as well as, procedural mandates. This diverse experiential course is provided primarily through visiting lectureships from subject matter experts, industry leaders, and experienced practitioners and academicians. The intent of the multifaceted course is to alert occupational therapists, of the many contemporary issues that has and/or will impact them and provoke reflective discussion/debate *1 credit hour*

OTD7036 Professional Development in Advanced Scholarship and Practice II

Prerequisite(s): OTD7035
Corequisite(s): None
The student will gain in-depth insight into the various issues that impact rehabilitative science and occupational therapy practice communities. The student will critically assess the many barriers encountered by practitioners, as well as, their clients' access to quality care. The course also addresses practice trends, opportunities for growth and the increasing state and federal oversight, as well as, procedural mandates. This diverse experiential course is provided primarily through visiting lectureships from subject matter experts, industry leaders, and experienced practitioners and academicians. The intent of the multifaceted course is to alert occupational therapists, of the many contemporary issues that has and/or will impact them and provoke reflective discussion/debate. This course is the second of a three part course offering. *1 credit hour*

OTD7037 Professional Development in Advanced Scholarship and Practice III

Prerequisite(s): OTD7035, OTD7036
Corequisite(s): None
The student will gain in-depth insight into the various issues that impact rehabilitative science and occupational therapy practice communities. The student will critically assess the many barriers encountered by practitioners, as well as, their clients' access to quality care. The course also addresses practice trends, opportunities for growth and the increasing state and federal oversight, as well as, procedural mandates. This diverse experiential course is provided primarily through visiting lectureships from subject matter experts, industry leaders, and experienced practitioners and academicians. The intent of the multifaceted course is to alert occupational therapists, of the many contemporary issues that has and/or will impact them and provoke reflective discussion/debate. This course is the third of a three part course offering. *1 credit hour*

OTD7039 Critical Analysis of Occupational Therapy Practice

Prerequisite(s): OTD7000
Corequisite(s): None
The student will critically evaluate the various viewpoints of internal and external stakeholders. The student will become familiar with the expectations, whether actual or false, of the profession's academic, clinical and research outcomes. The student will also gain insight into the factors that have and will continue to shape the occupational therapy profession for years to come. An exploration of contemporary practice issues, such as, delineation of OT services within the Allied Health Model, the marketing of the occupational therapy brand of treatment to the various end-users, straying too far from the profession's original core-values, and the hyper-specialization of OT practice, are just a few of in-depth discussions that will be explored in this course. *4 credit hours*

OTD7040 Critical Analysis of Capstone Project Trajectory I

Prerequisite(s): OTD7021, OTD7023
Corequisite(s): None
The student will engage in a transformative and closely supervised "Capstone-Project" that is based upon a particular area of interest or expertise. This course is based on a well-orchestrated and planned out process that assists the student in identifying his/her core-idea (discernible project, theme, need or issue, etc.); followed by offering them the structure (e.g. tools) needed to successfully produce a tangible, scholarly, and professional looking project. The capstone project is considered an advanced scholarly body of work requiring research, professional writing, observational-skills, collaboration, and critical analysis. This course employs a common thread of research and refinement throughout a seven part series that begins in OTD 7040 and culminates in OTD 7046, as well as, with OTD 7050 the delivery of the formal presentation. The student and/or faculty-mentor will identify a subject matter expert(s) in the respective specialty area and the faculty-mentor will serve as the liaison between the student and the SME. The capstone project is viewed as a rigorous experiential learning experience that infuses knowledge learned throughout the entire program which allows the student to present a well-polished and professionally appealing body of work that is held to the highest academic standards. The Capstone Project Trajectories are mapped out to overlap in research, synthesis of data, assembly of the tangible project, and documenting/archiving the scholarly body of work. The Capstone Project Trajectories are essentially divided into three distinct phases (Phase One: Trajectories I, II, & III; Phase Two: Trajectories IV & V; and Phase Three: Trajectories VI & VII). These courses are further delineated in the Capstone Project Management Tool found in the OTD Student Manual (Supplemental Capstone Guidance Section). This course is the first of a seven part course offering. *1 credit hour*

OTD7041 Critical Analysis of Capstone Project Trajectory II

Prerequisite(s): OTD7040
Corequisite(s): None
The student will engage in a transformative and closely supervised "capstone-Project" that is based upon a particular area of interest or expertise. This course is based on a well-orchestrated and planned out process that assists the student in identifying his/her core-idea (discernible project, theme, need or issue, etc.); followed by offering them the structure (e.g. tools) needed to successfully produce a tangible, scholarly, and professional looking project. The capstone project is considered an advanced scholarly body of work requiring research, professional writing, observational-skills, collaboration, and critical analysis. This course employs a common thread of research and refinement throughout a seven part series that begins in OTD 7040 and culminates in OTD 7046, as well as, with OTD 7050 the delivery of the formal presentation. The student and/or faculty-mentor will identify a subject matter expert(s) in the respective specialty area and the faculty-mentor will serve as the liaison between the student and the SME. The capstone project is viewed as a rigorous experiential learning experience that infuses knowledge learned throughout the entire program which allows the student to present a well-polished and professionally appealing body of work that is held to the highest academic standards. The Capstone Project Trajectories are essentially divided into three distinct phases (Phase One: Trajectories I, II, & III; Phase Two: Trajectories IV & V; and Phase Three: Trajectories VI & VII). These courses are further delineated in the Capstone Project Management Tool found in the OTD Student Manual (Supplemental Capstone Guidance Section). This course is the second of a seven part course offering. *1 credit hour*

OTD7042 Critical Analysis of Capstone Project Trajectory III

Prerequisite(s): OTD7041
Corequisite(s): None
The student will engage in a transformative and closely supervised "capstone-Project" that is based upon a particular area of interest or expertise. This course is based on a well-orchestrated and planned out process that assists the student in identifying his/her core-idea (discernible project, theme, need or issue, etc.); followed by offering them the structure (e.g. tools) needed to successfully produce a tangible, scholarly, and professional looking project. The capstone project is considered an advanced scholarly body of work requiring research, professional writing, observational-skills, collaboration, and critical analysis. This course employs a common thread of research and refinement throughout a seven part series that begins in OTD 7040 and culminates in OTD 7046, as well as, with OTD 7050 the delivery of the formal presentation. The student and/or faculty-mentor will identify a subject matter expert(s) in the respective specialty area and the faculty-mentor will serve as the liaison between the student and the SME. The capstone project is viewed as a rigorous experiential learning experience that infuses knowledge

learned throughout the entire program which allows the student to present a well-polished and professionally appealing body of work that is held to the highest academic standards. The Capstone Project Trajectories are essentially divided into three distinct phases (Phase One: Trajectories I, II, & III; Phase Two: Trajectories IV & V; and Phase Three: Trajectories VI & VII). These courses are further delineated in the Capstone Project Management Tool found in the OTD Student Manual (Supplemental Capstone Guidance Section). This course is the third of a seven part course offering. *1 credit hour*

OTD7043 Critical Analysis of Capstone Project Trajectory IV

Prerequisite(s): OTD7042
Corequisite(s): None
The student will engage in a transformative and closely supervised "capstone-Project" that is based upon a particular area of interest or expertise. This course is based on a well-orchestrated and planned out process that assists the student in identifying his/her core-idea (discernible project, theme, need or issue, etc.); followed by offering them the structure (e.g. tools) needed to successfully produce a tangible, scholarly, and professional looking project. The capstone project is considered an advanced scholarly body of work requiring research, professional writing, observational-skills, collaboration, and critical analysis. This course employs a common thread of research and refinement throughout a seven part series that begins in OTD 7040 and culminates in OTD 7046, as well as, with OTD 7050 the delivery of the formal presentation. The student and/or faculty-mentor will identify a subject matter expert(s) in the respective specialty area and the faculty-mentor will serve as the liaison between the student and the SME. The capstone project is viewed as a rigorous experiential learning experience that infuses knowledge learned throughout the entire program which allows the student to present a well-polished and professionally appealing body of work that is held to the highest academic standards. The Capstone Project Trajectories are essentially divided into three distinct phases (Phase One: Trajectories I, II, & III; Phase Two: Trajectories IV & V; and Phase Three: Trajectories VI & VII). These courses are further delineated in the Capstone Project Management Tool found in the OTD Student Manual (Supplemental Capstone Guidance Section). This course is the fourth of a seven part course offering. *1 credit hour*

OTD7044 Critical Analysis of Capstone Project Trajectory V

Prerequisite(s): OTD7043
Corequisite(s): None
The student will engage in a transformative and closely supervised "capstone-Project" that is based upon a particular area of interest or expertise. This course is based on a well-orchestrated and planned out process that assists the student in identifying his/her core-idea (discernible project, theme, need or issue, etc.); followed by offering them the structure (e.g. tools) needed to successfully produce a tangible, scholarly, and professional looking project. The capstone project is considered an advanced scholarly body of work requiring research, professional writing, observational-skills, collaboration, and critical analysis. This course employs a common thread of research and refinement throughout a seven part series that begins in OTD 7040 and culminates in OTD 7046, as well as, with OTD 7050 the delivery of the formal presentation. The student and/or faculty-mentor will identify a subject matter expert(s) in the respective specialty area and the faculty-mentor will serve as the liaison between the student and the SME. The capstone project is viewed as a rigorous experiential learning experience that infuses knowledge learned throughout the entire program which allows the student to present a well-polished and professionally appealing body of work that is held to the highest academic standards. The Capstone Project Trajectories are essentially divided into three distinct phases (Phase One: Trajectories I, II, & III; Phase Two: Trajectories IV & V; and Phase Three: Trajectories VI & VII). These courses are further delineated in the Capstone Project Management Tool found in the OTD Student Manual (Supplemental Capstone Guidance Section). This course is the fifth of a seven part course offering. *1 credit hour*

OTD7045 Critical Analysis of Capstone Project Trajectory VI

Prerequisite(s): OTD7021, OTD7023, OTD7040, OTD7041, OTD7042, OTD7043, OTD7044
Corequisite(s): None
This course is the sixth of seven. The student will engage in a transformative and closely supervised "capstone-Project" that is based upon a particular area of interest or expertise. This course is based on a well-orchestrated and planned out process that assists the student in identifying his/her core-idea (discernible project, theme, need or issue, etc.); followed by offering them the structure (e.g. tools) needed to successfully produce a tangible, scholarly, and professional looking project. The capstone project

is considered an advanced scholarly body of work requiring research, professional writing, observational-skills, collaboration, and critical analysis. This course employs a common thread of research and refinement throughout a seven part series that begins in OTD 7040 and culminates in OTD 7046, as well as, with OTD 7050 the delivery of the formal presentation. The student and/or faculty-mentor will identify a subject matter expert(s) in the respective specialty area and the faculty-mentor will serve as the liaison between the student and the SME. The capstone project is viewed as a rigorous experiential learning experience that infuses knowledge learned throughout the entire program which allows the student to present a well-polished and professionally appealing body of work that is held to the highest academic standards. This course is the sixth of a seven part course offering. *1 credit hour*

OTD7046 Critical Analysis of Capstone Project Trajectory VII

Prerequisite(s): OTD7021, OTD7023, OTD7040, OTD7041, OTD7042, OTD7043, OTD7044, OTD7045
Corequisite(s): None
The student will engage in a transformative and closely supervised "capstone-Project" that is based upon a particular area of interest or expertise. This course is based on a well-orchestrated and planned out process that assists the student in identifying his/her core-idea (discernible project, theme, need or issue, etc.); followed by offering them the structure (e.g. tools) needed to successfully produce a tangible, scholarly, and professional looking project. The capstone project is considered an advanced scholarly body of work requiring research, professional writing, observational-skills, collaboration, and critical analysis. This course employs a common thread of research and refinement throughout a seven part series that begins in OTD 7040 and culminates in OTD 7046, as well as, with OTD 7050 the delivery of the formal presentation. The student and/or faculty-mentor will identify a subject matter expert(s) in the respective specialty area and the faculty-mentor will serve as the liaison between the student and the SME. The capstone project is viewed as a rigorous experiential learning experience that infuses knowledge learned throughout the entire program which allows the student to present a well-polished and professionally appealing body of work that is held to the highest academic standards. This course is the seventh of a seven part course offering. *1 credit hour*

OTD7047 Advanced Clinical and Professional Ethics

Prerequisite(s): OTD7000, OTD7021, OTD7023
Corequisite(s): None
The student will be introduced to the fundamentals of clinical (practice) ethics and be able to place contemporary clinical issues within a broader context of the health care landscape. The student will become familiar with the ethical questions surrounding major health related topics, such as, patient-provider relationships and trust, cultural competence, advance directives, organ transplantation, the rationing of health-care services, life-sustaining treatments and end of life issues. Students will apply critical thinking skills to help them explore and deliberate on the various sentinel events that occur in and around the healthcare industry as a whole. At the commencement of this course the student will be able to extrapolate how profound and sentinel events affect the timely delivery of occupational therapy services. *4 credit hours*

OTD7050 Critical Analysis of Capstone Project with Presentation

Prerequisite(s): OTD7040 through OTD7046
Corequisite(s): None
The student will, in this threaded course, reflect on the totality of his/her project and experience the satisfaction seeing it culminate in a completed, tangible and/or functioning product. The capstone course is meant to hone the student's preexisting skills and add new-found insight into scholarship, collaborative exchanges and self-directed learning. The skills obtained in this threaded course may be used as the building blocks to program development, organizational improvement, niche-development, expansion of evidence based-practice and professional growth and mentorship. The student will gain insight into collaborative partnerships and how to leverage their subject matter expert's knowledge-base in order to produce a definitive understanding of his/her project. The premise of this course is to allow the student's project to reach its natural conclusion, based on introspective views, as well as, the comprehensive knowledge regarding the subject matter. Based on this premise, the student will formally present findings regarding their project, among peers, SMEs, faculty-mentors and distinguished guests. *4 credit hours*

OTD7051 Educational Theory and Practice

Prerequisite(s): None
Corequisite(s): None
The student will explore the various styles of providing instruction to graduate-level students, as well as, become familiar with the emerging types of pedagogy advancing access to education through distanced based pathways. The student will better understand the how cyber-education increases access to content and specialized education, particularly the underserved or geographically displaced populations. The student will also contrast and compare their own teaching styles and explore other contemporary styles used in current occupational therapy programs. This course will allow the student gain an appreciation for the art and science of pedagogy and how future generations of OT students will be oriented and introduced into the ranks of occupational therapy. *3 credit hours*

OTD7052 The American Professorate: A Faculty Perspective

Prerequisite(s): None
Corequisite(s): None
The student will explore and examine the many issues that currently impact graduate education in occupational therapy. The course explores the changing nature of the clinical-educator, as well as, what academic career tracks are and how post professional educators progress through them. Students will also explore the shortages among qualified faculty in allied health education, the growing workload for OT faculty, academic freedom, faculty tenure, and the primary functions of departmental chairs. *3 credit hours*

OTD7053 Emerging Issues in Advanced Geriatric Practice

Prerequisite(s): None
Corequisite(s): None
The student will examine the emerging health issues within the geriatric and aged populations. The student will assess issues, such as, aging in place, the changing demographics of caregiving, driving with advanced age, health and wellness, fall prevention and home safety, community access and mobility, access to primary and specialty care, dementia related illnesses, and exploration of retirement and leisure interests. The course will allow clinicians, who are interested in geriatric care, as well as, issues affecting the adult population, to explore how the U.S. health care system will be overburdened by escalating needs and resource allocation within the next two decades. The student will engage in collaborative discussions, and will examine functional solutions to facilitate access to health care services among this client population. *3 credit hours*

OTD7054 Current Topics in Pediatric Intervention and Practice

Prerequisite(s): None
Corequisite(s): None
The student will examine the practice and diagnostic issues that abound in this specialty practice area. The student critically analyzes patient-verses-provider advocacy and will assess current provider models for the socio-economically disadvantaged or marginalized child. Complex issues such as, developmentally challenged children and mainstreaming, children with HIV+/AIDs, domestic child abuse, grade-school bullying, complication from premature child-birth, birth defects and congenital deformities, adolescence access to drugs and alcohol, body image disorders (e.g. bulimia & anorexia) and childhood anxiety disorders and depression. Critical thinking and collaborative discussions will focus on our current health care system's approach to acute care, rehabilitation, and legacy-programs, as well as, third-party payers (e.g. insurance companies) unrealistic views of patient/client progression. The course will provide an overview of pediatric practice settings, such as, neonatology (NICU), early intervention (school based programs), formative years-&-adolescence (outpatient/home health), and will discuss current measures to standardize pediatric interventions. *3 credit hours*

OTD7055 Current Topics in Behavioral Health Intervention

Prerequisite(s): None
Corequisite(s): None
The student will critically explore the absence, and more recently, the resurgence of occupational therapy intervention within the specialty area of mental health. The student will assess contemporary and emerging (or) novel practice settings for occupational therapist within the broader umbrella of behavioral health. Such Practice settings include, but are not be limited to, mental health in long term care facilities, wounded warriors and veterans, school and community based programs, and outpatient programs for adolescents and adults. The student will obtain additional insight into the collaborative efforts of the behavioral health team, which include case managers, psychiatrists, psychologists, social workers, mental health nurses, family physicians, pharmacists, mental health counselors, and child health-care advocates. The student will also explore AOTA's drive to rebalance contemporary curriculums related to mental health instruction. *3 credit hours*

OTD7056 Current Topics in Adult Rehabilitation Intervention

Prerequisite(s): None
Corequisite(s): None
The student will examine the broad and dynamic field of adult rehabilitation which includes physical medicine and rehabilitation (PM&R), outpatient therapy, acute-rehab, and home-bound services. The student will critically assess the barriers to access in rehab-services, the various clinical models, diminishing lengths of stay (LOS) and decreased reimbursement thresholds common to this field. The course will explore, through collaborative discussions, scholarly research, clinical-site interviews, and threaded discussions, the sentinel issues that impact, as well as, shape the future direction of this specialty area. The student will also explore the changing mindset of occupational therapists and begin to understand how some practitioners have become entrepreneurs and have built dynamic partnerships with other allied health practitioners and non-medical personnel (e.g. Pharmacists, PA's, SLP's, PT's and special-education/researchers). *3 credit hours*

OTD7057 Exploration of Leadership in Occupational Therapy

Prerequisite(s): None
Corequisite(s): None
The student will examine contemporary management and leadership styles employed throughout the many practice models common to occupational therapy. The course examines transformational leadership needed at every level of program service and development; moreover, it will assess what sorts of oversight that is needed at the departmental level, institutional or organizational level and regional or national levels. The student will contrast and compare program management and oversight in governmental, civilian, and private sectors. The student will also gain insight into mentorship initiatives employed to foster professional growth and development. The student will critically review and understand how AOTA will morph their vision and mission to reflect projected changes being mandated in its 2017 centennial vision. *3 credit hours*

OTD7058 Leadership, Patient Advocacy, and Social Policy

Prerequisite(s): None
Corequisite(s): None
The student will explore and examine how insightful leaders leverage their knowledge of their specific practice area to advocate for patient's right to access to care. The student will also assess the varying styles employed that make profound changes in clinical settings, academia, or research related work. As change agents, influential occupational therapists use their goal-driven focus and knowledge of the healthcare industry to make policy changes that benefit the patient, their organization, and the occupational therapy profession at large. The student will obtain in-depth knowledge about how leadership and patient advocacy can be comingled to form an impenetrable alliance that places the needs of the ill, infirmed, and marginalized client before the needs of third party payers. *3 credit hours*

OTD8035-8037 Professional Development in Advanced Scholarship and Practice

Prerequisite(s): None
Corequisite(s): None
The POTD student will continue to develop the research proposal by conceptualizing how the program would be developed. Once the student has formulated the problem statement or question he/she will finalize the request for proposal (RFP), as well as, the grant narrative that best identify what criteria is needed for funding. The student will also critically evaluate how their reviewing audience understands the research proposal and if the funding agency's philosophical view-point is compatible with the proposing agent (e.g. researcher, group, or facility). The student will fully understand the structured process and guidelines of grant writing and use this as the "blue-print" in the development of their research proposal. OTDS 632-II course builds upon the information obtained exclusively in OTDS 632-I and student's research statement (question), along with the grant narrative, will underscore the direction and focus of the their research proposal. *1 credit hour*

Occupational Therapy Assistant

OTA1001 Introduction to Occupational Therapy

Prerequisite(s): Application into the Professional OTA Curriculum; this course must be taken as a prerequisite in the quarter before student hopes to start in the Professional OTA Curriculum
Corequisite(s): None
This course introduces concepts of human occupation and the framework for practice and examines the role of occupational therapy in a variety of settings. Topics include history and philosophical principles, meaning of occupation, the Occupational Therapy Framework: Domain and Process; Standards of Practice; Code of Ethics, current and emerging practice areas, roles of the registered occupational therapist and the certified occupational therapy assistant, evidence-based practice, credentialing requirements and professional associations. *3 credit hours*

OTA1011 Medical Conditions

Prerequisite(s): Admission to the Professional Curriculum of the OTA program
Corequisite(s): OTA1020, OTA1031, OTA1039, OTA1045
This course will examine the etiology and symptoms of clinical conditions that are commonly referred to in occupational therapy. This includes topics on trauma, disease and congenital conditions that can impact human occupations and performance. Procedures and precautions ensuring safety of clients and caregivers will be reviewed. *3 credit hours*

OTA1020 Occupational Analysis I

Prerequisite(s): Admission to the Professional Curriculum of the OTA Program
Corequisite(s): OTA 1011, OTA 1031, OTA 1039, OTA 1045
This course will focus on the observations, analysis, and performance of human occupation in work, self-care, and play/leisure throughout the lifespan. The major emphasis of this course is analysis of occupations and occupational performance through activity analysis. The process of teaching and learning and the language of occupational therapy will be incorporated. *4 credit hours*

OTA1031 Occupational Therapy in Mental Health

Prerequisite(s): Admission to the Professional Curriculum of the OTA program
Corequisite(s): OTA1011, OTA1020, OTA1039, OTA1045
This course will center on the occupational therapy process in relation to individuals with psychosocial conditions and/or challenges across the lifespan. Emphasis is placed on historical and theoretical overview, clinical characteristics and medical management, assessments and intervention, evidence-based practice, and issues impacting holistic psychosocial OT practice. Students are placed at Level I Fieldwork sites from 24-35 hours towards the end of the course for experiences which apply academic course preparation to psychosocial conditions, as part of OTA 1039 Level I Fieldwork in Mental Health. *5 credit hours*

OTA1039 Level I Fieldwork in Mental Health

Prerequisite(s): Admission to the Professional Curriculum of the OTA program
Corequisite(s): OTA1011, OTA1020, OTA1031, OTA1045
Towards the end of the quarter in which students take OTA 1031 Occupational Therapy in Mental Health, students will be placed on a Level I Fieldwork experience for 24-35 hours that offers students an opportunity to observe and assist practitioners and/or staff working with people who have psychosocial conditions. Students will observe client assessment and intervention, as appropriate, and learn about issues impacting holistic psychosocial occupational therapy practice. The Level I Fieldwork experience provides opportunities to apply academic course preparation in a psychosocial setting. This course is Pass/Fail (P/F). *1 credit hour*

OTA1045 Professional Documentation

Prerequisite(s): Admission to the Professional Curriculum of the OTA Program
Corequisite(s): OTA 1011, OTA 1020, OTA 1031, OTA 1039
This course provides training in professional documentation, record keeping for accountability and reimbursement. Focus is also on other verbal and nonverbal professional communication. Content includes structure and function of daily note writing, patient/client evaluation such as data gathering, reassessment, treatment recommendations, home programing and discharge planning. Students learn to write behavioral objectives and assist the occupational therapist with goal writing. Documentation for quality assurance, insurance systems, and various methods for documentation are explored. Legal and ethical implications for documentation are included. *1 credit hour*

OTA2020 Occupational Analysis II

Prerequisite(s): OTA1011, OTA1020, OTA1031, OTA1039, OTA1045
Corequisite(s): OTA2031, OTA2039, OTA2041
This course will focus on the development of skills in adapting and grading self-care, work, play and leisure occupations for individuals throughout the lifespan. Emphasis is also placed on the development of therapeutic use of self, and group assessment and occupation-based activities. Topics include standardized and non-standardized assessments/evaluations, assistive technology, and low vision adaptations. *4 credit hours*

OTA2031 Occupational Therapy for Children and Adolescents

Prerequisite(s): OTA1011, OTA1020, OTA1031, OTA1039, OTA1045
Corequisite(s): OTA2020, OTA2039, OTA2041
A review of human development from birth through adolescence provides an understanding of behavior in children and adolescents. Emphasis is placed on occupational performance of typical and atypical individuals, theory and application, frames of reference, evidence-based practice, the occupational therapy process, and roles of the OT and OTA in the delivery of holistic pediatric services in various practice settings. Students are placed at Level I Fieldwork sites for 24-35 hours towards the end of the course for experience which apply academic course preparation to children and adolescents, as part of OTA2039 level I Fieldwork in Children and Adolescents. *5 credit hours*

OTA2039 Level I Fieldwork for Children and Adolescents

Prerequisite(s): OTA1011, OTA1020, OTA1031, OTA1039, OTA1045
Corequisite(s): OTA2020, OTA2031, OTA2041
Towards the end of the quarter in which students take OTA 2031 Occupational Therapy for Children and Adolescents, students will be placed on a Level I Fieldwork experience for 24-35 hours that offers students an opportunity to observe and assist practitioners and/or staff working with typical and atypical children and adolescents. Student will observe client assessment and intervention, as appropriate, and learn about issues impacting holistic pediatric occupational therapy practice. The Level I

Fieldwork experience provides opportunities to apply academic course preparation to practice settings working with children and adolescents. This course is Pass/Fail (P/F). *1 credit hour*

OTA2041 Movement for Human Occupation

Prerequisite(s): OTA1011, OTA1020, OTA1031, OTA1039, OTA1045
Corequisite(s): OTA2020, OTA2031, OTA2039
This course will focus on the development of skills in adapting and grading self-care, work, and leisure occupations for individuals throughout the lifespan. Students review origins and insertions of upper limb musculature while learning how to conduct tests for range of motion, muscle strength and coordination. The biomechanics portion of the course will address posture, balance and transfers. Students will explore movement and positioning using crutches, walkers, wheelchairs, mobile arm supports and suspension slings; movement will be applied to human occupation. 4 credit hours

OTA2051 Occupational Therapy for Adults and the Elderly

Prerequisite(s): OTA2020, OTA2031, OTA2039, OTA2041
Corequisite(s): OTA2059, OTA2060, OTA2071, OTA2080
This course will emphasize occupational performance of typical and atypical individuals, theory and application, frames of reference, evidence-based practice, the occupational therapy process, and roles of the occupational therapist and occupational therapy assistant in the holistic delivery of physical rehabilitation services in various practice settings. Students are placed at Level I Fieldwork sites for 24-35 hours towards the end of the course for experiences which apply academic course preparation to behaviors of adult and the elderly populations, as part of OTA 2059 Level I Fieldwork for Adults and the Elderly. *(5 credit hours)*

OTA2059 Level I Fieldwork for Adults and the Elderly

Prerequisite(s): OTA2020, OTA2031, OTA2039, OTA2041
Corequisite(s): OTA2051, OTA2060, OTA2071, OTA2080
Towards the end of the quarter in which students take OTA 2051 Occupational Therapy for Adults and the Elderly, students will be placed on a Level I Fieldwork experience for 24-35 hours that offers students an opportunity to observe and assist practitioners and/or staff working with typical and atypical adults and the elderly. Students will observe client assessment and intervention, as appropriate, and learn about issues impacting holistic adult and the elderly occupational therapy practice. The Level I Fieldwork experience provides opportunities to apply academic course preparation to practice settings of adult and the elderly populations. This course is Pass/Fail (P/F). *1 credit hour*

OTA2060 Occupational Therapy Management

Prerequisite(s): OTA2020, OTA2031, OTA2039, OTA2041
Corequisite(s): OTA2051, OTA2059, OTA2071, OTA2080
This course examines basic management and support tasks relevant to the role of the occupational therapy assistant. Emphasis is placed on ethical and legal issues related to occupational therapy practice, the roles and functions of regulatory agencies, funding and reimbursement systems, and health care delivery systems. Students complete experiential learning with program development. *4 credit hours*

OTA2071 Community Practice

Prerequisite(s): OTA2020, OTA2031, OTA2039, OTA2041
Corequisite(s): OTA2051, OTA2059, OTA2060, OTA2080
The occupational therapy process will be explored in relation to populations of individuals in the community in various settings in all contexts throughout the lifespan. Focus will be on health literacy, wellness, prevention, maintenance and client advocacy as well as client/caregiver education and training. Home and community programming throughout the lifespan will also be addressed. *2 credit hours*

OTA2080 Professional Issues

Prerequisite(s): OTA2020, OTA2031, OTA2039, OTA2041
Corequisite(s): OTA2051, OTA2059, OTA2060, OTA2071
This course is designed to examine professional issues related to standards of practice and the code of ethics. Role delineation of the occupational therapist and occupational therapy assistant will be discussed as well as supervision requirements in fieldwork and in the professional field. Students will investigate professional issues, the role of agencies and associations that support and regulate occupational practice and advocacy roles of the occupational therapy assistant. Students will analyze issues and make decisions to resolve personal and organizational conflict in support of clinical practice. Student will use evidence based practice to support decisions made in collaboration with the OTR and other professionals. *2 credit hours*

OTA2380 Level II Fieldwork A

Prerequisite(s): Completion of all didactic coursework in the OTA program
Corequisite(s): OTA2385
Level II Fieldwork A is a fulltime, unpaid eight week fieldwork experience in an approved setting focused on helping individuals regain social, emotional, spiritual, occupational, intellectual and physical wellness. Students apply academic knowledge and skills to gain entry level competencies under the graded supervision of a licensed occupational therapist or occupational therapy assistant. Requires a mimimum of 320 clinical hours. Pass/Fail *8 credit hours*

OTA2385 Fieldwork Seminar A

Prerequisite(s): Completion of all didactic coursework in the OTA program
Corequisite(s): OTA2380
This course assimilates and refines skills in clinical reasoning and clinical problem solving while supporting the use of evidence-based practice during Level II Fieldwork A. Based on real clinical scenarios, role delineation of the occupational therapist and occupational therapy assistant will be addressed as will ethics and confidentiality. *4 credit hours*

OTA2390 Level II Fieldwork B

Prerequisite(s): Completion of all didactic coursework in the OTA program and OTA2380, OTA2385
Corequisite(s): OTA2395
Level IIB Fieldwork is a fulltime, unpaid eight week unpaid fieldwork experience in an approved setting focused on helping individuals regain social, emotional, spiritual, occupational, intellectual and physical wellness. Students are assigned to a setting offering diverse experiences from those gained in Level IIA Fieldwork. Students apply academic knowledge and skills to gain entry level competencies under the graded supervision of a licensed occupational therapist or occupational therapy assistant. Requires a minimum of 320 clinical hours. Pass/Fail *8 credit hours*

OTA2395 Fieldwork Seminar B

Prerequisite(s): Completion of all didactic coursework in the OTA program
Corequisite(s): OTA2390
Actual clinical problems, scenarios, and client cases will be used to assist the student in assimilating ethics, clinical information and knowledge related to skills in clinical reasoning and problem solving. Emphasis will also be placed on the use of evidence-based practice as it relates to the Level II Fieldwork experience. *4 credit hours*

Pharmacy

PHA3101 Biochemistry I

Prerequisite(s): None
Corequisite(s): None
This course is focused on fundamentals of carbohydrates and proteins as applied to medicine. This course will provide an understanding of the biochemical processes of these biomolecules and their clinically significance to the practice of pharmacy.. *3 credit hours Quarter 1*

PHA3102 Biochemistry II

Prerequisite(s): None
Corequisite(s): None
This course is the second of a two course sequence and focuses on fundamentals of amino acids, nucleic acids, lipids, and enzymes as applied to medicine. This course will provide an understanding of the biochemical processes of these biomolecules and their clinical significance to the practice of pharmacy.*3 credit hours Quarter 2*

PHA3109 Microbiology/Immunology

Prerequisite(s): None
Corequisite(s): None
This course discusses bacterial, fungal, viral, and parasitic infections known to be pathogenic in humans in addition to the immune system's response to these foreign organisms. The processes of microbiology and immunology are foundational for treating infectious diseases in patients.*5 credit hours Quarter 3*

PHA3110 Molecular Biology

Prerequisite(s): None
Corequisite(s): None
The course will cover how the blueprints for cells and organisms are contained in the structure of molecules like DNA, RNA, and protein. Examples of minor structural changes in DNA (mutations) and their biochemical, pathological and health consequences are presented as well as how this information can be used in disease diagnosis and drug discovery. Disease states due to alterations in the proper function of DNA and RNA will be discussed throughout the course. Molecular mechanisms in place to maintain adequate cell number and control cell growth will also be covered.*3 credit hours Quarter 3*

PHA3113 Pathophysiology I

Prerequisite(s): None
Corequisite(s): None

This is the first of a two course sequence designed to explore the mechanisms of disease and tissue injury to organs and organ systems during selected pathophysiologic states with the goal of providing students with a rationale for drug therapy. Patient cases will be reviewed from a pharmacist's perspective. *. 5 credit hours Quarter 1*

PHA3114 Pathophysiology II

Prerequisite(s): None
Corequisite(s): None
This course is the second of a two course sequence designed to explore the mechanisms of disease and tissue injury to organs and organ systems during selected pathophysiologic states with the goal of providing students with a rationale for drug therapy. Patient cases will be reviewed from a pharmacist's perspective. *4 credit hours Quarter 2*

PHA3116 Pharmaceutics I

Prerequisite(s): None
Corequisite(s): None
The course will cover a historical perspective of the evolution of modern dosage forms, governing laws, basic fundamentals of physical pharmacy, pharmacokinetic principles, and topics pertinent to the design, production, and stability of drugs and dosage forms. Lectures will focus on the rationale for design, intended performance characteristics, and the proper use of dosage forms to optimize clinical outcomes. *4 credit hours Quarter 2*

PHA3117 Pharmaceutics II

Prerequisite(s): None
Corequisite(s): None
This course will cover the theoretical and practical topics involved in the design, production, stability and performance of dosage forms. The particular strengths and weaknesses of common dosage forms and their proper utilization will be emphasized.*2 credit hours Quarter 3*

PHA3118 Introduction to Medicinal Chemistry

Prerequisite(s): None
Corequisite(s): None
This course reinforces biochemistry with a review of drug chemistry and resultant biological events. Discussion focuses on biologically active compounds and cover base structures, parent compounds, metabolites, and structure modifications for altered therapeutic effects. *4 credit hours Quarter 1*

PHA3119 Professional Practice and Informatics

Prerequisite(s): All necessary coursework required for acceptance into the South University School of Pharmacy
Corequisite(s): None
This course introduces the knowledge, skills, attitudes, and abilities to prepare students for the profession of pharmacy. *2 credit hours Quarter 1*

PHA3124 Pharmacotherapy I

Prerequisite(s): None
Corequisite(s): None
This course is designed to provide didactic framework for the therapeutic management of numerous, common, self-limiting diseases that can be treated with nonprescription medications. Students will be assessed on their ability to make appropriate, rational recommendations to patients requesting assistance with self-care and nonprescription therapy.*2 credit hours Quarter 3*

PHA3127 Pharmaceutical Calculations

Prerequisite(s): None
Corequisite(s): None
This course introduces the mathematical processes and computations essential to the practice of pharmacy. Emphasis will be placed upon development of fundamental calculation skills necessary in subsequent curricular courses and in professional practice. *3 credit hours Quarter 1*

PHA3136 Integrated Pharmacy Skills Laboratory II

Prerequisite(s): None
Corequisite(s): None
In this course, Doctor of Pharmacy students will apply concepts and demonstrate pharmacy skills and techniques necessary for competent pharmacy practice. Students are expected to apply problem solving skills and critical thinking in independent and team-based settings. *2 credit hours Quarter 2*

PHA3137 Integrated Pharmacy Skills Laboratory III

Prerequisite(s): None
Corequisite(s): None
In this course, Doctor of Pharmacy students will apply concepts and demonstrate pharmacy skills and techniques necessary for competent pharmacy practice. Students are expected to apply problem solving skills and critical thinking in independent and team-based settings. *2 credit hours Quarter 3*

PHA3145 Integrated Pharmacy Skills Laboratory I

Prerequisite(s): None
Corequisite(s): None
In this course, Doctor of Pharmacy students will apply concepts and demonstrate pharmacy skills and techniques necessary for competent pharmacy practice. Students are expected to apply problem solving skills and critical thinking in independent and team-based settings. *1 credit hour Quarter 1*

PHA3150 Health Care Systems

Prerequisite(s): None
Corequisite(s): None
This course examines historical and current healthcare delivery in the United States. Discussion includes interprofessional collaborations within various practice settings as well as social, organizational, and financial aspects of providing patient care. *2 credit hours Quarter 2*

PHA3152 Communications

Prerequisite(s): None
Corequisite(s): None

This course is designed to teach effective communication strategies for use with patients, healthcare professionals, and other professional encounters. Students will learn to apply and integrate effective mode(s) of communication (verbal, nonverbal, written) and demonstrate that they have mastered effective communication skills.*2.5 credit hours Quarter 2*

PHA3162 Integrated Sequence I

Prerequisite(s): None
Corequisite(s): None
This course will explore the foundational principles of pharmacodynamics and biopharmaceutics. Students will apply the concepts of drug-receptor interactions, drug absorption, distribution, metabolism, elimination, and pharmacogenomics to predict drug activity/efficacy, drug interactions, and adverse effects for the rational treatment of disease as a pharmacist. *4 credit hours Quarter 3*

PHA4212 Pharmacokinetics I

Prerequisite(s): None
Corequisite(s): None
This course introduces the conceptual and mathematical expressions of Absorption, Distribution, Metabolism and Excretion processes. Students will derive pharmacokinetic parameters to calculate dosages by various routes of administration to achieve plasma drug concentrations within therapeutic range. *4 credit hours Quarter 4*

PHA4225 Pharmacotherapy II

Prerequisite(s): None
Corequisite(s): None
This course is designed to provide didactic framework for the therapeutic management of numerous, common, self-limiting diseases that can be treated with nonprescription medications. Students will be assessed on their ability to make appropriate, rational recommendations to patients requesting assistance with self-care and nonprescription therapy *3 credit hours Quarter 4*

PHA4228 Pharmacokinetics II

Prerequisite(s): None
Corequisite(s): None
This course utilizes patient demographics, drug interactions, disease states and conditions (erratic absorption, organ dysfunction, obesity, pregnancy) in pharmacokinetic models to carry out patient-specific dosage calculations of drugs with a narrow therapeutic index in order to maximize efficacy and minimize toxicity. *3 credit hours Quarter 6*

PHA4236 Leadership and Advocacy

Prerequisite(s): None
Corequisite(s): None
Provide guidance in, and an environment for reflecting on students' didactic and experiential education. Support student leadership development by developing leadership and facilitation knowledge, skills, and attitudes needed as Service Learning mentors. *1 credit hour Quarter 6*

PHA4238 Integrated Pharmacy Skills Laboratory IV

Prerequisite(s): None
Corequisite(s): None
In this course, Doctor of Pharmacy students will apply concepts and demonstrate pharmacy skills and techniques necessary for competent pharmacy practice. Students are expected to apply problem solving skills and critical thinking in independent and team-based settings *1 credit hour Quarter 4*

PHA4241 Occupational and Environmental Toxicology - Elective

Prerequisite(s): None
Corequisite(s): None
This course is designed to complement Chemical and Drug Toxicology (PHA 4243) offered in Quarter 6; however, Chemical and Drug Toxicology (PHA 4243) is not a pre-requisite. Course material for Occupational and Environmental Toxicology (PHA 4241) is presented by students using a seminar format that is evaluated by faculty members with supplemental faculty and guest lecturers to cover certain specialty topics. Topics will provide an in-depth evaluation of toxic agents and organisms exposed to patients in an occupational and environmental setting and will include the biochemical, molecular, pathophysiologic, and clinical factors involved with these toxicities. Patient cases are included in lecture discussions in order for students to better understand application of information in clinical practice. Grading is based on the seminar presentation, weekly quizzes and a final exam; a provision is made for students to drop their lowest quiz grade. *3 credit hours*

PHA4243 Drug and Chemical Toxicology

Prerequisite(s): None
Corequisite(s): None
The course material covered in the Chemical and Drug Toxicology elective offers an in-depth study of topics such as medication overdoses, chemical exposures, alcohols, and drugs of abuse. The biochemical, molecular, pathophysiologic, and clinical factors involved with these toxicities are covered. Course material is presented primarily as student seminars supplemented with faculty and guest lectures. Each student chooses their seminar topic from a suggested list. Patient cases are periodically discussed in class in order for students to better understand application of information in clinical practice. Grading is based on the student's presentation, weekly quizzes and a cumulative final exam; a provision is made for students to drop their lowest quiz grade. *3 credit hours*

PHA4247 Pharmaceutical Care for Patients with Diabetes - Elective

Prerequisite(s): At least 6th quarter standing in the PharmD program
Corequisite(s): None
This course will provide the student with a detailed review of diabetes pathophysiology and management including special emphasis on diet and pharmaceutical management. The course will give the student a foundation of knowledge to help practice medication therapy management for patients with diabetes. Students will also be given projects throughout the quarter that teach them empathy for the patient with diabetes (i.e. keeping food diaries, taking blood sugar, etc.) Upon successful completion of the course, the student will be awarded a certificate stating that they have completed APhA's Pharmaceutical Care for Patients with Diabetes course. *3 credit hours*

PHA4254 Pharmacy Law/Ethics

Prerequisite(s): None
Corequisite(s): None
This course will include an introduction to the law and ethics of the practice of pharmacy.*2 credit hours Quarter 4*

PHA4264 Integrated Sequence II - Infectious Disease

Prerequisite(s): None
Corequisite(s): None
This course is designed to orient students to antimicrobial principles and pertinent disease -state management strategies through utilization of patient-specific and laboratory generated clinical parameters. Specifically, familiarization with the pharmacology, medicinal chemistry and therapeutic application of antibiotics, antivirals and antifungals will be stressed.*5 credit hours Quarter 4*

PHA4265 Integrated Sequence III - Inflammation

Prerequisite(s): None
Corequisite(s): None
Students will study the molecular basis and drug designs to combat inflammation. Patient Cases and the drug classes covered are: Nonsteroidal Anti-Inflammatory Drugs (NSAIDs), Disease-Modifying Anti-Rheumatic Drugs (DMARD), Opioid and Non-Opioid Analgesics, and Glucocorticoids, along with therapeutic approaches and patient care to Gout, Osteoarthritis and Rheumatoid Arthritis. *3 credit hours Quarter 4*

PHA4280 Community Professional Practice Experience

Prerequisite(s): None
Corequisite(s): None
The community practice rotation is designed to expose the student to a variety of patient care services in the community pharmacy practice site. The goal of the rotation is to teach the student to integrate basic pharmacy related concepts to patient care as an independent practitioner in an outpatient pharmacy setting. *8 credit hours Quarter 5*

PHA4281 Institutional Professional Practice Experience

Prerequisite(s): None
Corequisite(s): None
The intermediate hospital pharmacy practice rotation is designed to expose the student to the inpatient drug distribution facility of a hospital or other institutional health care setting. The goal of the rotation is to teach the student to integrate basic pharmacy related concepts to pharmacy practice in the inpatient setting and to provide a basic understanding of how distributive, clinical, and administrative aspects of pharmacy practice are intertwined. *8 credit hours Quarter 5*

PHA4301 Pharmacologic and Non-Pharmacologic Treatment of Obesity in Adult Patients - Elective

Prerequisite(s): At least Sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the office of the dean
Corequisite(s): None
This course provides the student with a detailed review of the pharmacologic and non-pharmacologic treatment of obesity in adult patients. Pharmacologic treatments covered include the noradrenergic sympathomimetic agents and lipase inhibitors. Non-pharmacologic treatments covered include caloric restriction, exercise, and surgery. The biochemistry, metabolism, and hormonal control of proteins, carbohydrates, and lipids will be reviewed. Calculations of BMI, IBW, and caloric requirements will be emphasized for determining an appropriate weight loss plan. Additionally, students are required to present on a weight-loss topic of their choice. Presentation topics may include investigational weight-loss agents, fad diets, dietary supplements, or herbal therapies. *3 credit hours*

PHA4302 Healthcare and Societal Skills for Geriatric Care - Elective

Prerequisite(s): At least Eighth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the office of the dean
Corequisite(s): None
The format of the course will involve lectures from the course coordinators and lectures from faculty, residents, and guest speakers. Courteous, respectful and attentive behavior is required at all class meetings. It will also require students to participate in small group sessions that will be both traditional case based learning as well as non-traditional group exercises designed to grow emotional awareness surrounding patient care. This course is offered in the second and/or third year to provide students with a broad perspective on issues of end of life care. As students presently enrolled in South University School of Pharmacy will face the challenge of caring for the Baby Boomer generation as they advance into the later stages of life, it will be beneficial to have an understanding of the issues relative to this generation's care. It will be beneficial for Pharmacists to be emotionally sound and prepared to assist patients as they face end of life, the families who remain behind, and themselves as they come to accept this inevitable part of their practice. This course will give students insight into the importance of the pharmacist as a trusted and desired part of the elderly patient's care and aid students in developing identity as pharmacists and direct patient care providers. It will facilitate communication with other health care professionals through improved understanding of the special and specific needs of the elderly. The course will examine challenges facing families and the moral and ethical dilemmas found when caring for those who can't make their own decisions. *3 credit hours*

PHA4303 Quality Improvement and Patient Safety - Elective

Prerequisite(s): At least sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean
Corequisite(s): None
The purpose of this course is to provide students with the knowledge and skills to become change agents in the healthcare improvement process. Students gain experience with quality improvement, patient safety, teamwork, leadership, and patient-centered processes. This course includes online modules which offer 22.5 hours of continuing education to pharmacists, physicians and nurses. Additionally, recitations periods are incorporated to enhance student understanding of topics. *3 credit hours*

PHA4335 Clinical Epidemiology and Biostatics

Prerequisite(s): None
The course will cover fundamental statistical theory, epidemiological research design, and sources of error. These concepts will be directly applied to the comprehension of clinical research articles. *3 credit hours Quarter 6*

PHA4367 Integrated Sequence IV - Autonomics

Prerequisite(s): None
Corequisite(s): None
This course is a continuum of Integrated Sequences I - III with an emphasis on the Autonomic Nervous System. The course is devoted to discussing the pharmacological treatment, dosing, and monitoring of autonomic nervous system therapeutic agents. The course will provide students with the information that they need to develop rational therapeutic recommendations to various healthcare providers and patients.*5 credit hours Quarter 6*

PHA4368 Integrated Sequence V - GI/Hepatic Therapeutics

Prerequisite(s): At least sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean
Corequisite(s): None
This course is designed to familiarize the student with the anatomy and physiology of the gastrointestinal tract and accessory organs. It is a continuum of the Integrated Sequence of Medicinal Chemistry, Pharmacology and Therapeutics with an emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. Students will learn how to formulate a complete therapeutic plan which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters. *3 credit hours Quarter 6*

PHA4371 Special Topics in Pharmaceutical Science - Elective

Prerequisite(s): None
Corequisite(s): None
This course consists of student-driven research. *3 credit hours*

PHA4373 Special Projects in Pharmaceutical Science - Elective

Prerequisite(s): None
Corequisite(s): None
This course consists of student-driven research. *3 credit hours*

PHA4374 Developing the Pharmacy Leader - Elective

Prerequisite(s): At least 6th quarter standing in the PharmD program
Corequisite(s): None
This course will provide the student with foundational concepts and skills in leadership and advocacy to prepare them for leadership roles as a student and as a pharmacist. Students will develop an understanding of the components that make leadership successful and their personal strengths as a leader. *3 credit hours*

PHA4421 Advanced Infectious Diseases Seminar - Elective

Prerequisite(s): At least 6th quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean
Corequisite(s): None
This course is designed as an advanced seminar that builds upon the general topics presented in Integrated Sequence II - Infectious Disease (PHA4264). It is NOT a review of those concepts and will assume a level of mastery equivalent to at least a grade of "B" in that earlier course. Students who did not perform at a grade level of B or better in Integrated Sequence II - Infectious Disease will require and be expected to have completed extensive pre-study review (on their own) PRIOR to the start of this seminar. Failure to do so will most likely result in a poor grade in this course. This course will also focus on areas not covered in Integrated Sequence II - Infectious Disease such as applied clinical microbiology, infection control, antimicrobial stewardship, travel medicine, principles of research and other areas. As a seminar, this course is predominately STUDENT LED and FACULTY FACILITATED. Students will be expected to deliver and lead seminar presentations, explain the latest infectious disease practice guidelines and orally defend their presentations to course faculty and guests. The advanced infectious disease seminar is designed for students contemplating a career within the infectious disease or critical care specialties and may provide a competitive advantage for students planning to enter post-graduate residency and fellowship training. This course will seek to enhance students' presentation, argument and defense skills as well as critical writing skills. The seminar will be largely student led and will be highly interactive - with grades being influenced by the degree of student preparation and participation. *3 credit hours*

PHA5001 General Pharmacology I

Prerequisite(s): Admission to the Master of Medical Science in Anesthesia Science
Corequisite(s): None
Pharmacology PHA 5001 is the first part of a two-part Pharmacology series that is designed to give a broad overview of basic and applied principles of pharmacology to health science professionals. The first block of PHA 5001 covers basic pharmacological principles with a particular emphasis on two key concepts in pharmacology: pharmacodynamics and pharmacokinetics. The second block of the course focuses on the drugs that target the sympathetic and parasympathetic divisions of the autonomic nervous system, whereas the third block of the course encompasses the drugs that selectively target the cardiovascular system. Classroom lectures will include general reviews on physiology and pathophysiology when appropriate. The material will be emphasized by reading assignments, homework, case studies, and classroom discussions. *4 credit hours*

PHA5002 General Pharmacology II

Prerequisite(s): PHA5001
Corequisite(s): None
Pharmacology PHA 5002 is the second part of a two-part Pharmacology series that is designed to give abroad overview of basic and applied principles of pharmacology to health science professionals. The first block of the course emphasizes local anesthetics, skeletal muscle relaxants, general anesthetics, antiemetics, drugs of abuse, opiates, drugs used to treat seizures, and sedative hypnotics. The second block of the course focuses on drugs used to treat anxiety, depression, mania, psychoses, neurodegenerative and movement disorders, and disorders of inflammation. The third block of the course encompasses the classes of drugs used to treat bacterial, fungal, and viral infections. Lectures will include general reviews on physiology and pathophysiology when appropriate. These materials will be emphasized by reading assignments, case studies, and classroom discussions *4 credit hours*

PHA5301 Research Study Development and Presentation - Elective

Prerequisite(s): Completion with passing grade in all core curriculum preceding the course
Corequisite(s): None
This course will be offered in the second year to give the students an introduction to various components of developing and presenting research studies. This course also allows the development and completion of activities that may be required in post graduate training or professional development within a future career. By completion of the course, a journal-worthy manuscript will have been written and a formal poster will have been printed and prepared for presentation at regional and/ or national

professional conferences. Students will review approved secondary data sources for the purpose of developing a research topic, hypothesis, and design. Once a topic has been selected, a formal IRB application shall be drafted and submitted to the instructors for approval. The students will conduct the data analysis. Using the results a formal manuscript will be drafted in compliance with a selected journal's format. Additionally, a poster will be developed to enable design and presentation skills for a research project. Written assignments and class activities will supplement class material and will assess the students' understanding of the course. *3 credit hours*

PHA5302 Personal Finance for Pharmacists - Elective

Prerequisite(s): At least sixth quarter standing in the doctor of Pharmacy program or permission of the instructor and the office of the dean
Corequisite(s): None
This course is designed to use active-learning instruction, group discussion, exercises, and lectures to provide students with the knowledge and skill to manage their personal finances in an efficient manner. *3 credit hours*

PHA5303 Animal Venoms and Poisons - Elective

Prerequisite(s): At least sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean
Corequisite(s): None
The course will offer an in-depth study of venomous and poisonous animals including marine animals, terrestrial animals, invertebrates and vertebrates. Medicinal chemistry, biochemistry, and pathophysiology caused by animal toxins, as well as case-based pharmacotherapy options are discussed. Course material is presented primarily as faculty lectures, with student presentations also. Patient cases will be periodically discussed in class in order for students to better understand application of information in clinical practice. *3 credit hours*

PHA5304 Women's Health: Focus on Gynecology and Obstetrics - Elective

Prerequisite(s): At least eighth quarter standing in the doctor of Pharmacy program or permission of the instructor and the office of the dean
Corequisite(s): None
This course provides the student with a detailed review of the health issues that most commonly affect women with a focus on gynecology and obstetrics. Topics covered include menstruation related disorders, contraception, infertility, pregnancy, pregnancy induced complications, pharmacotherapy of labor and delivery, drugs in pregnancy and lactation, menopause, and female sexual dysfunction. Additionally, students are required to present on a women's health issue of their choice, which may cover gynecologic/obstetric related topics or general health issues commonly affecting women. Presentation topics may include post-partum depression, vaginal infections, cervical cancer prevention, breast cancer prevention, osteoporosis, recurrent UTIs, stress incontinence, aging, or rosacea. *3 credit hours*

PHA5305 Advanced Pharmacy Informatics: Clinical Application - Elective

Prerequisite(s): At least eighth quarter standing in the doctor of Pharmacy program or permission of the instructor and the office of the dean
Corequisite(s): None
This course provides the student with the basic tools and skills necessary to create, manipulate, and interpret information related to the clinical application of Pharmacy informatics. Students gain personal experience with utilizing medication safety, Pharmacy order entry, clinical surveillance, and clinical decision support software as well as Microsoft Office Excel and Access. This course includes both lectures and recitation periods to enhance student understanding of topics. *3 credit hours*

PHA5306 Seminars in Hematology and Oncology - Elective

Prerequisite(s): None
Corequisite(s): At least the ninth quarter in the Doctor of Pharmacy program and concomitantly enrolled in PHA5351 Integrated Sequence XI - Oncology/Hematology, or have permission of the instructor and the Office of the Dean
This course, via traditional didactic lectures, group discussion, and student presentations, will provide the student with unique perspective on the impact a pharmacist can have on the treatment of patients with cancer. This course will introduce students to disease states not covered in the Integrated Sequence Hematology/Oncology Series and will provide students with additional cases for understanding these difficult, yet intriguing disease states. Upon successful completion of this course, students will have gained a new understanding of the impact cancer has had and will continue to have on our society and will feel more confident assessing chemotherapy orders and associated supportive care medications. *3 credit hours*

PHA5307 A Practical Approach to Substance Abuse, Addiction and Recovery - Elective

Prerequisite(s): At least sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean
Corequisite(s): None
The intent of this course is to provide an overview of addictive disorders. More specifically, students will gain knowledge in pathophysiology, pharmacology, and pharmacotherapy of selected drugs/substances of abuse and how they affect the body. Addiction principles, treatment programs, strategies for prevention, recovery principles, and legal issues surrounding substance abuse will be addressed. *3 credit hours*

PHA5331 Applied Pharmaceutical Care I

Prerequisite(s): None
Corequisite(s): None
This course challenges students to identify disease-state and medication related problems, develop patient care plans, and defend proposed recommendations. Students also develop physical assessment techniques to aid in evaluating disease-state status and drug therapy impact. *4 credit hours Quarter 8*

PHA5332 Applied Pharmaceutical Care II

Prerequisite(s): At least ninth quarter standing in the Doctor of Pharmacy program
Corequisite(s): None
This course engages students in a review of disease state management using the pharmacist patient care process. Additionally, collaboration, communication, and documentation are included as part of delivering patient-centered care.*3 credit hours Quarter 9*

PHA5333 Drug Information, Literature Evaluation, Research Design and Methods

Prerequisite(s): None
Corequisite(s): None
This course engages students in drug information and literature retrieval, interpretation, and application to clinical practice including communication of findings to patients, healthcare professionals, and regulatory organizations. These skill sets assist pharmacists with conducting practice activities that promote optimal health outcomes while minimizing/avoiding adverse events. *3 credit hours Quarter 7*

PHA5345 Veterinary Pharmacy Elective

Prerequisites: None
Corequisites: None
The course material covered in Veterinary Pharmacy provides an overview of major medical conditions affecting common domestic animals (e.g., dogs, cats) and available treatment options. Emphasis is placed on the pharmacist's role in identifying

suitable medications, both prescription and over-the-counter, based on the animal. Other topics covered in the course include unique pharmaceutical dosage forms and compounding preparations for animals. Course material is presented in a lecture format with projects and laboratory activities coinciding with lecture topics, giving students the opportunity to demonstrate their understanding. Grading is determined based on projects, laboratory activities, quizzes, and a final exam. *3 credit hours*

PHA5350 Health Economics and Outcomes Assessment

Prerequisite(s): None
Corequisite(s): None
This course will introduce pharmacoeconomic evaluation methods (e.g. cost-minimization, cost- utility, cost-benefit, and cost-effectiveness) as applied to pharmaceutical products and services. Quality of life and health outcomes research will also be explored from a pharmacist's perspective. *2 credit hours Quarter 9*

PHA5351 Integrated Sequence XI - Hematology/Oncology

Prerequisite(s): None
Corequisite(s): None
The Hematology/Oncology Integrated Sequence course incorporates the etiology and pathophysiology of major hematologic/oncologic conditions with evidence-based treatment, dosing, monitoring, and management of pharmacologic agents, and supportive care. This course provides a fundamental overview of therapeutic classes of drugs utilized in the hematology/oncology setting with a specific focus on therapeutic mechanisms of actions, ADME, pharmacodynamics, pharmacogenomics, and adverse effects. This course will provide students with information essential to developing rational hematology/oncology therapeutic recommendations to healthcare providers and patients.*3 credit hours Quarter 9*

PHA5352 Complementary and Preventive Medicine

Prerequisite(s): None
Corequisite(s): None
This course explores evidence-based integrative medicine by focusing on complementary and alternative therapies as part of disease-state management and prevention. *2 credit hours Quarter 9*

PHA5353 Pharmacy Practice Management

Prerequisite(s): None
This course is designed to introduce students to the essentials of pharmacy practice management. Human resource management principles and issues, accounting principles, and financial analytical techniques will be covered. Selected issues relevant to community and health-systems pharmacy will be covered through lectures and case studies. A major focus of the course is to be able to develop a pharmacy practice with value-added services. *3 credit hours Quarter 7*

PHA5369 Integrated Sequence VI - Cardiology

Prerequisite(s): None
Corequisite(s): None
This course is designed to familiarize the student with the anatomy and physiology of the cardiovascular system. It is a continuum of the Integrated Sequence of Medicinal Chemistry, Pharmacology and Therapeutics with an emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. Students will learn how to formulate a complete therapeutic plan which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters.*7 credit hours Quarter 7*

PHA5370 Integrated Sequence VII - Renal Therapeutics

Prerequisite(s): None
Corequisite(s): None
This course is a continuum of the Integrated Sequences. The focus is on the interrelationships to pathophysiology of renal diseases, and their clinical significance to therapeutic monitoring and decision making. Since there is overlap in medications used in both renal and cardiology systems, pharmacology and medicinal chemistry concepts covered in the Cardiology Integrated Sequence will be applied, but not specifically covered in this course. An emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions is covered when it has not been addressed in the Cardiology Integrated Sequence. *3 credit hours Quarter 7*

PHA5371 Integrated Sequence VIII - Central Nervous System

Prerequisite(s): None
Corequisite(s): None
This course is a continuum of the Integrated Sequence modules with an emphasis on the central nervous system. The course is devoted to discussing specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity with regard to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. The course will provide students with the information they need to develop rational therapeutic recommendations and discuss the clinical significant of therapeutic monitoring. *6 credit hours Quarter 8*

PHA5372 Integrated Sequence IX - Endocrine Therapeutics

Prerequisite(s): None
Corequisite(s): None
This course is designed to familiarize the student with the anatomy and physiology of the endocrine system. It is a continuum of the Integrated Sequence of Medicinal Chemistry, Pharmacology and Therapeutics with an emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. Students will learn how to formulate a complete therapeutic plan which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters. *4 credit hours Quarter 8*

PHA5373 Integrated Sequence X - Critical Care Nutrition

Prerequisite(s): At least ninth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean
Corequisite(s): None
The mission of this course is to continue the Integrated Sequence curriculum with a focus on acute care topics presented from a therapeutics perspective. Emphasis is placed on the mechanisms of drug actions as related to the pathophysiology of diseases and their clinical significance for therapeutic monitoring. A large portion of the course will be devoted to discussing the clinical management of specialty patient populations. The course will provide students with the information that they need to develop rational therapeutic recommendations for various healthcare providers and patients. *4 credit hours Quarter 9*

PHA5375 Special Projects in Pharmaceutical Sciences - Coffee I - Elective

Prerequisite(s): None
Corequisite(s): None
This course provides the student the opportunity to experience and develop practical skills involved in identification, separation and quantitative determination of drugs and novel molecules of pharmaceutical interest. The course involves the preparation of reagents, buffers and mobile phase which requires determination of pH, use of analytical balance, ultrasound degasification, vacuum ultra-filtration as well as handling, mounting, assembling, columns, guard columns, fitting tubes and all the accessories involved in the high performance liquid chromatography technique. The student will be trained to follow the 'good laboratory

practice' (GMP), developing good analytical laboratory skills. Additionally, the student will be familiarized with the use of the appropriate software to set up and control the experiments as well as understand and be able to draw conclusions about the data collected and utilize that as a feedback to improve and optimize the method. Besides the practical aspect, the student will familiarize with the basic principles and the rationale underlying the research project which is on coffee and health. *3 credit hours*

PHA5376 Advanced Wound Care - Elective

Prerequisite(s): None
Corequisite(s): None
Chronic wounds represent a serious public health issue that has remained largely unaddressed for decades in terms of public awareness, medical education and funded research. Scattered throughout the literature are a myriad of estimates about the incidence and prevalence of the different types of chronic wounds. This course intends to begin reversing this cycle by training clinicians that graduate from South University to impact outcomes and quality of life for this patient population. This course will provide a background and alternate approaches that result in a least 100% improved outcomes, thereby drastically reducing morbidity and improving the quality of life for the patients our students will serve. *3 credit hours*

PHA5378 Medical Spanish Communication and Terminology - Elective

Prerequisite(s): None
Corequisite(s): None
This course is designed to offer an introduction to medical Spanish for pharmacy students. The students will gain basic communications skills necessary to conduct educate or counsel patients in Spanish. *3 credit hours*

PHA5379 Postgraduate Opportunities, Pharmacy Residencies - Elective

Prerequisite(s): None
Corequisite(s): None
This elective course offers a candid review of postgraduate opportunities with a focus on pharmacy residencies. Through faculty led topic discussions and the completion of assignments, students will learn the benefits of a pharmacy residency, the usual requirements, and the diversity of training environments. Students will also appreciate the necessary steps to find and secure a postgraduate year one (PGY1) residency. *1 credit hour*

PHA5381 Neonatology - Elective

Prerequisite(s): Second year standing
Corequisite(s): None
This course is intended to develop an appreciation for the unique aspects of the neonatal patient. *3 credit hours*

PHA5383 Advanced Pharmacotherapy in Primary Care - Elective

Prerequisite(s): At least ninth quarter standing in the Doctor of Pharmacy program
Corequisite(s): None
The purpose of this course, in the 9th quarter, is to increase students' knowledge of: 1) disease states common in the adult ambulatory care patient and 2) pharmacy practice in the acute care setting. The primary focus of each class session will be the physiological alterations associated with ambulatory and acute illnesses and the evidence-based rationale for various therapeutic maneuvers commonly utilized in these patients. The course will be a combination of group discussion, student presentation of cases, and independent study. It is the intention of the course coordinators to initially assign patient cases in which students' support treatment of ambulatory or acute patient care disease states; then further transitioning the patient into an acute or ambulatory care state which will require students' to support a different treatment rationale. This is an elective course for students in the second year, which is designed to provide reinforcement of and exposure to ambulatory care and acute care topics beyond those presented in the required Integrated Sequence courses. *3 credit hours*

PHA5384 Special Project in Pharmaceutical Sciences

Prerequisite(s): None
Corequisite(s): None
This course provides the student the opportunity to experience and develop practical skills involved in identification, separation and quantitative determination of drugs and novel molecules of pharmaceutical interest. The course involves the preparation of reagents, buffers and mobile phase which requires determination of pH, use of analytical balance, ultrasound degasification, vacuum ultra-filtration as well as handling, mounting, assembling, columns, guard columns, fitting tubes and all the accessories involved in the high performance liquid chromatography technique. The student will be trained to follow the 'good laboratory practice' (GMP), developing good analytical laboratory skills. Additionally, the student will be familiarized with the use of the appropriate software to set up and control the experiments as well as understand and be able to draw conclusions about the data collected and utilize that as a feedback to improve and optimize the method. Besides the practical aspect, the student will familiarize with the basic principles and the rationale underlying the research project which is on coffee and health. *3 credit hours*

PHA5385 Special Projects in Pharmaceutical Sciences - Coffee III - Elective

Prerequisite(s): None
Corequisite(s): None
This course provides the student the opportunity to experience and develop practical skills involved in identification, separation and quantitative determination of drugs and novel molecules of pharmaceutical interest. The course involves the preparation of reagents, buffers and mobile phase which requires determination of pH, use of analytical balance, ultrasound degasification, vacuum ultra-filtration as well as handling, mounting, assembling, columns, guard columns, fitting tubes and all the accessories involved in the high performance liquid chromatography technique. The student will be trained to follow the 'good laboratory practice' (GMP), developing good analytical laboratory skills. Additionally, the student will be familiarized with the use of the appropriate software to set up and control the experiments as well as understand and be able to draw conclusions about the data collected and utilize that as a feedback to improve and optimize the method. Besides the practical aspect, the student will familiarize with the basic principles and the rationale underlying the research project which is on coffee and health. *3 credit hours*

PHA6339 Grand Rounds

Prerequisite(s): None
Corequisite(s): None
Students in their final year of pharmacy education will deliver a formal presentation and abstract on a pharmacy-related topic of their choice. Following the presentation, students will participate in a question and answer session to substantiate their conclusions and demonstrate aptitude regarding relevant clinical and background information germane to the topic. Grand Rounds is the culmination of the student's pharmacy education and should reflect a knowledge base of pharmaceutical science (e.g., pharmaceutics, pharmacokinetics, pharmacology, medicinal chemistry) and pharmacy practice (e.g., pharmacoepidemiology/biostatistics, pharmacotherapy, clinical practice). The purpose if not to complete a therapeutics review, rather it should be a complete investigation and presentation of data to answer the central question of the project. *1 credit hour Quarter 10, 11, 12*

PHA6500 Essential Knowledge of Practice Review I

Prerequisite(s): None
Corequisite(s): None
This course is the first part of a three course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist them in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the text book based on a pre-set schedule. *3 credit hours Quarter 10, 11, 12*

PHA6501 Essential Knowledge of Practice Review II

Prerequisite(s): None
Corequisite(s): None
This course is the second part of a three course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist them in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the text book based on a pre-set schedule. *3 credit hours Quarter 10, 11, 12*

PHA6502 Essential Knowledge of Practice Review III

Prerequisite(s): None
Corequisite(s): None
This course is the third part of a three course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist them in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the text book based on a pre-set schedule. *3 credit hours Quarter 10, 11, 12*

PHA6525 APPE I: Advanced Community Rotation

Prerequisite(s): None
Corequisite(s): None
A community pharmacy rotation (minimum 200 contact hours) that may include clinical services such as compounding, blood pressure and diabetes mellitus screening, MTM, immunizations, dispensing and OTC counseling. Skills refined on this rotation can include distributive functions, medication counseling, patient education, managing pharmacy operations, personnel management, retrieval and evaluation of drug information, monitoring and evaluating drug therapy, and direct patient care experience where allowed by state regulation. *8 credit hours Quarter 10, 11, 12*

PHA6526 APPE II: Ambulatory Care Rotation

Prerequisite(s): None
Corequisite(s): None
An ambulatory care rotation (minimum 200 contact hours) is intended for students to obtain experience from direct patient care at outpatient and multidisciplinary practice settings. By actively participating, students will gain experience in medication therapy management, build long-term relationships, learn the coordination of care, learn patient advocacy, learn wellness and health promotion, triage and referral, patient education and patient self-management. This type of practice need not exclude dispensing, but the overwhelming majority of effort and time is spent delivering the care previously listed and not in the packaging and dispensing of medications. Medication dispensing is the means to the clinical endpoint, not the focus of this experience. *8 credit hours Quarter 10, 11, 12*

PHA6527 APPE III: Inpatient General Medicine Rotation

Prerequisite(s): None
Corequisite(s): None
A general medicine experience (minimum 200 contact hours) will provide direct patient care in an inpatient setting. Students will gain knowledge rounding among inter-professional medical teams that include pharmacists having a direct impact on patient care. Acute care or internal medicine is ideally delivered as in-patient setting via hospitals, skilled nursing facilities or assisted living facilities. It must be patient-centered care that ensures optimal patient outcomes through the delivery of comprehensive, evidence-based, individualized, and prospective drug therapy management. Pharmacists contribute a unique area of expertise in drug therapy as autonomous professionals who adhere to their scope of practice as an integrated member of the inter-professional patient care team. *8 credit hours Quarter 10, 11, 12*

PHA6528 APPE IV: Advanced Institutional Rotation

Prerequisite(s): None
Corequisite(s): None
In the advanced institutional experience, a student will participate in institutional-based pharmacy practice. This experience should include proper orientation to the facility and a thorough explanation of policies and procedures. Advanced Institutional experiences encompass a broad range of distributive functions, experience in resource management, population-based care activities, and use of technology to advance patient care. Students should gain an understanding of the drug distribution system and departmental structure, participate in the activities of relevant institutional committees, work with pharmacists in a variety of settings, and interact with pharmacy administrators. *8 credit hours Quarter 10, 11, 12*

PHA6529 APPE V: Elective - Institutional Care Rotation I

Prerequisite(s): None
Corequisite(s): None
A five week experience (minimum 200 contact hours) will provide direct patient care in an institutional pharmacy setting. Students providing direct patient care will gain knowledge working among inter-professional medical teams that include pharmacists having a direct impact on patient outcomes. Institutional elective experiences are ideally delivered as in-patient setting via hospitals, skilled nursing facilities or assisted living facilities. It must be patient-centered care that ensures optimal patient outcomes through the delivery of comprehensive, evidence-based, individualized, and prospective drug therapy management. Pharmacists contribute a unique area of expertise in drug therapy as autonomous or collaborative professionals who adhere to their scope of practice as an integrated member of the inter-professional patient care team. Students in an institutional pharmacy setting may provide direct patient care and/or experiences comprised of order entry (verification), dispensing, compounding, sterile compounding and other activities overseen by the pharmacist. Advanced Institutional experiences encompass a broad range of distributive functions, experience in resource management, population-based care activities, and use of technology to advance patient care. Students should gain an understanding of the drug distribution system and departmental structure, participate in the activities of relevant institutional committees, work with pharmacists in a variety of settings, and interact with pharmacy administrators. *8 credit hours Quarter 10, 11, 12*

PHA6530 APPE VI: Elective - Institutional Care Rotation II

Prerequisite(s): None
Corequisite(s): None
A five week experience (minimum 200 contact hours) will provide direct patient care in an institutional pharmacy setting. Students providing direct patient care will gain knowledge working among inter-professional medical teams that include pharmacists having a direct impact on patient outcomes. Institutional elective experiences are ideally delivered as in-patient setting via hospitals, skilled nursing facilities or assisted living facilities. It must be patient-centered care that ensures optimal patient outcomes through the delivery of comprehensive, evidence-based, individualized, and prospective drug therapy management. Pharmacists contribute a unique area of expertise in drug therapy as autonomous or collaborative professionals who adhere to their scope of practice as an integrated member of the inter-professional patient care team. Students in an institutional pharmacy setting may provide direct patient care and/or experiences comprised of order entry (verification), dispensing, compounding, sterile compounding and other activities overseen by the pharmacist. Advanced Institutional experiences encompass a broad range of distributive functions, experience in resource management, population-based care activities, and use of technology to advance patient care. Students should gain an understanding of the drug distribution system and departmental structure, participate in the activities of relevant institutional committees, work with pharmacists in a variety of settings, and interact with pharmacy administrators. *8 credit hours Quarter 10, 11, 12*

PHA6531 APPE VII: Elective - Institutional Care Rotation III

Prerequisite(s): None
Corequisite(s): None
A five week experience (minimum 200 contact hours) will provide direct patient care in an institutional pharmacy setting.

Students providing direct patient care will gain knowledge working among inter-professional medical teams that include pharmacists having a direct impact on patient outcomes. Institutional elective experiences are ideally delivered as in-patient setting via hospitals, skilled nursing facilities or assisted living facilities. It must be patient-centered care that ensures optimal patient outcomes through the delivery of comprehensive, evidence-based, individualized, and prospective drug therapy management. Pharmacists contribute a unique area of expertise in drug therapy as autonomous or collaborative professionals who adhere to their scope of practice as an integrated member of the inter-professional patient care team. Students in an institutional pharmacy setting may provide direct patient care and/or experiences comprised of order entry (verification), dispensing, compounding, sterile compounding and other activities overseen by the pharmacist. Advanced Institutional experiences encompass a broad range of distributive functions, experience in resource management, population-based care activities, and use of technology to advance patient care. Students should gain an understanding of the drug distribution system and departmental structure, participate in the activities of relevant institutional committees, work with pharmacists in a variety of settings, and interact with pharmacy administrators. *8 credit hours Quarter 10, 11, 12*

PHA6532 APPE VIII: Elective - Community Care Rotation I

Prerequisite(s): None
Corequisite(s): None
A five week community / ambulatory care elective rotation (minimum 200 contact hours) is intended for students to obtain experience from direct patient care at outpatient and multidisciplinary practice settings. By actively participating, students will gain experience that may include clinical services such as compounding, blood pressure and diabetes mellitus screening, MTM, immunizations, dispensing and OTC counseling. Skills refined on this rotation can include distributive functions, medication counseling, patient education, managing pharmacy operations, personnel management, retrieval and evaluation of drug information, monitoring and evaluating drug therapy, and direct patient care experience where allowed by state regulation. It may also include coordination of care, patient advocacy, wellness and health promotion, triage and referral, patient education and patient self-management. Medication dispensing may also be the means to the clinical endpoint, not the focus of this experience. A balance of distributive and clinical experiences is expected as is performed commensurate with the daily practice of pharmacists in the setting. *8 credit hours Quarter 10, 11, 12*

PHA6533 APPE IX: Elective - Community Care Rotation II

Prerequisite(s): None
Corequisite(s): None
A five week community / ambulatory care elective rotation (minimum 200 contact hours) is intended for students to obtain experience from direct patient care at outpatient and multidisciplinary practice settings. By actively participating, students will gain experience that may include clinical services such as compounding, blood pressure and diabetes mellitus screening, MTM, immunizations, dispensing and OTC counseling. Skills refined on this rotation can include distributive functions, medication counseling, patient education, managing pharmacy operations, personnel management, retrieval and evaluation of drug information, monitoring and evaluating drug therapy, and direct patient care experience where allowed by state regulation. It may also include coordination of care, patient advocacy, wellness and health promotion, triage and referral, patient education and patient self-management. Medication dispensing may also be the means to the clinical endpoint, not the focus of this experience. A balance of distributive and clinical experiences is expected as is performed commensurate with the daily practice of pharmacists in the setting. *8 credit hours Quarter 10, 11, 12*

PHA6534 APPE X: Elective - Community Care Rotation III

Prerequisite(s): None
Corequisite(s): None
A five week community / ambulatory care elective rotation (minimum 200 contact hours) is intended for students to obtain experience from direct patient care at outpatient and multidisciplinary practice settings. By actively participating, students will gain experience that may include clinical services such as compounding, blood pressure and diabetes mellitus screening, MTM, immunizations, dispensing and OTC counseling. Skills refined on this rotation can include distributive functions, medication counseling, patient education, managing pharmacy operations, personnel management, retrieval and evaluation of drug

information, monitoring and evaluating drug therapy, and direct patient care experience where allowed by state regulation. It may also include coordination of care, patient advocacy, wellness and health promotion, triage and referral, patient education and patient self-management. Medication dispensing may also be the means to the clinical endpoint, not the focus of this experience. A balance of distributive and clinical experiences is expected as is performed commensurate with the daily practice of pharmacists in the setting. *8 credit hours Quarter 10, 11, 12*

PHA6535 APPE XI: Elective - Non-Patient Care Rotation

Prerequisite(s): None
Corequisite(s): None
A five week administrative / management / academic non-patient care rotation gives the doctor of pharmacy student an opportunity to acquire first-hand experience in the managerial, administrative, and alternative aspects of pharmacy practice. The experience focuses on the application of management principles in a professional practice setting. The administrative experience can be done at a variety of sites including hospitals, independent and chain community pharmacies, health maintenance organizations, managed care programs, third-party programs, colleges of pharmacy, and manufacturers. To accommodate the needs of the student and best use the resources of the site, the content of the rotation is flexible. It is recognized that each site has its own unique strengths to share with students. At the beginning of the experience, the preceptor and student should jointly select objectives from the attached "menu" below, keeping in mind other practical goals or objectives may also be pursued. It is recommended that approximately four objectives be selected, with about one week devoted to each and allowing for ad hoc experiences to occur. Again, this is variable. A schedule that covers the five-week period, with assignments and their due dates, should also be developed at this time based on student specific career and clinical goals. Operations Personnel Management / Human Resources Purchasing and Inventory Control Financial Management Marketing and Strategic Planning Clinical Oriented Administrative Functions Coaching or formal teaching. *8 credit hours Quarter 10, 11, 12*

PHA6536 APPE XII: Elective - Administrative Rotation

Prerequisite(s): None
Corequisite(s): None
A five week administrative / management / academic non-patient care rotation gives the doctor of pharmacy student an opportunity to acquire first-hand experience in the managerial, administrative, and alternative aspects of pharmacy practice. The experience focuses on the application of management principles in a professional practice setting. The administrative experience can be done at a variety of sites including hospitals, independent and chain community pharmacies, health maintenance organizations, managed care programs, third-party programs, colleges of pharmacy, and manufacturers. To accommodate the needs of the student and best use the resources of the site, the content of the rotation is flexible. It is recognized that each site has its own unique strengths to share with students. At the beginning of the experience, the preceptor and student should jointly select objectives from the attached "menu" below, keeping in mind other practical goals or objectives may also be pursued. It is recommended that approximately four objectives be selected, with about one week devoted to each and allowing for ad hoc experiences to occur. Again, this is variable. A schedule that covers the five-week period, with assignments and their due dates, should also be developed at this time based on student specific career and clinical goals. Operations Personnel Management / Human Resources Purchasing and Inventory Control Financial Management Marketing and Strategic Planning Clinical Oriented Administrative Functions Coaching or formal teaching *8 credit hours Quarter 10, 11, 12*

Philosophy

PHI2301 Introduction to Philosophy

Prerequisite(s): ENG1200 or ENG1300
Corequisite(s): ENG1200 or ENG1300
This course introduces students to philosophical thinking. Students will confront fundamental questions of self and identity, of freedom and determinism, of belief and truth, and of ethics and morality. Critical thinking activities will challenge students to incorporate philosophy into their personal and professional lives by applying the questions of philosophy to themselves and their world. *4 credit hours*

Physical Therapist Assistant

PTA1001 Introduction to Physical Therapist Assistant

Prerequisite(s): Eight / Nine Quarter Programs: Satisfactory completion of all required general education courses. (Eight Quarter Program: This course can also be taken in the quarter prior to the technical phase.)
Corequisite(s): Eight Quarter Program - PTA1003, PTA1005, PTA1006; Nine Quarter Program - PTA1003, PTA1005
This course introduces the student to ethical conduct, standards of practice, the role and responsibilities of a physical therapist assistant, the history of physical therapy and the American Physical Therapy Association (APTA), documentation, problem-orientated medical records, and patient-therapist communication. Students may take this course in the last quarter of general education courses. *4 credit hours*

PTA1003 Pathophysiology

Prerequisite(s): Eight Quarter/ Nine Quarter Programs: Satisfactory completion of all required general education courses
Corequisite(s): Eight Quarter Program - PTA1001 (co-requisite or prerequisite), PTA1005, PTA1006; Nine Quarter Program - PTA1001, PTA1005
Pathophysiology is an introductory study of disease processes in humans. Disease signs, symptoms, complications, as well as physical, clinical, and laboratory findings are reviewed by body system. Emphasis is placed on those conditions which will be seen by physical therapists or which, if present, will have an impact on the physical therapy care of patients. Treatment, medication, prognosis, precautions, and ramifications for physical therapy are also presented. *4 credit hours*

PTA1005 Kinesiology

Prerequisite(s): Eight Quarter/ Nine Quarter Programs - Satisfactory completion of all required general education courses
Corequisite(s): Eight Quarter Program - PTA1001 (corequisite or prerequisite), PTA1003, PTA1006; Nine Quarter Program - PTA1001, PTA1003
This course covers the scope of the biomechanically appropriate movement of the body parts with regard to muscle action, neuromuscular innervations, neuromuscular function and dysfunction related to abnormal postures and motion. *6 credit hours*

PTA1006 Testing and Measurement for the Physical Therapist Assistant

Prerequisite(s): Eight Quarter Program - Satisfactory completion of all required general education courses; Nine Quarter Program - PTA1001, PTA1003, PTA1005
Corequisite(s): Eight Quarter Program - PTA1001 (co-requisite or prerequisite), PTA1003, PTA1005; Nine Quarter Program - PTA2000
This course prepares the student to assess accurately and objectively the parameters of strength, motion, muscle length, mass, dimensions, response to exercise, and functional abilities evaluated by the physical therapist in order to determine progress toward therapist established goals of treatment. The understanding of the use of these measures to document progress and to guide the treatment program will be developed. *6 credit hours*

PTA1008 Modalities

Prerequisite(s): Eight Quarter Program - PTA1006; Nine Quarter Program - PTA1006, PTA2000
Corequisite(s): Eight Quarter Program - PTA2000, PTA2047; Nine Quarter Program - PTA2021
This course addresses the techniques and effects of physical agents such as thermal, ultrasound, biofeedback, diathermy, compression, traction, hydrotherapy, and electrical stimulation as treatment and/or facilitator. *6 credit hours*

PTA2000 Habilitation/Rehabilitation

Prerequisite(s): Eight Quarter Program - PTA1006; Nine Quarter Program - PTA1005
Corequisite(s): Eight Quarter Program - PTA1008, PTA2047; Nine Quarter Program - PTA1006
This course allows the student to apply aspects of pathophysiology, body structure and function, and activity as it applies to basic physical therapy procedures utilized to safely guide the patient to maximum independence in activities of daily living (ADLs) and mobility. The student will learn and apply basic principles of body mechanics and the application of these to safe patient handling. The student will learn to assess needs and instruct in ADL techniques, as well as to fit and instruct patients in the safe use of assistive and orthotic devices. Instruction in wound care, in lower extremity amputations and prosthetics, in wheelchair management, in architectural barriers, and in pulmonary care is provided. Intervention techniques pertinent to the above topics are taught and practiced to develop the fundamentals of patient care. *6 credit hours*

PTA2021 Therapeutic Exercise and Orthopedic Applications

Prerequisite(s): Eight Quarter Program - PTA1008, PTA2000, PTA2047; Nine Quarter Program - PTA1006, PTA2000
Corequisite(s): Eight Quarter Program - PTA2046, PTA2050; Nine Quarter Program - PTA1008
PTA2021 studies the use of exercise techniques to impact the musculoskeletal system to increase strength, normalize range of motion, improve balance and coordination in the performance of movement, correct postural dysfunction, and promote wellness. Students will also study measurement techniques appropriate to exercise programs. *6 credit hours*

PTA2046 Advanced Habilitation/Rehabilitation

Prerequisite(s): Eight Quarter Program - PTA1008, PTA2000, PTA2047; Nine Quarter Program - PTA1008, , PTA2021
Corequisite(s): Eight Quarter Program - PTA2021, PTA2050; Nine Quarter Program - PTA2050, PTA2057
This course introduces the student to the theory and practice of advanced rehabilitation techniques for the complex and multiply diagnosed individual. Emphasis is on the patient with neurological dysfunction, as well as those with special rehabilitation needs due to mental and cognitive disorders. *6 credit hours*

PTA2047 Essentials of Clinical Care

Prerequisite(s): PTA1001, PTA1003, PTA1005, PTA1006
Corequisite(s): PTA1008, PTA2000
Under the direct supervision of a physical therapist or physical therapist assistant, the student will have the opportunity to integrate didactic and laboratory learning by demonstrating selected clinical competencies, specifically those competencies related to basic organization, professional interaction, and practice of clinical skills learned in the preceding academic terms. This is a 60-hour unpaid clinical externship. Pass/Fail. *2 credit hours*

PTA2048 Clinical Externship I

Prerequisite(s): PTA1001, PTA1003, PTA1005, PTA1006, PTA1008, PTA2000, PTA2021, PTA2046, PTA2047,
Corequisite(s): PTA2049
This is a 240-hour unpaid clinical externship through which students perform and validate their professional competencies under the direct supervision of a license physical therapist or physical therapist assistant. Pass/Fail *8 credit hours*

PTA2049 Current Rehabilitation Issues

Prerequisite(s): PTA1001, PTA1003, PTA1005, PTA1006, PTA1008, PTA2000, PTA2021, PTA2046, PTA2047, PTA2050

Corequisite(s): PTA2048
This is a lecture discussion course consisting of presentations designed to acquaint the student with the latest practice techniques and venues used in the care of patients requiring physical therapy intervention. Presentations will be made by local clinicians as well as by students, based on an independent study conducted during the full-time clinical rotation, PTA2048. *4 credit hours*

PTA2050 Professional Seminar

Prerequisite(s): Eight Quarter Program - PTA1008, PTA2000, PTA2047; Nine Quarter Program - PTA1008, , PTA2021
Corequisite(s): Eight Quarter Program - PTA2021, PTA2046; Nine Quarter Program - PTA2046, PTA2057
Professional Seminar allows the students to self-teach and to learn skills associated with utilization of learning, community, and other resources in the gathering of new knowledge. The ability to communicate effectively in writing and orally, to professional and community groups, is stressed. *4 credit hours*

PTA2057 Physical Therapy through the Lifespan

Prerequisite(s): PTA1008, PTA2021
Corequisite(s): PTA2046, PTA2050
This course focuses on a review of pathologies that could require physical therapy intervention in clients through the life span. The course will include discussion of diagnoses and associated physical therapy interventions for the neonate, child, and adolescent; physical therapy interventions for women's health issues including pregnancy; the effect of aging on multiple systems; and end of life care. It is meant as a final preparatory course before the student goes out into the clinic. *2 credit hours*

PTA2058 Clinical Externship I

Prerequisite(s): PTA2046, PTA2050, PTA2057
Corequisite(s): PTA2059
This is a 270-hour unpaid clinical externship through which students perform and validate their professional competencies under the direct supervision of a license physical therapist or physical therapist assistant. Pass/Fail *9 credit hours*

PTA2059 Current Rehabilitation Issues

Prerequisite(s): PTA1001, PTA1003, PTA1005, PTA1006, PTA1008, PTA2000, PTA2021, PTA2050, PTA2057
Corequisite(s): PTA2058
This is a lecture discussion course consisting of presentations designed to acquaint the student with the latest practice techniques and venues used in the care of patients requiring physical therapy intervention. Presentations will be made by local clinicians as well as by students, based on the first 7 weeks of the term that was spent in full-time clinical rotations (PTA2058). The selection of some topics discussed in this course will be based on needs identified by students during the first full-time clinical rotation, PTA2058. *3 credit hours*

PTA2099 Clinical Externship II

Prerequisite(s): Eight Quarter Program PTA2049, Nine Quarter Program PTA2058, PTA2059
Corequisite(s): Eight / Nine Quarter Programs - None
This is a 360-hour unpaid clinical externship through which students perform and validate their professional competencies under the direct supervision of a licensed physical therapist or physical therapist assistant. Pass/Fail *12 credit hours*

Physician Assistant

Note: The Physician Assistant Program is offered on three campuses. Please refer to the curriculum listing for specific course sequencing and order of enrollment.

PAS5102 Medical Interviewing and Documentation

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
The purpose of this course is to introduce students to the art of medical communication. This encompasses the skills of medical interviewing and other forms of communication with patients, their families, and their caregivers. Students will learn the

components of a complete medical history. In addition, they will learn interviewing skills that will allow them to efficiently elicit a patient history in an accurate and empathetic manner. Students will be exposed to and begin to develop skills in oral case presentations. Students will also learn how to properly document medical interviews and other patient encounters. *3 credit hours*

PAS5105 Epidemiology and Biostatistics

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course provides a broad overview to familiarize Physician Assistant students with the basic concepts of public health and preventative medicine. Epidemiological concepts include the distribution, prevalence, causation, mode of transmission, dissemination, control, and preventative countermeasures of infectious and non-communicable diseases; and environmental occupational, behavioral, and chronic disabling conditions. Students are introduced to approaches to evaluate the validity of research data and the content of articles that appear in the medical literature *3 credit hours*

PAS5110 Physical Assessment I

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This introductory course on physical assessment focuses on patient communication skills, techniques of interviewing, performance of complete physical examination, development of critical thinking and decision making skills needed to assess adult patients' mental and physical status. Assessment of common and important symptoms is also covered. This course also includes presentation of patient data in both oral and written form. This course explores the comprehensive physical examination of the relevant regions and systems of the skin, head, neck, peripheral vascular system, thorax and lungs. Demonstrations and practical laboratory application reinforce the PA's ability to perform a comprehensive physical examination. A separate laboratory course (PAS 5210) allows the student an opportunity to practice the skills needed to perform a complete physical examination of the body systems covered in this course. *3 credit hours*

PAS5111 Physical Assessment II

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Physical Assessment II (PAS 5111) focuses further on the development and integration of physical assessment, diagnostic, and communication skills. Paramount is the continued development of critical thinking, decision making skills, and concise written and oral presentation of physical exam findings. *3 credit hours*

PAS5124 Essentials of Behavioral Medicine

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course will examine the most significant power of a health care provider to act as a behavioral change agent and a catalyst for patients to modify a variety of self-injurious life styles or habits. A health care provider, such as a PA, has the capacity to assist patients to make such changes not only through technologic expertise, but in his/her ability to educate patients in daily healthy living. Through the use of lecture on the principles of behavioral science, this course explores how a PA may appropriately assess normal and abnormal human behavior including common psychiatric disorders. It will also provide a knowledge base for the different treatment regimens that are utilized to treat psychiatric disorders. *3 credit hours*

PAS5125 Medical Anatomy and Physiology I

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Medical Anatomy and Physiology I is the first course of a two quarter sequence in which the student will build upon information learned in the basic anatomy and physiology prerequisite courses. General review of all anatomic and physiologic concepts and systems will be undertaken. Class sessions will focus on an in-depth look at human anatomy and physiology with an emphasis on

cellular and sub-cellular mechanisms of normal function. Introductory information will be provided as to clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease. A clinical application lab will correspond to the lecture course. *4 credit hours*

PAS5126 Medical Anatomy and Physiology II

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Medical Anatomy and Physiology II is the second course of a two quarter sequence in which the student will build upon information learned in the basic anatomy and physiology prerequisite courses. General review of all anatomic and physiologic concepts and systems will be undertaken. Class sessions will focus on an in-depth look at human anatomy and physiology with an emphasis on cellular and sub-cellular mechanisms of normal function. Introductory information will be provided as to clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease. A clinical application lab will correspond to the lecture course. *4 credit hours*

PAS5130 Diagnostic Methods

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
The purpose of this course is to provide a comprehensive overview of basic diagnostic methods. The course provides a comprehensive overview of electrocardiography with a focus on recognition of abnormalities, emphasizing the electrical system of the heart enabling the student to identify normal/abnormal wave shape of 12-lead EKGs using a systematic approach to ECG analysis. The course also explores the characteristics of the hexaxial system, wave shape distortion, and patterns of aberrant conduction. The second component of the course focuses on radiologic imaging designed to assist Physician Assistant students to understand, appropriately select, and correctly interpret the many imaging modalities and techniques currently available for examination of patients. *4 credit hours*

PAS5132 Essentials of Clinical Geriatrics

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course demonstrates new changes in clinical geriatric medicine and the ways in which care for the elderly is being organized. Instruction provides the Physician Assistant student, as a future healthcare practitioner, an excellent understanding of the expanding area of geriatrics and prepares the Physician Assistant student to appropriately evaluate, diagnose, monitor, treat, counsel, and refer elderly patients. Students are given formal instruction on process of death and dying. The interpretation and evaluation of medical literature is also emphasized. *4 credit hours*

PAS5135 Laboratory Diagnostics

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
The analytical procedures discussed in this course reflect the most recent or commonly performed techniques in the clinical laboratory. Clinical chemistry principles, ordering and interpretation of diagnostics tests, procedures, and correlations are discussed to provide information for appropriate clinical intervention. Emphasis will be placed on clinical reasoning, critical thinking and formulation of a final diagnosis. *3 credit hours*

PAS5138 Fundamentals of Surgery

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course is designed to provide the physician assistant with an early introduction to the evaluation and management of various surgical conditions. Students will initially focus on pre/postoperative evaluation, wound care, assessment and management of trauma patients, and fluid and blood replacement. In the second portion, a systematic approach to surgical diseases, conditions

and procedures is used. The course will also reinforce knowledge and instruction on knot tying, suturing and surgical instrumentation. *4 credit hours*

PAS5147 Clinical Procedures

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
The purpose of this course is to provide students fundamental concepts and skills required to perform common clinical procedures based on current practice standards. Students will receive knowledge of key indications, contraindications, risks, and benefits of basic procedural skills often performed in various practice settings. A basic review of the appropriate anatomy and physiology will be included. The laboratory environment will provide students an opportunity to perform and practice these procedures. *2 credit hours*

PAS5167 Musculoskeletal Care

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course covers the general approach to the patient with a musculoskeletal complaint. The course will include a review of anatomy & physiology of the musculoskeletal system. The primary focus will be on the physical examination, clinical manifestations, diagnosis, initial management and follow-up of musculoskeletal diseases. Other topics covered include general orthopedics as well as pediatric orthopedics. *3 credit hours*

PAS5173 Professional Seminar I

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course presents an introduction/overview of the Physician Assistant (PA) profession. Emphasis is placed upon the inception, history, and evolution of the PA profession throughout the fields of medicine and surgery; PA relationships with the supervising physician, the patient; responsibilities including the concepts of privilege, confidentiality and informed consent. This course will also explore a broad spectrum of patient types which the physician assistant will be providing care for in practice. Age, culture, language, lifestyle, and religion all have considerable impact on how patients access and respond to health care services. In addition, the physician assistant student's own background and beliefs will form the basis of their attitudes and behaviors. Pass/Fail *2 credit hours*

PAS5174 Professional Seminar II

Prerequisite(s): Admission to the Physician Assistant Program, PAS5173
Corequisite(s): None
This is the second seminar in a series of two which addresses a variety of topics in physician assistant professional development. The course will cover Complementary and Alternative forms of healthcare and medicine; to include mainstream adjuncts such as Physical Therapy, Nutrition, and Speech Therapy as well as herbal and cultural traditions. The learner will be able to identify and discuss a variety of therapeutic interventions based on patient information and preferences. The student will explore media and medicine topics to include the following: Health Literacy, Reliability of Information, Advertising in Healthcare, Printed Material and Health Information, Video/ Television/ Movies and Healthcare, Patient education, licensing, hospital credentials/ liability, malpractice insurance and building individual portfolios. Pass/Fail *3 credit hours*

PAS5175 Issues in Contemporary Medicine

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course provides the foundation that will enable the student to become familiar with the impact of law and ethics on the practice of medicine. Through individual and group interaction the student will learn terminology, ethical problem solving skills

and become familiar with dilemmas faced by those in clinical practice. Ethical problem solving skills will be explored by students using actual medical ethical dilemma cases from various sources. *2 credit hours*

PAS5180 Clinical Medicine and Pharmacotherapeutics I

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course is the first in a four course sequence. The course is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based. Lectures will be done in system-based sequences. This course will include an overview of the scientific principles of clinical pharmacology. Medical Genetics will be introduced as well. The sequences will discuss pathophysiologic mechanisms of disease, clinical presentation of disease, and approach to diagnosis of disease. In most system sequences, therapeutic specific lectures will be included to cover an in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions, and toxicology of the various pharmacologic agents will be emphasized. Topics to be covered include medical genetics, allergy/immunology, hematology, infectious disease, ophthalmology, otolaryngology, and pulmonology. *8 credit hours*

PAS5181 Clinical Medicine and Pharmacotherapeutics II

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course is the second in a four course sequence. The course is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based. Lectures will be done in system-based sequences. Each sequence will discuss pathophysiologic mechanisms of disease, clinical presentation of disease, and approach to diagnosis and management of disease. In most system sequences, pharmacotherapeutics lectures specific to the organ systems and disease processes will be included. These sessions will include an in-depth discussion of the pharmacology and use of various pharmacologic agents used in the management of disease. An understanding of the mechanism of actions adverse reactions, drug/drug interactions and toxicology of the various pharmacologic agents will be emphasized. Topics to be covered include endocrine, lipid disorders, cardiology, gastroenterology, and hepatology. *8 credit hours*

PAS5182 Clinical Medicine and Pharmacotherapeutics III

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course is the third in a four course sequence. The course is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based. Lectures will be done in system-based sequences. Each sequence will discuss pathophysiologic mechanisms of disease, clinical presentation of disease, and approach to diagnosis and management of disease. In most system sequences, pharmacotherapeutics lectures specific to the organ systems and disease processes will be included. These sessions will include an in-depth discussion of the pharmacology and use of various pharmacologic agents used in the management of disease. An understanding of the mechanism of actions adverse reactions, drug/drug interactions and toxicology of the various pharmacologic agents will be emphasized. Topics to be covered include nephrology, urology, dermatology, rheumatology, oncology and neurology. *8 credit hours*

PAS5183 Clinical Medicine and Pharmacotherapeutics IV

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course is the last in a four course sequence. The course is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based. The course will be divided into two primary subject areas being Obstetrics/Gynecology and Pediatrics. The lecture presentations will be similar to those in previous courses. The OB/GYN sequence will address normal gynecology, disorders of the female reproductive system, normal pregnancy and partition. The pediatrics portion of this course will present a systems-based approach to common disorders seen in pediatric patients. Lectures focused on disease states will address pathophysiologic mechanisms of disease, clinical presentation of disease, approach to diagnosis and management of disease. In some of the lecture sequences, therapeutic specific lectures will be included to cover an

in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions, and toxicology of the various pharmacologic agents will be emphasized. *8 credit hours*

PAS5190 Essentials of Emergency Medicine

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This course explores various types of medical and surgical conditions that present to a modern day emergency department and prepares the Physician Assistant student to evaluate, treat, and monitor such conditions. The increased use by patients of emergency departments for ambulatory and primary care is discussed, and students are provided mechanisms to evaluate resources that are needed and available to provide appropriate ambulatory, emergency, and tertiary care services in a hospital setting. A generalist approach to providing emergency care along with injury prevention is explored. *4 credit hours*

PAS5199 Independent Study I

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Permits students to enroll for review under the direction of a faculty member and area of emphasis in medicine in which the student is having difficulty. This course is pass/fail. *8 credit hours*

PAS5210 Physical Assessment Lab I

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
This introductory course on physical assessment focuses on patient communication skills, techniques of interviewing, performance of complete physical examination, development of critical thinking and decision making skills needed to assess adult patients' mental and physical status. Assessment of common and important symptoms is also covered. This course also includes presentation of patient data in both oral and written form. This course explores the comprehensive physical examination of the relevant regions and systems of the skin, head, neck, peripheral vascular system, thorax and lungs. Demonstrations and practical laboratory application reinforce the PA's ability to perform a comprehensive physical examination. A separate laboratory course (PAS5210) allows the student an opportunity to practice the skills needed to perform a complete physical examination of the body systems covered in this course. *1 credit hour*

PAS5211 Physical Assessment Lab II

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
By allowing the student an avenue to further practice physical exam technique, Physical Assessment II Lab (PAS 5211) focuses further on the development and integration of physical assessment, diagnostic, and communication skills. Paramount is the continued development of critical thinking and decision making skills and concise written and oral presentation of physical exam findings. *1 credit hour*

PAS5225 Medical Anatomy and Physiology I Lab

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Medical Anatomy and Physiology I Lab is the first course of a two quarter sequence in which the student will build upon information gained in the Medical Anatomy and Physiology lecture. General review of all anatomic and physiologic concepts will be undertaken. Lab sessions will focus on an in-depth look at human anatomy and physiology with an emphasis on the specific body systems and aspects of normal function. Introductory information will be provided for clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease. This clinical lab application will correspond to the lecture course. *1 credit hour*

PAS5226 Medical Anatomy and Physiology II Lab

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Medical Anatomy and Physiology II Lab is the second course of a two quarter sequence in which the student will build upon information gained in the Medical Anatomy and Physiology lecture. General review of all anatomic and physiologic concepts will be undertaken. Lab sessions will focus on an in-depth look at human anatomy and physiology with an emphasis on the specific body systems and aspects of normal function. Introductory information will be provided for clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease. This clinical lab application will correspond to the lecture course. *1 credit hour*

PAS5295 Applied Learning Experience I

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
The purpose of this course is to provide students an opportunity to observe and participate in clinical experiences in a variety of community clinical sites, develop appropriate interpersonal skills in a medical setting and develop an understanding of the PA's role as a member of a healthcare team. Students will put into practice: initial interviewing and history taking skills and documentation skills learned during PAS5102 Medical Interviewing and Documentation, PAS5110 Physical Assessment. This course is pass/fail *1 credit hour*

PAS5296 Applied Learning Experience II

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
The purpose of this course is to continue building students fundamental concepts in the physician assistant/patient relationship, skills needed to conduct complete medical histories and physical examination of patients of all ages, and methodologies commonly used to communicate medical information. Students will receive a more in depth experience in performing complete histories and physical examination by Learners will develop appropriate interpersonal skills in a medical setting and continue to develop an understanding of the PA's role as a member of the healthcare team. An added focus of this course will be to explore issues and current guidelines and recommendations for preventative medicine practices. Included in these lectures will be reviews of guidelines for vaccinations and immunizations across the life span. Guidelines for annual physical examinations by age group with recommendations for laboratory and diagnostic screening and evaluations. Pass/Fail *2 credit hours*

PAS5297 Applied Learning Experience III

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
The purpose of this course is to provide students an opportunity to observe and participate in clinical experiences in a variety of community clinical sites, develop appropriate interpersonal skills in a medical setting and develop an understanding of the PA's role as a member of a healthcare team. Students will put into practice: initial interviewing and history taking skills and documentation skills learned during PAS5102 Medical Interviewing and Documentation, PAS 5110 Physical Assessment. Pass/Fail *1 credit hour*

PAS5298 Applied Learning Experience IV

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
The purpose of this course is to provide students an opportunity to observe and participate in clinical experiences and procedures in a variety of settings as in their preceding ALE courses. The locations include multiple clinical office and hospital settings, as well as long-term care facilities. Students should continue to develop additional clinical knowledge and skills, cultivate interpersonal skills, and acquire further understanding of the Physician Assistant's role as a member of a healthcare team. These sites are assigned to coincide with didactic courses conducted during this quarter. The students will increasingly develop their

patient interview and physical examination skills. The students complete a journal of one or more patient care experiences and specifics of their particular specialty clinical experience. *1 credit hour*

PAS5299 Independent Study II

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Permits students to enroll for review under the direction of a faculty member and area of emphasis in medicine in which the student is having difficulty. *8 credit hours*

PAS5380 Clinical Medicine and Pharmacotherapeutics I Lab

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Small groups are specifically useful for developing higher order cognitive skills such as evaluation, problem solving, interpretation of complex concepts, and application of principles and basic information to practical problems. The small group is coordinated with the Clinical Medicine and Pharmacotherapeutics 1 lecture course in order to coordinate the skills learned in the classroom as well as to incorporate OSCE cases related to the classroom discussion. Pass/Fail *1 credit hour*

PAS5381 Clinical Medicine and Pharmacotherapeutics II Lab

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Small groups are specifically useful for developing higher order cognitive skills such as evaluation, problem solving, interpretation of complex concepts, and application of principles and basic information to practical problems. The small group is coordinated with the Clinical Medicine and Pharmacotherapeutics 1 lecture course in order to coordinate the skills learned in the classroom as well as to incorporate OSCE cases related to the classroom discussion. Pass/Fail *1 credit hour*

PAS5382 Clinical Medicine and Pharmacotherapeutics III Lab

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
Small groups are specifically useful for developing higher order cognitive skills such as evaluation, problem solving, interpretation of complex concepts, and application of principles and basic information to practical problems. The small group is coordinated with the Clinical Medicine and Pharmacotherapeutics 3 lecture course in order to coordinate the skills learned in the classroom as well as to incorporate OSCE cases related to the classroom discussion. Pass/Fail *1 credit hour*

PAS5383 Clinical Medicine and Pharmacotherpeutics IV Lab

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
As a supplement to the lecture sequences, students will meet weekly for case based laboratories. These will be small group labs, facilitated by faculty group facilitators. The facilitator will have students work through case studies that correspond to current lecture sequences. The students will be given introductory information and must elicit the necessary information from a facilitator to lead to the formulation of an appropriate differential diagnosis, diagnosis and management plan. This lab will require that students incorporate patient history, physical assessment, scientific concepts, and diagnostic studies to ultimately come to a logical differential diagnosis and final diagnosis. Students will then be required to utilize their knowledge of clinical therapeutics and diseases to develop a rational plan of management. Medical decision making and logic will be a key focus in lab sessions. Pass/Fail *1 credit hour*

PAS6152 Medical Literature in Clinical Practice

Prerequisite(s): Admission to the Physician Assistant Program
Corequisite(s): None
The purpose of this course is to teach students how to access and interpret medical literature. As life-long learners, Physician Assistants must be able to locate, understand, and apply concepts derived from the medical literature as they relate to the treatment of their patients. This course will focus on an evidence-based medicine approach to interpreting the medical literature. The University librarian will also teach students to search medical databases to efficiently locate appropriate material. The course will use definitions and concepts taught in the PAS5105 Epidemiology and Biostatistics course. *1 credit hour*

PAS6200 Clinical Rotation I

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
Clinical rotations one through eight are designed to provide the student with hands on clinical experience that will reinforce knowledge gained in the didactic year while allowing the student to refine procedural, diagnostic and data integration skills. The clinical rotation also allows the student to begin assimilating into the professional role of the Physician Assistant while developing a working relationship with other members of the healthcare team. The clinical curriculum is designed to give the student the opportunity to achieve clinical competence while under the supervision of a clinical preceptor in various healthcare settings. Each student is required to complete eight rotations, seven of which place emphasis on a different discipline of medicine. One rotation serves as an elective, and allows the student to explore an area of personal interest. Students will gain clinical exposure in the following disciplines: Primary Care, Internal Medicine, General Surgery, Pediatrics, Women's Health, Behavioral Medicine, Emergency Medicine and the Clinical Elective. Minimum 200 Clinical Hours *8 credit hours*

PAS6205 Clinical Rotation II

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
Clinical rotations one through eight are designed to provide the student with hands on clinical experience that will reinforce knowledge gained in the didactic year while allowing the student to refine procedural, diagnostic and data integration skills. The clinical rotation also allows the student to begin assimilating into the professional role of the Physician Assistant while developing a working relationship with other members of the healthcare team. The clinical curriculum is designed to give the student the opportunity to achieve clinical competence while under the supervision of a clinical preceptor in various healthcare settings. Each student is required to complete eight rotations, seven of which place emphasis on a different discipline of medicine. One rotation serves as an elective, and allows the student to explore an area of personal interest. Students will gain clinical exposure in the following disciplines: Primary Care, Internal Medicine, General Surgery, Pediatrics, Women's Health, Behavioral Medicine, Emergency Medicine and the Clinical Elective. Minimum 200 Clinical Hours *8 credit hours*

PAS6210 Clinical Rotation III

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
Clinical rotations one through eight are designed to provide the student with hands on clinical experience that will reinforce knowledge gained in the didactic year while allowing the student to refine procedural, diagnostic and data integration skills. The clinical rotation also allows the student to begin assimilating into the professional role of the Physician Assistant while developing a working relationship with other members of the healthcare team. The clinical curriculum is designed to give the student the opportunity to achieve clinical competence while under the supervision of a clinical preceptor in various healthcare settings. Each student is required to complete eight rotations, seven of which place emphasis on a different discipline of medicine. One rotation serves as an elective, and allows the student to explore an area of personal interest. Students will gain clinical exposure in the following disciplines: Primary Care, Internal Medicine, General Surgery, Pediatrics, Women's Health, Behavioral Medicine, Emergency Medicine and the Clinical Elective. Minimum 200 Clinical Hours *8 credit hours*

PAS6215 Clinical Rotation IV

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
Clinical rotations one through eight are designed to provide the student with hands on clinical experience that will reinforce knowledge gained in the didactic year while allowing the student to refine procedural, diagnostic and data integration skills. The clinical rotation also allows the student to begin assimilating into the professional role of the Physician Assistant while developing a working relationship with other members of the healthcare team. The clinical curriculum is designed to give the student the opportunity to achieve clinical competence while under the supervision of a clinical preceptor in various healthcare settings. Each student is required to complete eight rotations, seven of which place emphasis on a different discipline of medicine. One rotation serves as an elective, and allows the student to explore an area of personal interest. Students will gain clinical exposure in the following disciplines: Primary Care, Internal Medicine, General Surgery, Pediatrics, Women's Health, Behavioral Medicine, Emergency Medicine and the Clinical Elective. Minimum 200 Clinical Hours *8 credit hours*

PAS6220 Clinical Rotation V

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
Clinical rotations one through eight are designed to provide the student with hands on clinical experience that will reinforce knowledge gained in the didactic year while allowing the student to refine procedural, diagnostic and data integration skills. The clinical rotation also allows the student to begin assimilating into the professional role of the Physician Assistant while developing a working relationship with other members of the healthcare team. The clinical curriculum is designed to give the student the opportunity to achieve clinical competence while under the supervision of a clinical preceptor in various healthcare settings. Each student is required to complete eight rotations, seven of which place emphasis on a different discipline of medicine. One rotation serves as an elective, and allows the student to explore an area of personal interest. Students will gain clinical exposure in the following disciplines: Primary Care, Internal Medicine, General Surgery, Pediatrics, Women's Health, Behavioral Medicine, Emergency Medicine and the Clinical Elective. Minimum 200 Clinical Hours *8 credit hours*

PAS6225 Clinical Rotation VI

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
Clinical rotations one through eight are designed to provide the student with hands on clinical experience that will reinforce knowledge gained in the didactic year while allowing the student to refine procedural, diagnostic and data integration skills. The clinical rotation also allows the student to begin assimilating into the professional role of the Physician Assistant while developing a working relationship with other members of the healthcare team. The clinical curriculum is designed to give the student the opportunity to achieve clinical competence while under the supervision of a clinical preceptor in various healthcare settings. Each student is required to complete eight rotations, seven of which place emphasis on a different discipline of medicine. One rotation serves as an elective, and allows the student to explore an area of personal interest. Students will gain clinical exposure in the following disciplines: Primary Care, Internal Medicine, General Surgery, Pediatrics, Women's Health, Behavioral Medicine, Emergency Medicine and the Clinical Elective. Minimum 200 Clinical Hours *8 credit hours*

PAS6230 Clinical Rotation VII

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
Clinical rotations one through eight are designed to provide the student with hands on clinical experience that will reinforce knowledge gained in the didactic year while allowing the student to refine procedural, diagnostic and data integration skills. The clinical rotation also allows the student to begin assimilating into the professional role of the Physician Assistant while developing a working relationship with other members of the healthcare team. The clinical curriculum is designed to give the student the opportunity to achieve clinical competence while under the supervision of a clinical preceptor in various healthcare settings. Each student is required to complete eight rotations, seven of which place emphasis on a different discipline of

medicine. One rotation serves as an elective, and allows the student to explore an area of personal interest. Students will gain clinical exposure in the following disciplines: Primary Care, Internal Medicine, General Surgery, Pediatrics, Women's Health, Behavioral Medicine, Emergency Medicine and the Clinical Elective. Minimum 200 Clinical Hours *8 credit hours*

PAS6235 Clinical Rotation VIII

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
Clinical rotations one through eight are designed to provide the student with hands on clinical experience that will reinforce knowledge gained in the didactic year while allowing the student to refine procedural, diagnostic and data integration skills. The clinical rotation also allows the student to begin assimilating into the professional role of the Physician Assistant while developing a working relationship with other members of the healthcare team. The clinical curriculum is designed to give the student the opportunity to achieve clinical competence while under the supervision of a clinical preceptor in various healthcare settings. Each student is required to complete eight rotations, seven of which place emphasis on a different discipline of medicine. One rotation serves as an elective, and allows the student to explore an area of personal interest. Students will gain clinical exposure in the following disciplines: Primary Care, Internal Medicine, General Surgery, Pediatrics, Women's Health, Behavioral Medicine, Emergency Medicine and the Clinical Elective. Minimum 200 Clinical Hours *8 credit hours*

PAS6320 Special Topics in Clinical Practice I

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
This is the first in a three course sequence designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. The course is designed to provide instruction and assessment on areas of clinical practice essential for the graduate PA to be a competent clinician. The course will include both clinical and professional topics. While some professional topics will be a regular part of the course on an annual basis, some clinical topics will be inserted or removed as the knowledge and skills needs of each cohort are determined from the end of didactic year formative assessments. This course is pass/fail. *2 credit hours*

PAS6330 Special Topics in Clinical Practice II

Prerequisite(s): Successful completion of the didactic phase of the Physician Assistant Program
Corequisite(s): None
This is the second in a three course sequence designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. The course is designed to provide instruction and assessment on areas of clinical practice essential for the graduate PA to be a competent clinician. The course will include both clinical and professional topics. While some professional topics will be a regular part of the course on an annual basis, some clinical topics will be inserted or removed as the knowledge and skills needs of each cohort are determined from the end of didactic year formative assessments. Pass/Fail *2 credit hours*

PAS6340 Special Topics in Clinical Practice III

Prerequisite(s): Successful completion of didactic phase of Physician Assistant Program
Corequisite(s): None
This is the third in a three course sequence designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. The course is designed to provide instruction and assessment on areas of clinical practice essential for the graduate PA to be a competent clinician. The course will include both clinical and professional topics. While some professional topics will be a regular part of the course on an annual basis, some clinical topics will be inserted or removed as the knowledge and skills needs of each cohort are determined from the end of didactic year formative assessments. This course is pass/fail. *2 credit hours*

PAS6350 Physician Assistant Senior Seminar

Prerequisite(s): PAS6235
Corequisite(s): None
This course is designed to be a capstone course in the physician assistant curriculum. It is designed to review and evaluate knowledge and skills deemed essential for successful completion of the program and entry into the PA profession. The course will include an extensive didactic review of medical topics in a system based approach. Evaluations will be conducted to assess knowledge, skills, critical thinking, problem solving, communication with patients and professionalism. This course is pass/fail. *4 credit hours*

Politics

POL1050 Contemporary Issues

Prerequisite(s): ENG1100
Corequisite(s): None
The course explores a series of public policy topics ranging from the economy, defense and security, individual rights, health care, immigration, energy and the environment. Students will develop critical thinking skills and gain an in-depth understanding of the historical background of selected policy topics. Students will develop the skills necessary for viewing and grasping policy topics from multiple perspectives,learn how to evaluate, synthesize, and debate policy issues, and become civically engaged and informed citizens. *4 credit hours*

POL2076 American Government

Prerequisite(s): ENG1200 or ENG1300
Corequisite(s): ENG1200 or ENG1300
This course introduces students to the American Government. By examining the struggle for power-the participants, the stakes, the processes, and the institutional arenas -- this course introduces the students to the political struggles that drive democracy. *4 credit hours*

Professional Development

UVC1000 Strategies for Success

Prerequisite(s): None
Corequisite(s): None
Designed to help entering students develop a more effective approach to college success, this course emphasizes positive self-evaluation, goal-setting and motivation; practical skills of successful students; effective use of the library and the many sources of information available; and the concepts and tools of critical thinking, and their applications. *4 credit hours*

UVC4000 Career Exploration Seminar

Prerequisite(s): None
Corequisite(s): Taken within 3 quarters (Ground) or 9 classes from Graduation (South University, Online Programs)
Designed to help pending graduates develop an effective approach to the job search, this course emphasizes the understanding of industry expectations and job trends, assessing and developing skills for the work place, developing a professional portfolio with cover letters and resumes, projecting professionalism, and the practical applications of networking, self-promotion, successful interviewing, salary negotiations, and overcoming rejection. *4 credit hours*

Project Management

PMC6601 Foundations of Project Management

Prerequisite(s): MBA5009; Master of Science in Nursing and Doctor of Nursing Practice students: None
Corequisite(s): None
This course introduces students to the challenges associated with projects in the business arena. The course introduces the terms and conceptual framework for Project Management as detailed in the ANSI Standard Guide to the Project Management Body of Knowledge (PMBOK Guide). The course focuses on the processes of project integration management including initiating projects, project planning, executing project plans, controlling and monitoring project work, and closing the project. The course reviews the nine knowledge areas in the PMBOK Guide as foundation for subsequent courses in the specialization. Students also analyze how project management disciplines such as leadership, ethics, strategic management, operations management, and human resources management utilize project management processes. The student is introduced to project management software that will be used throughout the specialization. *4 credit hours*

Psychology

PSY1001 General Psychology

Prerequisite(s): None
Corequisite(s): None
An introduction and overview of the major principles in the field of Psychology including: mental disorders, personality, social understanding, stress and coping, learning, memory, neuroscience, and consciousness. Students will also gain a broad understanding of how these areas are interconnected from a theoretical and practical worldview in addition to scientific modes of thought about behavior. *4 credit hours*

PSY2007 Statistics for Behavioral Sciences

Prerequisite(s): PSY1001 and MAT2058 with grades of "C" or better
Corequisite(s): PSY2008
An investigation of the methodological principles regarding behavioral science research, descriptive and inferential techniques, and the process of using these techniques for psychological experimentation and data analysis. *4 credit hours*

PSY2008 Statistics for Behavioral Sciences Lab

Prerequisite(s): PSY1001 and MAT2058 with grades of "C" or better
Corequisite(s): PSY2007
An understanding of the statistical principles associated with the study of behavioral science research through application and computerized data analysis (i.e., Minitab). *2 credit hours*

PSY2010 Abnormal Psychology

Prerequisite(s): PSY1001 with a grade of "C" or better
Corequisite(s): None
A survey of psychological disorders, contrasting theoretical views and representative research investigating these disorders. A concentration on classification, etiology, diagnosis, and treatment of mental disorders. *4 credit hours*

PSY2022 Human Growth and Development

Prerequisite(s): PSY1001 with a grade of "C" or better
Corequisite(s): None
In Human Growth and Development, students will learn the normal developmental stages of the human life cycle. The stages of human development will be examined within the context of the biological, psychological, sociological, intellectual and emotional processes. Relevant cross-cultural comparisons are used to illustrate the unity and diversity of human life. *4 credit hours*

PSY2050 History and Systems

Prerequisite(s): PSY1001 with a grade of "C" or better
Corequisite(s): None
A survey of the major and modern theories in psychology through an examination of historical controversies. An understanding of the roots of psychology in natural and social sciences. A consideration of the diversity of psychological study and the future of psychology. *4 credit hours*

PSY2060 Research Methods

Prerequisite(s): PSY2007 with a grade of "C" or better
Corequisite(s): PSY2061
Research design and methodology. An analysis of the approaches to developing, understanding, and interpreting psychological phenomena. Topics include experimental vs. non-experimental research such as survey, observation, case study, and archival data. An understanding of reliability, validity, and experimental control issues. *4 credit hours*

PSY2061 Research Methods Lab

Prerequisite(s): PSY2008 with a grade of "C" or better
Corequisite(s): PSY2060
An understanding of the methodological principles associated with behavioral science research through an application of the theoretical, conceptual, and practical principles. *2 credit hours*

PSY3001 Cognitive Psychology

Prerequisite(s): PSY1001 with a grade of "C" or better
Corequisite(s): PSY3002
Historical and current perspectives regarding the examination of human attention, language, vision, memory, and other forms of information processing (e.g., decision-making). *4 credit hours*

PSY3002 Cognitive Psychology Lab

Prerequisite(s): PSY2061 with a grade of "C" or better
Corequisite(s): PSY3001
The design, operation, analysis, and write-up of experiments which focus on human cognition (e.g., attention, memory and information processing). *2 credit hours*

PSY3010 Social Psychology

Prerequisite(s): PSY1001 with a grade of "C" or better
Corequisite(s): None
The study of intrapersonal and interpersonal processes such as conformity, social perception, attribution theory, altruism, aggression, prejudice, persuasion, group dynamics, self-concept and self-esteem. *4 credit hours*

PSY3011 Social Psychology Lab

Prerequisite(s): PSY2061 with a grade of "C" or better
Corequisite(s): PSY3010
An understanding of the methodological principles associated with research in social psychology. The application of psychosocial processes such as learning, attitudes, and social behaviors. *2 credit hours*

PSY3200 Biological Psychology

Prerequisite(s): PSY1001 with a grade of "C" or better
Corequisite(s): None
A study of the biological mechanisms of behavior in psychology. Topics include the development of the brain, brain-behavior relationships, hormones and sexual behavior, the biology of learning, memory, and mental disorders. Emphasis will be placed on human findings and applications *4 credit hours*

PSY3300 Personality

Prerequisite(s): PSY1001 with a grade of "C" or better
Corequisite(s): None
The major theoretical perspectives of personality development, structure, dynamics, assessment, and psychological adjustment. Additional topics include consideration of biological and environmental indices of personality. *4 credit hours*

PSY3400 Sensation and Perception

Prerequisite(s): PSY1001 with a grade of "C" or better
Corequisite(s): None
An understanding of the manner in which humans perceive and respond to internal and external stimuli. Areas of study include vision, audition, chemical, tactile, and proprioceptive senses, receptor mechanisms, psychophysical methods and perceptual phenomena. *4 credit hours*

PSY3500 Motivation

Prerequisite(s): PSY1001 with a grade of "C" or better
Corequisite(s): None
The examination of human motives and the impact of emotion on the decision making process. Consideration of primary and secondary motivators regarding theoretical and practical application for reward, punishment, and avoidance scenarios. *4 credit hours*

PSY3520 Child/Adolescent Development

Prerequisite(s): PSY2022 with a grade of "C" or better
Corequisite(s): None
An understanding of the major developmental theories associated with childhood (age 3) through adolescence (age 21). The primary areas of exploration include cognitive, interpersonal, intrapersonal, physical, and emotional systems in addition to contextual approaches involved in understanding these systems. *4 credit hours*

PSY3530 Adult Development

Prerequisite(s): PSY2022 with a grade of "C" or better
Corequisite(s): None
An understanding of the major developmental theories associated with adulthood (ages 18 through 65). The primary areas of exploration include cognitive, interpersonal, intrapersonal, physical, and emotional systems in addition to the contextual approaches (i.e., typical life tasks) involved in understanding these systems *4 credit hours*

PSY3540 Elderly Development

Prerequisite(s): PSY2022 with a grade of "C" or better
Corequisite(s): None
An understanding of the major developmental theories associated with late adulthood (age 65 and older). The primary areas of exploration include death and dying, cognitive, interpersonal, intrapersonal, physical, emotional systems in addition to the contextual approaches (e.g., family dynamics, leisure, retirement, bereavement) involved in understanding these systems. *4 credit hours*

PSY3600 Introduction to Human Neuropsychology

Prerequisite(s): PSY3200 with a grade of "C" or better
Corequisite(s): None
How does the human brain develop and function? How do neuropsychologists assess brain function and damage: What are the structural, genetic, and biomedical bases of neurological disorders: How do viruses and bacteria damage the brain? These are just a few of the many fascinating questions we will be exploring in this course. Neuropsychology has evolved from the related fields of psychology, neurology, neuroscience, biology, and philosophy and it is a rapidly growing are of psychology. The course is also designed to provide students with an in-depth overview of the field of neuropsychology with special emphasis on behavioral impairments due to brain injury or disease and what can be learned about normal brain function by studying patients with brain abnormalities. This course is particularly useful for pre-med, nursing, biology, psychology, and neuroscience students. *4 credit hours*

PSY3800 Introduction to Psychological Testing and Assessment

Prerequisite(s): PSY2010, and PSY2022, and PSY3300, with grades of "C" or better
Corequisite(s): None
This course will examine the topic of psychometrics in reference to testing and assessment via paper and electronic surveys. Students will be exposed to the essential factors involved with survey design and research according to the current and future demands of social and occupational settings. *4 credit hours*

PSY4001 Addictions

Prerequisite(s): PSY2010, PSY2022, and PSY3300 with grades of "C" or better
Corequisite(s): None
A theoretical, conceptual, and practical overview of internal and external determinants of addictive behaviors across the lifespan. Assessment and treatment approaches will be discussed along with issues influencing recidivism. *4 credit hours*

PSY4030 Multicultural Psychology

Prerequisite(s): PSY2010, PSY2022, PSY3010 and PSY3300 with grades of "C" or better
Corequisite(s): None
The examination of psychological conditions according to varied populations including gender, ethnicity, religion, geography, culture, age, sexual orientation, physical disability, education, and social class. This course is meant to expose students to the impact of these contexts on the intra- and interpersonal psychosocial framework for individuals across development. *4 credit hours*

PSY4040 Human Sexuality

Prerequisite(s): PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better
Corequisite(s): None
A biopsychosocial understanding of the determinants of human sexual behavior. Developmental views of normal and abnormal sexual behavior, treatment, and cultural influences will also be highlighted. *4 credit hours*

PSY4200 Psychology and the Media

Prerequisite(s): PSY2010, PSY2022 and PSY3010 with grades of "C" or better
Corequisite(s): None
A historical and contemporary examination of the psychological influences of the media. Consideration of the local, regional, national, and international influences of varied information sources including television, the Internet, print media, electronic communication devices, and radio within a developmental context. *4 credit hours*

PSY4320 Psychology and Gender

Prerequisite(s): PSY2010, PSY2022, PSY3010 and PSY3300 with grades of "C" or better
Corequisite(s): None
A historical and contemporary examination of the psychological issues of gender from a social, emotional, personality, physiologic, geographic, and cultural perspective. Specific topics will include career development, marriage, family, sex role development and expectations, role conflict, achievement, and sexuality. *4 credit hours*

PSY4400 Child and Adolescent Disorders

Prerequisite(s): PSY2010, PSY2022, and PSY3300 with grades of "C" or better
Corequisite(s): None
An introduction to the field of abnormal child psychology and the associated major theories. Students will be exposed to the pathogenic process (i.e., developmental sequence) of psychological disorders from early childhood to late adolescence. A major goal of the course it to promote critical thinking on major issues such as the genetic, biological, and environmental influences on behavior, emotions, and personality in conjunction with associated assessment, diagnostic, and treatment procedures. *4 credit hours*

PSY4420 Health Psychology

Prerequisite(s): PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better
Corequisite(s): None
An investigation of the major theories, strategies, and methods of understanding the psychological contributions to human health and disease. The psychological approaches to treating and preventing disease and unintentional injuries with a focus on health and safety promotion. *4 credit hours*

PSY4470 Forensic Psychology (formerly Psychology and Law)

Prerequisite(s): PSY2010, PSY2022, PSY3010 and PSY3300 with grades of "C" or better
Corequisite(s): None
An understanding of the legal system within the context of psychological methodology and research. Historical and contemporary dilemmas within the law in addition to between the legal system and psychology will be explored. *4 credit hours*

PSY4480 Psychology of Religion

Prerequisite(s): PSY2010, PSY2022, PSY3010 and PSY3300 with grades of "C" or better
Corequisite(s): None
An examination of the contemporary issues in psychology regarding religious beliefs, values, experience, and practice. Additional topics include psychosocial comparisons of major religions, religious development, and the connection between religion and health-promotion. *4 credit hours*

PSY4540 Introduction to Professional Counseling

Prerequisite(s): PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better
Corequisite(s): None
A survey and focus on the theoretical, conceptual, and practical application of counseling regarding assessment, treatment, diagnostic, and ethical issues in Professional Counseling. Students will gain an understanding of contemporary assessment and interview techniques for mental health disorders and the array of specialties in the counseling profession. *4 credit hours*

PSY4541 Introduction to Clinical Psychology

Prerequisite(s): PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better
Corequisite(s): None
This course will examine the theoretical, conceptual, and practical applications of psychology regarding assessment, treatment, diagnostics, and ethical issues in the field of clinical psychology. Students will gain an understanding of the contemporary assessment and interview techniques for mental health disorders and the subspecialties within clinical psychology. *4 credit hours*

PSY4560 Industrial Organizational Psychology

Prerequisite(s): PSY2022, PSY2010 and PSY3300 with grades of "C" or better
Corequisite(s): None
Industrial/organizational (I/O) psychology is an applied discipline of psychology that specializes in the theory and application of psychological principles to understanding behavior in the workplace and within organizations. This course examines the main aspects of I/O psychology including job analysis, training, performance, organizational culture and dynamics, leadership, worker satisfaction, improving the workplace environment, group behavior and conflict in the work place. *4 credit hours*

PSY4580 Psychometrics and Assessment

Prerequisite(s): PSY3010, PSY3011, PSY3300 and PSY3800 with grades of "C" or better & Senior Standing
Corequisite(s): None
This course will examine the topic of psychometrics in reference to testing and assessment via paper and electronic surveys. Students will be exposed to the essential factors involved with survey design and research according to the current and future demands of social and occupational settings. *4 credit hours*

PSY4600 Anxiety and Mood Disorders

Prerequisite(s): PSY2010, PSY2022, and PSY3300 with grades of "C" or better
Corequisite(s): None
This course examines the major, minor, and associated categories of anxiety and mood disorders and the dynamic interplay of biological, psychological, and social factors in the development, course, and outcome of each of these disorders. Of specific focus are the etiology, prevalence rates, course, duration, assessment, diagnosis, and treatments related to each of the anxiety and mood disorders. Attention also will be drawn to the observed developmental differences and the relative contributions of research within these fields of study. Lastly, students will learn about ongoing changes in categorization, including emerging ideas about the "spectrum" disorders. *4 credit hours*

PSY4610 Advanced Analysis and Methods

Prerequisite(s): PYS2060, PSY2061 and PSY3800 with grades of “C” or better
Corequisite(s): None
This course will address multivariate research design and methodology. Students will be exposed to an analysis of the approaches to developing, understanding, and interpreting multivariate psychological phenomena. The primary topics will include MANOVA, MANCOVA, multiple regression, logistic regression. Additional areas will include a concentration on an understanding of reliability, validity, and experimental control issues. *4 credit hours*

PSY4620 Learning and Memory

Prerequisite(s): PSY3001 and PSY3200 with grades of "C" or better
Corequisite(s): None
To provide a comprehensive introduction to the theories and basic processes relevant to learning and behavior, with an emphasis on associative learning (classical and instrumental conditioning). We will discuss how these theories contain applicability to real world phenomena, such as training our pets, raising our children, treating mental illness, and treating drug addiction. In addition, you will gain exposure to the scientific method as well as improve your critical thinking skills through reading and critiquing scholarly work. *4 credit hours*

PSY4630 Principles of Behavioral Neuroscience

Prerequisite(s): PSY3001 and PSY3200 with grades of "C" or better
Corequisite(s): None
This course will emphasize familiarity with the basic anatomy and physiology of the human nervous system and its control of physical functions as well as cognitive and motor behaviors. By the very nature of the subject matter, the course requires learning the terminology that is typically used to describe components of the nervous system. In addition, students will learn to identify the components of the nervous system and their function. Much of this information is provided in the textbook, but lectures will provide important supplemental information. The course will also review the effects of pathology and injury to the nervous system on motor function, sensation, cognition and emotion. *4 credit hours*

PSY4640 Comparative Cognition

Prerequisite(s): PSY3001 and PSY3200 with grades of "C" or better
Corequisite(s): None
An exploration of the evolution and function of cognition across species. Topics include perception, attention, learning, tool use, categorization, decision making, memory, and language. By studying animal behavior, students will appreciate what makes humans unique. Material will be drawn from the fields of zoology, evolutionary biology, psychology, and neuroscience. *4 credit hours*

PSY4650 Human Neuropharmacology

Prerequisite(s): BIO1020, PSY3200, and PSY4630 with grades of "C" or better
Corequisite(s): None
The nervous system uses a very precise system of neurochemical messengers to produce all aspects of sensation, perception, feelings, emotions, motivation, movement, and conscious experience. This course will address the role of neurochemicals in normal brain functioning and also describe how drugs are used to treat neurological and psychological disorders. Drug abuse and toxicology will also be discussed. *4 credit hours*

PSY4800 Senior Seminar

Prerequisite(s): PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better and Senior Standing
Corequisite(s): None
The intensive examination of current and/or historical issues in the field of psychology in seminar format. *4 credit hours*

PSY4861 Senior Thesis I

Prerequisite(s): PSY2060 and PSY2061 with grades of "C" or better, Senior Standing, and a minimum GPA of 2.50 or higher
Corequisite(s): None
This course is designed to guide students toward the completion of a research proposal in the behavioral sciences. Historical and current theories will be investigated and applied to specific research hypotheses. Students will conduct literary research, identify

a relevant and specific research topic, design strategies for assessment, and develop specific research hypotheses through the production of an undergraduate thesis proposal. 2 credit hours

PSY4862 Senior Thesis II

Prerequisite(s): PSY4861 with a grade of "C" or better, Senior Standing, and a minimum GPA of 2.5 or higher
Corequisite(s): None
This course constitutes the completion of the senior thesis initially proposed in PSY4851. Students will complete the research project proposed in Senior Thesis I by collecting, analyzing, and interpreting data. Posters appropriate for presentation at a professional conference will be developed. *2 credit hours*

PSY4900 Field Placement

Prerequisite(s): PSY4540 or PSY4541 with a grade of "C" or better, Senior Standing, and a minimum GPA of 2.5 or higher
Corequisite(s): None
This field placement is designed to provide psychology majors with a shadowing experience that exposes them to the practice of psychology and other human services professions. Students are required to spend a minimum of 10 hours per week at the field placement site, a site that the student will secure and the field practicum instructor must approve. In addition, students are required to participate in one and a half hours of weekly group supervision with the field practicum instructor and other students who are engaged in the field placement experience. Finally, students are required to participate fully in the didactic component of the course. The global aims of the field placement experience are for students to see the work of professionals first hand, integrate prior coursework with their field placement observations, and to gain insight into whether they are interested in pursuing a career in one of these areas. *4 credit hours*

Public Administration

MPA5001 Foundations of Public Administration

Prerequisite(s): None
Corequisite(s): None
This course provides students with an overview of public administration and examines the political, social, institutional, and organizational setting in which practitioners in public administrators function. *4 credit hours*

MPA5005 Public and Non-profit Organizational Behavior

Prerequisite(s): Fully online students: MPA5001
Corequisite(s): Campus-based students: MPA5001
This course addresses the issues of motivation, leadership, and communication within public and nonprofit organizations. Included are negotiation, conflict resolution, and team building. Special attention will be paid to the unique character of public and nonprofit organizations operating with a mission of public service and within the context of the political leadership and public constituencies. *4 credit hours*

MPA5010 Public and Non-profit Budgeting and Accounting

Prerequisite(s): MPA students: MPA5001; Master of Science in Public Relations and Doctor of Nursing Practice students: None
Corequisite(s): None
This course examines the management of public funds and the preparation and administration of their related budgets. Basic accounting and financial management functions most relevant to public administration are examined, including the roles of

treasury, comptroller, and auditing. Topics may include revenue projections, expenditure controls, fiscal management, the relevance of public policy in establishing budgetary priorities, and the utilization of information and accounting systems. Course will also include accounting and auditing requirements particular to non-profit organizations. *4 credit hours*

MPA6001 Research and Data Analysis in Public Administration

Prerequisite(s): MPA5001
Corequisite(s): None
This course explores the concepts, principles, and methods of research in public administration, with application to administrative functions and decision making. Topics include literature reviews, research design, definition and measurement of variables, analysis and interpretation of data, and communication of research results. Emphasis is placed on the role and importance of scientific investigations and systematic inquiries in the development and planning of public policy related to public administration and its functions. *4 credit hours*

MPA6100 Non-profit Fundraising and Volunteer Development

Prerequisite(s): MPA5001
Corequisite(s): None
This course explores the goals, processes, and activities associated with fundraising and resource development including the resources provided by volunteers in the non-profit sector. Topics may include annual and capital campaign development, special events, planned giving, communication strategies, stakeholder relationships, automation techniques, and volunteer procedures (including recruitment, training, and recognition). Course will also address legal reporting requirements pertaining to contributions. *4 credit hours*

MPA6105 Grant Writing and Contract Administration

Prerequisite(s): MPA5001
Corequisite(s): None
This course examines the strategies and execution of grant and proposal writing as well as contract administration in the non-profit and governmental sectors. Topics may include research into funding sources, use of prospectus documents, preparation competitive proposals for grants and contracts, and peer review. Students will engage in all aspects of grant and proposal writing, including how to efficiently and effectively describe research and program design, outcomes, objectives and methodology, data management, evaluation, and budget development applied to the preparation of an actual proposal. Students will also examine the contract administrative responsibilities resulting from successful grants and contracts, including monitoring and reporting program and fiscal data. *4 credit hours*

MPA6110 Management of Non-profit Organizations

Prerequisite(s): MPA5001
Corequisite(s): None
This course explores the history, growth, and evolution of the non-profit organizations and examines the critical management and leadership challenges facing the professional manager in the non-profit sector. Topics may include the role of the executive team, board of directors, full-time staff, and volunteers in identifying and realizing the mission of a non-profit organization. In addition, students will study the legal framework and requirements for non-profit organizations including those pertaining to lobbying and electoral politics. *4 credit hours*

MPA6115 Program Evaluation of Public and Non-profit Organizations

Prerequisite(s): MPA5001
Corequisite(s): None
This course examines the goals, methods, and techniques of program evaluation in governmental and non-profit organizations.

Special emphasis is placed on how program evaluation relates to legislative and executive budgeting, program planning, and program implementation. *4 credit hours*

MPA6501 State and Local Government and Intergovernmental Relations

Prerequisite(s): MPA5001
Corequisite(s): None
This course analyzes the structure, principles, and operation of state and local government in the United States. It examines the governmental interrelationships contained in the American Federal system. Topics may include the analysis of the executive, legislative, and judicial functions of state and local governments, with special attention paid to the similarities and differences among the levels and branches of government as well as the complementary and conflictual relationships between the state and federal government levels. *4 credit hours*

MPA6505 Legislative and Judicial Process

Prerequisite(s): MPA5001
Corequisite(s): None
This course examines the process of enacting laws and performing other legislative/administrative/judicial functions in the U.S. Congress and state legislatures. Special attention is paid to the relationship between public administrators and the legislative and judicial processes. *4 credit hours*

MPA6520 Legal Environment of Public Administration

Prerequisite(s): MPA5001
Corequisite(s): None
This course focuses on the relationship between public administration and the law. Topics may include the role of public administrators in formulating law and policy through the rule-making process and administrative law, how case law is relevant to public organizations, managers, and the administration of governmental programs, and the liability of government in selected settings. *4 credit hours*

MPA6999 Strategic Challenges in Public Administration

Prerequisite(s): Must be taken in final quarter or session of degree completion
Corequisite(s): None
This course integrates knowledge, skills, and abilities from a wide variety of content areas to better meet the challenges faced by public administrators. Topics may include developing organizational strategy, executing decision making, shaping the planning process, and managing of organizational change. Use of the case method will draw significantly on students' prior public administration study and experience. *4 credit hours*

PUB2001 Introduction to Public Administration

Prerequisite(s): None
Corequisite(s): None
The course provides students with an overview of the core theoretical principles of public administration and their practical application to the day-to-day implementation of public policies. Students explore the main functional areas within public administration at the federal, state, and local levels of government. The course places public administration practice in context with the broader political system and its importance in solving public problems. *4 credit hours*

Public Health

PHE2001 Introduction to Public Health

Prerequisite(s): AHS1001, ENG1100, and 1 natural science course with a grade of C or better in all courses
Corequisite(s): None
This course is designed to introduce the basic tenets, applications, and focus of public health. It will provide an introduction to public health terminology, history, core disciplines, professional roles and services, current public health challenges and the impact of public health efforts on population health. *4 credit hours*

PHE3001 Legal and Ethical Issues in Public Health

Prerequisite(s): HCM2005, PHE2001 with a grade of C or better
Corequisite(s): None
This course provides students with an overview and practical knowledge of public health law and ethics. Students will gain an understanding of the responsibility of government to protect the public health in the context of upholding individual rights. By the end of the course, students will be able to apply this knowledge to real-world applications of ethical decision making and gain a critical understanding of their own ethical opinions. *4 credit hours*

PHE3025 Research Methods in Public Health

Prerequisite(s): HSC4010, MAT2058 with a grade of C or better
Corequisite(s): None
This course provides students with an understanding of epidemiology and the philosophy and methods for health-related research. The course explores a wide range of topics, such as, research paradigms, research ethics, quantitative and qualitative research methods, descriptive and inferential statistics, hypothesis testing and writing research proposals. *4 credit hours*

PHE3040 Healthcare Law

Prerequisite(s): PHE3001 with a grade of C or better
Corequisite(s): None
This course presents an overview of the legal issues facing the health care and public health industry. The course provides students with a basic working knowledge of health law with a comprehensive review of a wide variety of health care and public health legal issues. *4 credit hours*

PHE3050 Public Health Policy

Prerequisite(s): HCM2005 with a grade of ‘C’ or better
Corequisite(s): None
This course presents an overview of the public policy facing the health care industry. The course provides students with a basic working knowledge of health policy with a comprehensive review of a wide variety of policy making, policy analysis, economic, and insurance issues. *4 credit hours*

PHE3070 Medical and Public Health Informatics

Prerequisite(s): PHE3001 with a grade of C or better
Corequisite(s): None
In today's information driven age, access to healthcare information is vital. In both healthcare and public health, there are numerous systems that track disease outbreaks, environmental risks, and vital statistics. This course seeks to train students in the use of traditional health information systems and electronic health records. This course will describe health information systems, management of these systems, data integrity and standards, functionality, privacy, security, and decision-making. Additionally, the course will discuss the use of these systems as it relates to population health. *4 credit hours*

PHE4015 Introduction to Global Health

Prerequisite(s): HSC4010, HSC4021, PHE3050 with a grade of C or better
Corequisite(s): None
This course introduces the student to theory and practice in the field of global health dealing with not only the health issues of developing countries but the threats to health extending beyond borders and affecting the global population. Students will explore the determinants and disparities of health at the global level including poverty and health beliefs and behaviors; surveillance and intervention measures; global health policies; and the governmental and non-governmental agencies and collaborative efforts and obstacles in play to resolve global health issues. Case studies and examples of current global health challenges and outcomes will be discussed with a focus on factors contributing to the issues and collaborative approaches to delivering solutions. *4 credit hours*

PHE4030 Foundation of Health Communication

Prerequisite(s): PHE3050, HSC4021 with a grade of C or better
Corequisite(s): None
This course provides an overview of the health communication field and examines effective communication approaches. Students will learn how media can impact the health and well-being of populations at the personal, interpersonal, community, organizational, and policy level. Communication tools and technologies and strategies will be explored, as well as the importance of communication in advocacy for health promotion policies and programs. Students will develop a public health education piece addressing a current or emerging health information, prevention or emergency preparedness issue. *4 credit hours*

PHE4055 Public Health Planning and Evaluation

Prerequisite(s): HSC4021, PHE3025, and PHE3050 with grades of 'C' or better
Corequisite(s): None
This course explores the basic concepts and theories relating to health program planning and program evaluation. Topics may include community health assessment, program theory, and program implementation and evaluation. *4 credit hours*

PHE4070 Management and Administration of Public Health Systems

Prerequisite(s): PHE3050 with a grade of C or better
Corequisite(s): None
This course provides students with an understanding of the issues involved with the organization, management, and administration of U.S. public health services. *4 credit hours*

PHE4095 Special Topics in Public Health

Prerequisite(s): PHE3050
Corequisite(s): None
This course is designed to provide students with an in-depth analysis of emerging and important issues and topics in the field of public health. *4 credit hours*

PHE4120 Health Disparities and Minority Health

Prerequisite(s): HSC4010, HSC4021 with a grade of C or better
Corequisite(s): None
This course will examine the ways in which diverse personal, socio-cultural and institutional factors impact health, including race/ethnicity/culture, socioeconomic class, migration status, disability, gender, sexual orientation, sexism, place, age and spirituality. Strategies to reduce disparities and promote equity, cultural competency and advocacy will be examined. *4 credit hours*

PHE4200 Capstone in Public Health

Prerequisite(s): Completion of all courses in the Bachelor of Science in Public Health degree curriculum and approval of the Program Director or Department Chair. This course is taken as the last course in the program of study in the term/quarter prior to graduation. Any course in the curriculum with a requirement of a minimum grade must be completed with the required or higher grade prior to enrolling in this course.
Corequisite(s): None
This course provides students with the opportunity to apply the knowledge and skills acquired in the program courses to a real-world public health experience by identifying, assessing and addressing current issues in public health. Students will demonstrate their ability to integrate and adapt the competencies developed during the course of study to a comprehensive analysis of a public health problem that incorporates communication with working public health professionals and the opportunity to develop professional skills, practical experience and exploration of public health careers. Student must receive a grade of C or higher to pass this course. *4 credit hours*

PHE5001 Social and Behavioral Aspects of Public Health

Prerequisite(s): None
Corequisite(s): None
The course provides an overview of social and behavioral issues related to public health practice. Students will examine basic theories, concepts and models from various social and behavioral disciplines that are used in public health research and practice. Through analysis of social and behavioral models and theories, students will be able to apply these theories when solving public health problems. *4 credit hours*

PHE5005 Introduction to Health Services and Research

Prerequisite(s): PHE5001
Corequisite(s): None
This course examines the organization, delivery, and financing of the U.S. Healthcare system. Students use evidence from health services research to identify principles for application in various public health settings. For students intending to complete the applied research project at the end of their program, guidance is provided about the project and relevant agency selection. *4 credit hours*

PHE5010 Environmental and Occupational Health

Prerequisite(s): None
Corequisite(s): None
This course is a study of the major environmental and occupational factors that contribute to the development of health problems in industrialized and developed countries. *4 credit hours*

PHE5015 Principles of Epidemiology

Prerequisite(s): None
Corequisite(s): None
This course is a study of epidemiological methods to evaluate the patterns and determinants of health and diseases in populations. *4 credit hours*

PHE5020 Biostatistical Methods

Prerequisite(s): PHE5015, MAT2058
Corequisite(s): None
This course provides a problem-based understanding and application of parametric statistical assessments in the area of public health practice, as well as exposure to more advanced methodologies such as ANOVA, linear and multiple regression methods,

and categorical response variable analysis. Students will utilize statistical software to perform basic and advanced analyses. *4 credit hours*

PHE6201 Public Health Policy Research

Prerequisite(s): Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020
Corequisite(s): None
This course is an analysis of current research in health policy including the history of issues, arguments for various positions, and the development of frameworks to enable development of positions on the issues. *4 credit hours*

PHE6202 Program Planning and Evaluation

Prerequisite(s): Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020
Corequisite(s): None
This course provides a foundation for program planning and evaluation in public health. It provides basic planning principles, processes, and methods, and encourages a multi-disciplinary approach integrating the use of theory and practice. *4 credit hours*

PHE6203 Public Health Informatics

Prerequisite(s): Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020
Corequisite(s): None
Topics may include informatics content applicable to administrative and clinical systems used in public health. Students will analyze the application of information science and technology to public health practice. *4 credit hours*

PHE6210 Health Promotion and Disease Prevention

Prerequisite(s): Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020
Corequisite(s): None
This course provides skills and strategies for the development and implementation of health promotion and health education programs in various environments. Emphasis will be placed on how identification of risk factors, lifestyle, and behavior changes can promote positive healthy behaviors and prevent disease among individuals, groups, and communities. *4 credit hours*

PHE6220 Evidence-based Public Health Practice

Prerequisite(s): Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020
Corequisite(s): None
Strategies will be presented for locating and utilizing scientific evidence to make programmatic and health policy decisions. Application of principles of scientific reasoning and systematic uses of data and information systems will be emphasized. *4 credit hours*

PHE6250 Case Studies in Public Health

Prerequisite(s): Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020
Corequisite(s): None
Ecological approaches frame how prevention, control, health promotion, protection and emergency measures protect the public's health. Current topics may include health disparity, cultural competence, genomics, workforce planning, credentialing, and media communication. *4 credit hours*

PHE6402 Public Health Law and Ethics

Prerequisite(s): Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020
Corequisite(s): None
The course explores the basic legal and ethical foundations of the public health legal system and examines the relationships among public health, the constitution, economics and human rights. *4 credit hours*

PHE6404 Grant and Contract Proposal Writing in Public Health

Prerequisite(s): Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020
Corequisite(s): None
This course examines the strategies and execution of grant and proposal writing as well as contract administration in the public health sectors. Topics may include research into funding sources, use of prospectus documents, preparation competitive proposals for grants and contracts, and peer review. Students will engage in all aspects of grant and proposal writing, including how to efficiently and effectively describe research and program design, outcomes, objectives and methodology, data management, evaluation, and budget development applied to the preparation of an actual proposal. Students will also examine the contract administrative responsibilities resulting from successful grants and contracts, including monitoring and reporting program and fiscal data. *4 credit hours*

PHE6980 Practicum in Public Health

Prerequisite(s): Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020 and approval of the Department Chair or Program Director
Corequisite(s): None
This course is a practical application of program knowledge, skills, and abilities to a real-world public health setting. The practicum involves placement of the student in a non-academic setting in the area where the student lives. The placement cannot be in the same department in which the student currently works and cannot assume the same role as the student currently works. Government agencies, community organizations, businesses, public health organizations, and social service agencies are all examples of the kinds of placements that would be appropriate. The student is expected to work with the agency/organization a minimum of twelve (12) hours a week for a minimum of 10 weeks and a minimum of 120 contact hours. In addition, the student is expected to maintain close contact with his/her faculty member as well as a preceptor from the agency/organization. The student is to write a report of his/her experience, describing the nature and operation of the placement setting, detailing his/her activities, responsibilities, and interactions with other individuals, and any public health insights gained from the experience. Where the student is given an issue or problem by the placement supervisor, its nature and outcome should also be included in the report, along with the methods used to address the issue or problem. *4 credit hours*

Public Relations

PRL2100 Introduction to Public Relations

Prerequisite(s): None
Corequisite(s): None
This course is a study of the historical development and contemporary status of public relations in business, government, associations, and other organizations. Using a value-driven approach communication theory and social science methodology are explored as they apply to the research, planning, communication, and evaluation aspects of the public relations process. *4 credit hours*

PRL2110 Writing for Public Relations

Prerequisite(s): ENG1300, PRL2100
Corequisite(s): None
This course emphasizes practical skills in writing, research, and editing for public relations. Students will use new technology as

a way to communicate with external and internal publics. Content focuses on Associated Press style writing, proper grammar, syntax and usage, and other aspects of public relations writing. Students explore different types of public relations writing from critical analysis of organizational web sites, white papers, social media and blogs, online magazines, and public relations media responses. Students will perform editing and revision tasks, culminating in the creation of a media kit including news/press release and media advisory for capstone portfolio. *4 credit hours*

PRL2150 Media Writing

Prerequisite(s): PRL2100
Corequisite(s): None
This course is an introduction to the process of writing for varied media. Good media relations means an organization can maximize the positive effects of news coverage and minimize the damage from negative news coverage. Emphasis is on gathering information, writing styles, editing, and organization of written communication for media. Students gain skills in reporting, interviewing and how to answer media questions in order to facilitate productive media relations. Final project includes news worthy public relations' stories for capstone portfolio. *4 credit hours*

PRL3050 International Public Relations

Prerequisite(s): COM3050, PRL2100
Corequisite(s): None
This course is an overview of global communications systems and strategies including the current role of public relations, advertising, and journalism. Emphasis may be given to Spanish-speaking countries and topics may include how culture effects consumers' media consumption and how media influences public opinion, with special emphasis on legal and information differences among Spanish-speaking countries and the United States. *4 credit hours*

PRL3100 Research Methods for Public Relations

Prerequisite(s): PRL2100, MAT2058
Corequisite(s): None
Using the Internet for fact finding and audience analysis, students will learn the basic concepts of public relations research including how to gather and apply data to public relations design and evaluation. Topics may include how to conduct primary, secondary, client, competitive, and audience research with emphasis on major public relations' research methods including survey and interview research, and focus groups. Students will create a research plan for capstone portfolio. *4 credit hours*

PRL3110 Management for Communication Professionals

Prerequisite(s): PRL2100
Corequisite(s): None
This course examines the management underpinnings of successful public relations firms and departments. Students analyze core financial strategies and practices affecting public relations firm profitability and growth and assess the budgeting process in corporate and not-for-profit organizations. Topics may include the study of critical human relations challenges (including hiring, firing, compensation and benefits, and succession), legal, marketing, and branding and issues impacting public relations and public affairs activities. Students will develop a detailed budget for the senior capstone public relations campaign or public affairs project. *4 credit hours*

PRL4100 Public Opinion and Political Communication

Prerequisite(s): COM2020, PRL2100
Corequisite(s): None
This course examines the process by which individuals view their engagement in public debates and politics and how they acquire and maintain their attitudes, biases, and beliefs in forming their opinions and the decisions they make. Topics may include identifying forces that influence public opinion and political socialization, power of the press and its impact on major

institutions, use of public opinion in contemporary public affairs and public relations, and how communications activities can influence opinion, attitudes, and behavior. *4 credit hours*

PRL4110 Crisis Communication and Case Studies in Public Relations

Prerequisite(s): To be taken during a student's last quarter or as the second to last class in the student's program
Corequisite(s): None
This course focuses on crisis communication and management, emphasizing practical application of theories, strategies, and tactics from a public relations' perspective through critically analyzing crisis communication case studies. Students learn how to identify possible crisis situations, plan public relations' response, and apply theories and systems for managing crisis. *4 credit hours*

PRL4970 Public Relations Campaign and Strategies

Prerequisite(s): To be taken during a student's last quarter or as the last class in the student's program
Corequisite(s): None
This capstone course provides students an opportunity to apply skills, theories, and concepts learned in strategic thinking and planning for furthering public relations' goals. Topics may include fact finding, planning, and evaluating social interrelationships, with the creation of a major campaign for an actual or theoretical client. Students will research, plan, write, schedule, budget, and evaluate a complete public relations campaign. This course enhances career development skills and culminates in portfolio-ready material. *4 credit hours*

PRL5100 Public Relations Principles and Practices

Prerequisite(s): None
Corequisite(s): None
In this course the fundamentals of public relations' practices, theories, history, and conceptual foundations are introduced from the perspective of how to guide organizational leaders in developing progressive and professional goals and practices suited for contemporary organizational goals and issues. Understanding the history of public relations backgrounds and the present-day call for ethical professional public relations, gives students an understanding of how the profession of public relations has developed from the early 20th century. Emphasis is on how to create and maintain interactive dialogue with diverse publics and the organization and to introduce the options available to practitioners in this complex global environment. *4 credit hours*

PRL5110 Building Relationships through E-Communications and Social Media

Prerequisite(s): PRL5100
Corequisite(s): None
An essential public relations' practice is to communicate with organizational constituencies, both internal and external, using the intended audiences' preferred communication mediums. In this global digital world, individuals are increasingly using some type of online e-communication. The popularity of virtual social networking communities, discussion forums and blogs, wikis, podcasts, listservs and RSS feeds, and e-publications along with e-mail, webinars, and instant messaging affords public relations professionals different communications options to reach a wide audience quickly while reducing publishing and distributing costs. Students learn practical skills by means of different types of e-communications and social media using case studies, teamwork, and personal experiences to design and develop e-communications for different business and professional situations. *4 credit hours*

PRL5120 Message Design and Digital Storytelling

Prerequisite(s): PRL5100, PRL5110
Corequisite(s): None
Corporations, non-profit and government agencies, and public relations consulting firms are realizing the power of story-telling, especially in digital environments where content trumps all. Information overload and instantaneous delivery of messages makes

it difficult for public relations practitioners to deliver messages to their intended audiences. Students will learn how to craft and deliver concise and compelling stories which captures attention and delivers messages that meet specific organizational needs and goals. In this course students will work on initial draft of communication pieces for capstone portfolio. *4 credit hours*

PRL5130 In and Out of Crisis: Reputation Creation and Management

Prerequisite(s): PRL5100, PRL5110
Corequisite(s): None
This course provides an advanced learning opportunity in how to identify organizational risk, analyze corporate crisis situations, create communication crisis plans, strategize for best possible outcomes, and evaluate crisis management from the perspective of the chief communication officer (CCO). Using a historical case study method, students critically evaluate crisis situations, develop alternative strategic plans, and formulate different messages and distribution timelines and communication mediums. Since an organization's reputation is a quantifiable asset, students learn best practice strategies and cutting-edge tools for developing and maintaining reputations, especially during and after a crisis situation. *4 credit hours*

PRL6140 International Public Relations Management

Prerequisite(s): PRL5100
Corequisite(s): None
This overview course will provide students with an understanding of how to develop and manage international organizational relationships and focuses on the challenges and opportunities in communicating with people from different cultural backgrounds. Through analyzing case studies from both U.S.-based and non-U.S. multinational corporations, students gain an understanding of how culture influences communication and world views. Emphasis is on how different communication venues and messages are needed for communicating effectively with diverse publics and how to develop messages that resonate across national cultures as well as different cultures in a single country. In particular, this course examines contemporary Spanish-speaking countries' communication resources and influences of present-day politics and social issues along with discussions about how cultural expectations inform audience decisions and responses. *4 credit hours*

PRL6150 Media Relations Management

Prerequisite(s): PRL5100, PRL5110
Corequisite(s): None
Contemporary instantaneous communication environments necessitate public relations professionals who are skilled in developing media relations. Through understanding the difference in goals between journalists and public relations practitioners, students explore different approaches to media and learn how to create materials for the media usage. Students develop skills in identifying and developing news and angles for media coverage that effectively align with organizational goals. Students develop interviewing skills from a media perspective, including how to respond to reporter inquiries. Students produce public relation pieces intended for the media for their professional portfolio. *4 credit hours*

PRL6170 Public Relations Research, Evaluations, and Strategies

Prerequisite(s): PRL5100
Corequisite(s): None
Fundamental best practices in public relations metrics involve conducting reliable research including audience, client, industry, competitive, situation and crisis, and media research. Competent public relations plans and strategies are based upon research and evaluation. Students learn applied public relations research techniques such as surveys (both printed and online), interviews, focus groups, Q Sorts, and secondary research, as well as methods of evaluation. Students produce research and evaluation pieces for their professional portfolio. *4 credit hours*

PRL6190 Ethics and Corporate Social Responsibilities

Prerequisite(s): To be taken during a student's last quarter or as the second to last class in the student's program
Corequisite(s): None
Public Relations (PR) department is frequently the ethical heart of an organization and frequently PR professionals face legal and ethical challenges and organizational social responsibility issues. PR Managers not only help shape an organization's code of ethics but also control the flow of information (both positive and negative) to employees, media, and the community. This course surveys different ethical and moral theories and concepts through case studies, historical perspectives, and contemporary academic research. An important part of this course is on-going discussion about real-life dilemmas such as conflicting interests, corporate and employee adherence to ethical codes, creating an organizational climate that encourages ethical communication, and other professional issues. Students critically evaluate their own professional practices with an ethical lens and strategize on how to integrate and adhere to these standards. *4 credit hours*

PRL6290 Public Relations Planning and Campaign Management

Prerequisite(s): To be taken during a student's last quarter or as the last class in the student's program
Corequisite(s): None
This capstone course provides students with an opportunity to explore and learn advanced management techniques for public relations programs and campaigns. Students focus on the use of research and evaluation techniques, development of goals and objectives, segmentation of audiences, development of strategies and tactics, and creation of timelines and budgets. Students build individual portfolios from their work completed throughout the program to demonstrate professional competence for potential and current employers. Along with making a final revision for individual pieces produced in designated courses throughout the program, students also complete a formal proposal for a specified public relations campaign. *4 credit hours*

Public Speaking

SPC1026 Public Speaking

Prerequisite(s): None
Corequisite(s): None
This course is designed to prepare the student to develop and improve the ability to communicate. Self-expression, preparation of effective speeches, and development of speaking and listening skills will be the focus. This course contains a component of the Quality Enhancement Plan (QEP) initiative, "Keeping it Real: Classroom to Career," the overarching goals of which are student success and early career engagement. *4 credit hours*

Religion

REL1001 World Religions

Prerequisite(s): ENG1100
Corequisite(s): ENG1100
This course surveys historical and contemporary world religions and religious movements from ancient to modern times. It will present the basic tenets of the belief systems of major religions and religious movements. The course will further ground the study of world religions in a variety of perspectives: social, cultural interactions, environmental, political, economic, and the people and events that influenced religious thought. This course retains a commitment to teaching religious studies as the secular study of beliefs, behaviors, and institutions in a manner that emphasizes systematic inquiry and cross-cultural perspectives. *4 credit hours*

Sociology

SOC1001 Introduction to Sociology

Prerequisite(s): ENG1100
Corequisite(s): None
This course introduces the study of human social development and social organizations and social institutions. Students will apply sociological perspectives to examine topics such as the development of self-concept, group dynamics, social deviance, gender equality, social class, racial and ethnic relations, demography and population, the family, religion, and education. *4 credit hours*

SOC2010 Social Problems

Prerequisite(s): SOC1001
Corequisite(s): None
This course exposes the student to social problems in the United States and globally. The student will learn the structural causes of social problems, the role that race/ethnicity, gender, and class play in social inequalities and the position the United States holds with respect to global social problems. Topics may include economic problems, environmental issues, problems of social inequality, deviance, and institutional problems. The student will also learn how to develop solutions to social problems. *4 credit hours*

Faculty and Staff

University Administration

John T. South, III, Chancellor
Betsy Nolen Able, Director of Communications
Kacey Atkinson, Assistant Chancellor for Student Financial Services
Dustin Barrett, Director of Technology
Jeff Beamon, Vice Chancellor for Marketing
Misty Blackston, Director of State Licensing
Devin A. Byrd, Associate Vice Chancellor for Academic Affairs and Professor; PhD, MS, Virginia Tech; BS, University of North Carolina (Chapel Hill)
Marc Campolo, Dean, College of Health Professions and Professor;
Elizabeth O. DeVita, Director for Academic Assessment and Research; M.P.A., Carnegie Mellon University; B.S.B.A., John Carroll University
James C. Freyburger, Associate Chancellor for Information Technology
Suzanne Gamble, Director, Campus Marketing; B.S. Business Administration, Duquesne University
Reinhold Gerbsch, Director for the QEP and Academic Project Manager and Associate Professor; D.Sc., M.Sc., Washington University, St. Louis; B.S., University of Illinois
Cathy Girardeau, Human Resources Generalist
Lynne Haines, Associate Chancellor for Human Resources
Laura Hibberts, Reporting Analyst
Curtis E. Jones II, Dean and Associate Professor, School of Pharmacy; Ph.D., Medical University of South Carolina; B.S., Medical University of South Carolina.
Alisa Krouse, Assistant Chancellor for Student Affairs
Marilyn Kirby, Reporting Analyst
Dana Ketcham, Senior Financial Analyst
John Maas, Marketing Director, Online
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Matthew Mills, Vice Chancellor for Admissions

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Tiffany Nelson, Administrative Assistant, PA program
Amy Nichols, Assistant Professor, PA Program; M.M.A., Nova Southeastern University; B.S., University of Pittsburgh
Terrie Nolinske, Department Chair, Program Director, and Associate Professor, Occupational Therapy Assistant; Ph.D., Northwestern University; M.A., Northwestern University; B.S., University of Wisconsin-Madison
Carlos Olivo, Assistant Director of Admissions
Nicole Ovsianik, Assistant Director of Admissions
Jennifer Pantaleo, Assistant Professor, PA Program; M.P.A.S., South University; BS, University of South Florida
Jauna Patterson, Assistant Professor, Nursing; D.N.P., Rush University; M.S.N.-FNP and B.S.N., Northern Illinois University
Doris Parrish, Program Director and Professor, Nursing; Ph.D., University of Texas; M.S.N., Russell Sage College; B.S.N, State University of New York, Plattsburgh
Virginia Pesata, Program Director and Assistant Professor, Nursing; D.N.P. George Washington University; M.S.N. Wright State University; MSN University of Akron
Bobbie Jean Perdue, Professor, Nursing: Ph.D. New York University; M.S.N. Wayne State University; B.S.N. Vanderbilt University
Louis Rivera, Director of Career Services
Scot Robinson, Executive Assistant to the President and HRC
Mary Phillips, Enrolment Processor (Orlando)
Nadiege Powell, Assistant Director of Admissions (Orlando)
Nancy Rupp, Program Director, and Associate Professor, Physical Therapist Assistant; D.P.T., Neurorecovery Training Institute, B,S., Grand Valley State University
Kendrick Scales, Registrar
Aissa Scott, Instructor, Nursing; M.S.N., University of Florida; B.S.N., University of South Florida
Patricia Seabrooks, Associate Professor, Nursing; PhD University of California San Francisco; MSN University of Miami; BSN University of Miami
Larry Simmons, Assistant Professor, Nursing; Ph.D., M.S.N., B.S.N. University of Missouri, Kansas City
Vida Simonaitis-Castillo, Assistant Professor, General Education; Ph.D., University of South Florida; M.S., Stanford University; B.S., Massachusetts Institute of Technology
Adrianne Slagle, Academic Success Center/QEP Coordinator
April Stidham, Program Director and Assistant Professor, Nursing; D.N.P., University of Virginia; M.S.N.-FNP and B.S.N., University of Virginia; A.D.N., Mountain Empire Community College
Yvonne Suescun, Assistant Professor, Health Science; M.D., University of Antioquia

Lisa A. Summins, Dean of Academic Affairs & Operations; Ed.D., Nova Southeastern University; M.A.T., Fairleigh Dickinson University; B.A., Muhlenberg College
Angelo Thalassinidis, Department Chair, Program Director and Assistant Professor, Information Technology; Ph.D., Stevens Institute of Technology; M.S., New York Institute of Technology; B.S., University of La Verne
Tracy Turbeville, Assistant Professor, Health Science: DMS University of South Florida; B.S. Secondary Science Education Biology University of South Florida
Shelia Mary Walsh, Assistant Professor, Physical Therapist Assistant; D.P.T., Nova Southeastern University; M.B.A., University of Tampa; B.S., State University of New York at Stony Brook
Jessica White, Assistant Director of Admissions
Karen Wilcox,; Director of Pre-Clinical Education and Assistant Professor, Physician Assistant B.S.P.A, M.M.S Nova Southeastern University;B.S. Loyola College in Maryland
Thomas J. Williams, Academic Director and Assistant Professor, Physician Assistant; M.H.P., Northeastern University; B.A., Colby College
Rashan White, Program Director and Assistant Professor, Occupational Assistant, OTD Belmont University, BS University of Tennessee
Lois Winchell, Program Director and Associate Professor Psychology; Ph.D., University of Denver; M.A., University of Denver; B.A., Eastern Michigan University
Mayra Yrizarry, Assistant Clinical Coordinator, Nursing

South University, Virginia Beach

Loretta Alsop, Assistant Professor, General Education, Mathematics; M.S., B.S., Indiana University of Pennsylvania
Matthew Ammons, Instructor, Physical Therapist Assistant; D.P.T., Old Dominion University; B.S., James Madison University
Charmin Anderson, Assistant Director of Admissions
Dawn Badger, Assistant Director of Admissions
Tauqir Bibi, Program Director and Assistant Professor, General Education; Ph.D., Iowa State University; M.S., Iowa State University, B.S., University of Balochistan
Wendy L. Biddle, Program Director and Associate Professor, Nursing MSN-FNP; Ph.D., University of Kansas; M.S.N., Old Dominion University; B.S.N., University of Delaware
Ameanthea Blanco-Knezovich, Assistant Professor and Clinical Coordinator, Nursing MSN-FNP; D.N.P., M.S.N., Old Dominion University; B.S.N., Virginia Commonwealth University
Angela Bouley, Director of Student Financial Services
Lisa J. Byrum, Assistant Professor, Health Science; Ph.D., Old Dominion University & Eastern Virginia Medical School; M.S., B.S., Old Dominion University
April Curry, Associate Registrar
Emily Davis, Instructor, Nursing; M.S.N., B.S.N., Western Governor's University
Sandra Davis, Instructor, Nursing; M.S.N., Old Dominion University; B.S.N., Christopher Newport University
Michael V. Di Fuccia, Program Director and Assistant Professor, College of Theology; Ph.D., University of Nottingham; M.A., Regent University; B.S., Edinboro University
John Duckwall, Desktop Analyst
Krystall Dunaway, Program Director and Assistant Professor, Psychology; Ph.D., Old Dominion University; M.S., Old Dominion University; B.A., Christopher Newport University
Susan Dye, Assistant Professor and Clinical Coordinator, Clinical Mental Health Counseling; Ed.D., University of Virginia; M.Ed., College of William and Mary; B.A., Averett College
Bianca Edge, Assistant Director of Admissions
Ethan Evans, Senior Director of Admissions
Adrienne Farthing, Assistant Director of Admissions
Lori Garone, Academic Coordinator of Clinical Education and Instructor, Physical Therapist Assistant Program; M.S., P.T., H.P.C.S., M.S.P.T., B.A., Touro College
Bill Gasser, Facilities Coordinator
Cher Gebara, Financial Aid Officer
Stephanie Gerbrick, Associate Director of Student Financial Services
Anthony Green, Associate Director of Admissions

Nicole Hargrove, Receptionist
Scot Haynes, Campus President
Brett Hicks, Program Director and Assistant Professor, Public Health; D.H.Sc., Nova Southeastern University; M.A., American Military University; M.P.H., Emory University; B.A.,Hawaii Pacific University
Rachel Hines, Assistant Director of Admissions
Donald W. Johnson, Dean of Academic Affairs and Operations; D.M., M.A.O.M., University of Phoenix;, B.S., Newman University
Megan L. Keup, Receptionist
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Nancy E. Krolikowski, Program Director and Assistant Professor, Occupational Therapy Assistant Program; M.S. Medical College of Virginia/Virginia Commonwealth University, B.S., Western Michigan University
Beverly Lewis, Instructor, Nursing; M.S.N., South University; B.S.N., Virginia Commonwealth University
Carol Maxwell, Clinical Coordinator and Instructor, Nursing; M.S.N., B.S.N., Old Dominion University
Patricia McKee, Nursing Administrative Assistant
German S. Mendez, Registrar
Valerie Meskimen, Financial Aid Officer
Bernard Patrick Murray, Director of Career Services
Jenna S. Murray; Executive Assistant to the President
Shelly J. Petropol, Assistant Registrar
Janice Pfeiffer, Assistant Director of Admissions
Christopher Plucker, Business Office Manager
Deborah Posey, Instructor, Nursing; M.S.N., B.S.N., University of Phoenix; CCRN-K
Susanne Preston-Josey, Program Director and Assistant Professor, Clinical Mental Health Counseling; Ph.D., Old Dominion University; M.S., Chaminade University; B.S., Virginia Tech
Ossie Purvis Jr., Program Director and Assistant Professor, Criminal Justice; Ph.D., Capella University; M.S., Troy University
Elina Reynolds, Instructor, Nursing; M.S.N., University of Virginia, B.A., Siberian Independent Institute
Cynthia Robbins, Program Director and Assistant Professor, Legal Studies; J.D., University of Richmond; B.A., Temple University
Gregory Scott, Program Director and Assistant Professor, Healthcare Management; Ph.D., Old Dominion University; M.H.A., Ohio University; B.S., Ohio University
Sarah Shiplet, Financial Aid Officer
Cyrus Shokraii, Assistant Director of Admissions
Nancy Speisser, Library Director, Assistant Vice Chancellor for University Libraries, Interim
James Tallmadge, Dean of Student Affairs
Wendy Unison-Pace, Program Director and Assistant Professor, Undergraduate Nursing; Ph.D., Capella University; M.S.N., Virginia Commonwealth University; B.S.N., Concordia University-Chicago; B.S., Northern Illinois University
Katina Ward, Program Director and Assistant Professor, Information Technology; Ph.D. Capella University, M.Ed. Troy University, B.S. Christopher Newport University
Robert G. Waterman, Academic Success and QEP Coordinator
Angela Watson, Librarian
Timothy Williams, Assistant Director of Admissions
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South University, West Palm Beach

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Marie Bazelias, Instructor; MD, State University of Haiti; D.N.P, M.S.N Florida Atlantic University; B.S.N., Florida International University
Ronald Biron, Dean of Academic Affairs and Operations; D.A., Franklin Pierce University; M.B.A., New Hampshire College; B.S., Franklin Pierce College
David Bosca, Head Librarian
Alain Boucicaut, Assistant Director of Admissions
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Howard Brown, Assistant Director of Admissions
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Patrizia Ciufol-Lopez, Instructor, Occupational Therapy Assistant, BS McGill University
Emilio Chavez, Program Director and Professor, Theology; S.T.D., Pontificia Universita S. Tommaso; S.T. L, Pontificia Universita Gregoriana; J.D., M.A., Harvard Law School; B.A., Florida State University.
Thomas Christiansen, Instructor, Clinical Mental Health Counseling; Ph.D., University of North Texas; M.A., Mankato State University; B.A., Gustavus Adolphus College
Vanessa Clark, Associate Registrar
Rosa Cruz, Financial Aid Officer
Christopher Dorelien, Director of Admissions
Michael Dudeck, Assistant Director of Admissions
Pamela Dudeck, Administrative Assistant
Judith Drumm, Professor, Nursing; D.N.S. M.S.N., Florida Atlantic University; B.S., Adelphi University
Janyce Dyer, Professor, Nursing; Ph.D., Catholic University; M.S., Rutgers, The State University of New Jersey; B.S., Stockton State College
Laura Ebaugh, Librarian
Karen Ferreri, Executive Assistant/Senior Human Resource Coordinator
Antoinette C. Hollis, Assistant Professor, Clinical Mental Health Counseling; Ed.D., Argosy University; M.A., South Carolina State University; B.S., Florida Agricultural and Mechanical University
Taffy Hopkins, Associate Professor, Criminal Justice; D.P.A., M.S., Nova Southeastern University; B.A., Florida Atlantic University
Sharon Jackson, Desktop Analyst
Emmanuella Jean-Philippe, Assistant Director of Admissions
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Margaret Joseph, Associate Registrar
Caroline Kamel, Instructor Health Sciences; MD, Kasr El-Eny Medical School, Cairo University
Anna Kats, Instructor, Health Sciences; M.S., B.S., Florida Atlantic University
Stacy Kaufman, Assistant Director of Admissions
Elizabeth Kawecki, Associate Professor, Nursing; Ed.D., Argosy University; M.S.N., University of Pennsylvania; B.S.N., State University of NY
Katherine Kiger-Creslein, Instructor, Nursing; M.S.N., Florida State University; B.S.N., University of Florida
Erika Landa, Director of Student Financial Services
Barbara Lanshe, Program Director and Instructor, Legal Studies; J.D., St. Thomas University of Law; B.S., Nova Southeastern University
Philip Lipsky, Instructor, General Education; Ph.D., New York University; M.S., University at Buffalo; B.S., Columbia University
Elvis E. Lopez, Instructor, Physical Therapist Assistant; D.P.T., A.T. Still University of Arizona; M.P.T., Florida International University; B.S., Nyack College

Karen Lyles, Assistant Director of Admissions
Anthony Mages, Assistant Professor, Business Administration; D.B.A., Nova Southeastern University; M.B.A., B.A., Canisius College
Cleveland A. Marriott, Instructor, General Education; M.A., Columbia University; B.A., Hunter College
Gale Marsh, Instructor, Nursing; M.S.N., University of Alabama; B.S.N., University of South Florida
Gary Malisos, Senior Director of Admissions
Luis Martinez, Porter
David D. McGuire, Campus President
Michelle Miller, Director of Career Services
Sharlene Mitchell, Associate Registrar
Osmyr Moise, Facilities Coordinator
Sheaon Monlouis, Enrollment Processor
Ashley Myerscough, Administrative Assistant, OTD/OTA
Vicki Painter, Administrative Assistant, Nursing
Nicole Payne, Assistant Director of Admissions
Marina D. Petillo, Assistant Professor, Legal Studies; J.D., M.A., St. John's University
Milagros Pinal, Academic Fieldwork Coordinator, Occupational Therapist Assistant; M.S. Caribbean Center for Advanced Studies; B.A., A.A., University of Puerto Rico
Robin Powers-Jarvis, Program Director, Instructor, RN to BSN Program, Ph.D., Florida Atlantic University, M.S., B.S., Cornell University
Sharon RamJohn, Instructor, Nursing; M.S.N., Nova Southeastern University; B.S.N., Florida Atlantic University
Javier Ramos, Financial Aid Officer
Melodi Ramtallie, Business Manager
Regina Ricketts, Registrar
Deeawn Roundtree, Program Director and Assistant Professor, Business Administration; D.B.A., Wilmington University; M.S., B.S., Carlow University
Maria-Lorena Santos, Dean of Student Affairs
Megan M. Schickedanz, Assistant Director of Student Financial Services
Dana Sheehan, Assistant Professor, Nursing; DNP, MSN, Barry University; BSN, Palm Beach Atlantic University
Jody Sklar, Instructor, Nursing; M.A, BSN., New York University, M.A., B.A., Queens College of CUNY
Maria Sori, Financial Aid Officer
Tiffany Stackhouse, Assistant Director of Admissions
Kamisha Stevens, Assistant Director of Admissions
Nicole Toussaint-Prince, Receptionist
Michael Van Slyck, Program Director and Assistant Professor, Psychology, Ph.D., M.A., B.A., University of Buffalo, State University of New York
Zahra Weaver, Program Director and Instructor, Physical Therapist Assistant; D.P.T., University of South Florida; M.H.S.A, B.S., Florida International University
Michelle Webb, Program Director, Occupational Therapy Assistant; O.T.D., Rocky Mountain University of Health Professions; BSOT, State University of New York at Buffalo
Jeffrey Willens, Program Director and Instructor, General Education; Ph.D., Marquette University; B.A., Temple University
Susan Williams-Lockhart, Instructor, Health Sciences; M.D., University of the West Indies
Alicia Zamudio, Associate Director of Admissions

2017-2018 Academic Calendars

South University 2017-2018 Academic Calendar
South University Accelerated Graduate Programs 2017-2018 Academic Calendar
South University Anesthesia Science Program 2017-2018 Academic Calendar
South University School of Pharmacy 2017-2018 Academic Calendar
South University Physician Assistant Program Clinical Rotations 2017-2018
South University Online Programs 2017-2018 Academic Calendar

SOUTH UNIVERSITY 2017-2018 ACADEMIC CALENDAR†

		Fall 2017	Winter 2018	Spring 2018	Summer 2018
New Student Orientation‡	Regular (On Ground)	September 28, 2017	January 11, 2018	April 5, 2018	June 28, 2018
	Session II (Mid-Quarter On-Ground)	November 7, 2017	February 20, 2018	May 15, 2018	August 7, 2018
Classes Begin	Regular (On Ground)	September 30, 2017	January 13, 2018	April 7, 2018	June 30, 2018
	Session I (On Ground)	September 30, 2017	January 13, 2018	April 7, 2018	June 30, 2018
	10-Week Online Session (Plus Only)	N/A	January 15, 2018	April 9, 2018	N/A
	5-Week Online Session I (Plus Only)	N/A	January 15, 2018	April 9, 2018	N/A
	10-Week Online Session	October 5, 2017	N/A	N/A	July 5, 2018
	5-Week Online Session I	October 5, 2017	January 25, 2018	April 26, 2018	July 5, 2018
	5-Week Online Session II	October 26, 2017	February 15, 2018	May 10, 2018	July 19, 2018
	5-Week Online Session III	November 9, 2017	N/A	N/A	August 9, 2018
	Session II (Mid-Quarter On-Ground)	November 9, 2017	February 22, 2018	May 17, 2018	August 9, 2018
	5 Week Online Mid-quarter Session (Plus only)	N/A	February 22, 2018	May 17, 2018	N/A
	4-Week Online Session I	October 25, 2017	January 31, 2018	April 25, 2018	July 4, 2018
	4-Week Online Session II	N/A	February 28, 2018	May 23, 2018	August 1, 2018
Last Day Late Registration And Drop/Add	Regular (On Ground)	October 13, 2017	January 19, 2018	April 13, 2018	July 9, 2018
	Session I (On Ground)	October 6, 2017	January 19, 2018	April 13, 2018	July 9, 2018
	Session II (Mid-Quarter On-Ground)	November 13, 2017	February 26, 2018	May 21, 2018	August 13, 2018
Last Day of Classes	Regular (On Ground)	December 16, 2017	March 31, 2018	June 23, 2018	September 15, 2018
	Session I (On Ground)	November 8, 2017	February 21, 2018	May 16, 2018	August 8, 2018
	10-Week Online Session (Plus Only)	N/A	March 25, 2018	June 17, 2018	N/A
	5-Week Online Session I (Plus Only)	N/A	February 18, 2018	May 13, 2018	N/A
	10-Week Online Session	December 13, 2017	N/A	N/A	September 12, 2018
	5-Week Online Session I	November 8, 2017	February 28, 2018	May 30, 2018	August 8, 2018
	5-Week Online Session II	November 29, 2017	March 21, 2018	June 13, 2018	August 22, 2018
	5-Week Online Session III	December 13, 2017	N/A	N/A	September 12, 2018
	Session II (Mid-Quarter On-Ground)	December 16, 2017	March 31, 2018	June 23, 2018	September 15, 2018
	5 Week Online Mid-quarter Session (Plus	N/A	March 28, 2018	June 20, 2018	N/A

		Fall 2017	Winter 2018	Spring 2018	Summer 2018
	only)				
	4-Week Online Session I	November 21, 2017	February 27, 2018	May 22, 2018	July 31, 2018
	4-Week Online Session II	N/A	March 27, 2018	June 19, 2018	August 28, 2018
Final Exams	Regular (On Ground)	December 9 to 16	March 24 to March 31	June 16 to 23	September 8 to 15
	Session I (On Ground)	November 7 to 8	February 20 to 21	May 15 to 16	August 7 to 8
	Session II (Mid-Quarter On-Ground)	December 13 to 14	March 28 to 29	June 20 to 21	September 12 to 13
Graduation	Austin			June 23, 2018	
	Cleveland			June 16, 2018	
	Columbia			Pharmacy: June 15, 2018	
				All other Programs: June 23, 2018	
	High Point			June 23, 2018	
	Montgomery			June 23, 2018	
	Novi			June 15, 2018	
	Orlando			June 20, 2018	
	Richmond			June 23, 2018	
	Savannah			Pharmacy: June 16, 2017	
				All Other Programs: June 29, 2018	
	Tampa			June 20, 2018	
	Virginia Beach			June 22, 2018	
	West Palm Beach			June 16, 2018	
Holidays*		November 10, 2017	January 15, 2018	May 28, 2018	July 4, 2018
		November 23 to 24	March 17, 2018**		September 3, 2018
			March 30, 2018		
Quarter Ends	Regular (On Ground)	December 16, 2017	March 31, 2018	June 23, 2018	September 15, 2018
	Session I (On Ground)	November 8, 2017	February 21, 2018	May 16, 2018	August 8, 2018
	Session II (Mid-Quarter On-Ground)	December 16, 2017	March 31, 2018	June 23, 2018	September 15, 2018

†All dates subject to change
‡Dates may vary by Campus. Contact the Registrar's office for exact dates and times.
*Online Terms do not recognize holidays that fall within a session.
**Savannah Campus and Accelerated Graduate Programs only

SOUTH UNIVERSITY ACCELERATED GRADUATE PROGRAMS 2016-2017 ACADEMIC CALENDAR

	SESSION	CLASS START	CLASS ENDS
FALL 2017	October Session	September 27, 2017	October 24, 2017
	November Session	October 25, 2017	November 21, 2017
	December Session	November 29, 2017	December 22, 2017
WINTER 2018	January Session	January 3, 2018	January 30, 2018
	February Session	January 31, 2018	February 27, 2018
	March Session	February 28, 2018	March 27, 2018
SPRING 2018	April Session	March 28, 2018	April 24, 2018
	May Session	April 25, 2018	May 24, 2018
	June Session	May 23, 2018	June 19, 2018
SUMMER 2018	July Session	July 4, 2018	July 31, 2018
	August Session	August 1, 2018	August 28, 2018
	September Session	August 29, 2018	September 25, 2018

SOUTH UNIVERSITY ANESTHESIA SCIENCE PROGRAM 2016-2017 ACADEMIC CALENDAR*

		Class of 2018	Class of 2019	Class of 2020
Fall 2016	Class Starts	September 25, 2017	September 25, 2017	
	Last Day of Classes	December 15, 2017	December 8, 2017	
	Finals week		December 11 to 15, 2017	
Winter 2017	Class Starts	January 2, 2018	January 2, 2018	
	Last Day of Classes	March 23, 2018	March 9, 2018	
	Finals week		March 12-16, 2018	
Spring 2017	Class Starts	April 2, 2018	March 26, 2018	
	Board Exam			
	Last Day of Classes	June 15, 2018	June 8, 2018	
	Finals week		June 11 to 15, 2018	
Summer 2017	Class Starts	June 18, 2018	June 18, 2018	June 18, 2018
	Last Day of Classes	September 5, 2018	August 31, 2018	August 31, 2018
	Finals week		September 3 to 14, 2018	September 3 to 14, 2018
	Graduation	September 8, 2018		

* Class of 2020 does not begin until June 2018

SOUTH UNIVERSITY SCHOOL OF PHARMACY 2017-2018 ACADEMIC CALENDAR

Didactic Calendar

FALL 2017	Class Starts	September 11, 2017
	Class Ends	November 17, 2017
	Finals Week	November 27 – December 9, 2017
WINTER 2018	Class Starts	January 2, 2018
	Class Ends	March 1, 2018
	Finals Week	March 2 to March 10, 2018
SPRING 2018	Class Starts	March 19, 2018
	Class Ends	May 17, 2018
	Finals Week	May 18 to 26, 2017
SUMMER 2018	Class Starts	June 11, 2018
	Class Ends	August 15, 2018
	Finals Week	August 16 to 25, 2018

Fall 2018 Pharmacy students will begin September 10, 2018

Clinical Rotations Calendar

FALL 2017	APPE Rotations Start	September 4, 2017
	APPE Rotations End	December 15, 2017
WINTER 2018	APPE Rotations Start	January 8, 2018
	APPE Rotations End	March 16, 2018
SPRING 2018	APPE Rotations Start	March 19, 2018
	APPE Rotations End	June 8, 2018
SUMMER 2018	IPPE Rotations Start	June 11, 2018
	IPPE Rotations End	August 31, 2018

SOUTH UNIVERSITY PHYSICIAN ASSISTANT PROGRAM CLINICAL ROTATIONS 2017-2018

South University, Savannah			
Quarter	**Rotation**	**Beginning Date**	**Ending Date**
Fall 2017	Rotation 5	September 25, 2017	October 27, 2017
	Rotation 6	October 30, 2017	December 1, 2017
	Clinical Practice 3 (on campus)	December 11, 2017	December 15, 2017
Winter 2018	Rotation 7	January 8, 2018	February 9, 2018

South University, Savannah			
Quarter	**Rotation**	**Beginning Date**	**Ending Date**
	Rotation 8	February 12, 2018	March 16, 2018
	Senior Seminar (on campus)	March 19, 2018	March 30, 2018
Spring 2018	Rotation 1	April 9, 2018	May 11, 2018
	Rotation 2	May 14, 2018	June 15, 2018
	Clinical Practice 1 (on campus)	June 25, 2018	June 29, 2018
Summer 2018	Rotation 3	July 2, 2018	August 3, 2018
	Rotation 4	August 6, 2018	September 7, 2018
	Clinical Practice 2 (on campus)	September 17, 2018	September 21, 2018

South University, Richmond and South University, Tampa			
Quarter	**Rotation**	**Beginning Date**	**Ending Date**
Fall 2017	Rotation 5	October 2, 2017	November 3, 2017
	Rotation 6	November 6, 2017	December 8, 2017
	Clinical Practice 3 (on campus	December 11, 2017	December 15, 2017
Winter 2018	Rotation 7	January 8, 2018	February 9, 2018
	Rotation 8	February 12, 2018	March 16, 2018
	Senior Seminar (on campus)	March 19, 2018	March 30, 2018
Spring 2018	Rotation 1	April 9, 2018	May 11, 2018
	Rotation 2	May 14, 2018	June 15, 2018
	Clinical Practice 1 (on campus)	June 18, 2018	June 22, 2018
Summer 2018	Rotation 3	July 2, 2018	August 3, 2018
	Rotation 4	August 6, 2018	September 7, 2018
	Clinical Practice 2 (on campus)	September 10, 2018	September 14, 2018

SOUTH UNIVERSITY ONLINE PROGRAMS 2017-2018 ACADEMIC CALENDAR

Term	Length of Term	Class Start Date	Class End Date		Term	Length of Term	Class Start Date	Class End Date
					January 3, 2018	4 Week	1/3/2018	1/30/2018
					January 11, 2018	5 Week	1/11/2018	2/14/2018
					January 11, 2018	10 Week	1/11/2018	3/21/2018
					January 25, 2018	5 Week	1/25/2018	2/28/2018
					January 25, 2018	10 Week	1/25/2018	4/4/2018
					January 31, 2018	4 Week	1/31/2018	2/27/2018
					February 15, 2018	5 Week	2/15/2018	2/27/2018
					February 15, 2018	10 Week	2/15/2018	4/25/2018
					February 28, 2018	4 Week	2/28/2018	3/27/2018
					March 1, 2018	5 Week	3/1/2018	4/4/2018
					March 1, 2018	10 Week	3/1/2018	5/9/2018
					March 22, 2018	5 Week	3/22/2018	4/25/2018
					March 22, 2018	10 Week	3/22/2018	5/30/2018
					March 28, 2018	4 Week	3/28/2018	4/24/2018
					April 5, 2018	5 Week	4/5/2018	5/9/2018
August 30, 2017	4 Week	8/30/ 2017	9/26/ 2017		April 5, 2018	10 Week	4/5/2018	6/13/2018
August 31, 2017	10 Week	8/31/ 2017	11/8/ 2017		April 25, 2018	4 Week	4/25/2018	5/22/2018
August 31, 2017	5 Week	8/31/ 2017	10/4/ 2017		April 26, 2018	5 Week	4/26/2018	5/30/2018
September 21, 2017	10 Week	9/21/ 2017	11/29/ 2017		April 26, 2018	10 Week	4/26/2018	7/4/2018
September 21, 2017	5 Week	9/21/ 2017	10/25/ 2017		May 10, 2018	5 Week	5/10/2018	6/13/2018
September 27, 2017	4 Week	9/27/ 2017	10/24/ 2017		May 10, 2018	10 Week	5/10/2018	7/18/2018
October 5, 2017	5 Week	10/5/2017	11/8/2017		May 23, 2018	4 Week	5/23/2018	6/19/2018
October 5, 2017	10 Week	10/5/2017	12/13/2017		May 31, 2018	5 Week	5/31/2018	7/4/2018
October 25, 2017	4 Week	10/25/2017	11/21/2017		May 31, 2018	10 Week	5/31/2018	8/8/2018
October 26, 2017	5 Week	10/26/2017	11/29/2017		June 14, 2018	5 Week	6/14/2018	7/18/2018
October 26, 2017	10 Week	10/26/2017	1/10/2018		June 14, 2018	10 Week	6/14/2018	8/22/2018
November 9, 2017	5 Week	11/9/2017	12/13/2017		July 4, 2018	4 Week	7/4/2018	7/31/2018
November 9, 2017	10 Week	11/9/2017	1/24/2018		July 5, 2018	5 Week	7/5/2018	8/8/2018
November 29, 2017	4 Week	11/29/2017	12/26/17		July 5, 2018	10 Week	7/5/2018	9/12/2018
November 30, 2017	5 Week	11/30/2017	1/10/2018		July 19, 2018	5 Week	7/19/2018	8/22/2018
November 30, 2017	10 Week	11/30/2017	2/14/2018		July 19, 2018	10 Week	7/19/2018	9/26/2018
December 14, 2017	5 Week	12/14/2017	1/24/2018		August 1, 2018	4 Week	8/1/2018	8/28/2018

Gainful Employment Information- South University

The following links provide program duration, tuition, fees, other costs, median debt, federal salary data, alumni success, and other important info on programs offered at South University. Please note that some programs are no longer being offered and therefore not accepting new enrollments. (specific data is updated when new information is available, so please check back for updates):

South University, Atlanta Learning Site

Healthcare Administration,	Master of Business Administration	ge.southuniversity.edu/programoffering/5193

South University, Austin

Accounting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2923
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2925
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/2927
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/2931
Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3949
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2932
Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/2934
Clinical Mental Health Counseling (MA)	Master of Arts	ge.southuniversity.edu/programoffering/3953
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2928
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2933
Healthcare Administration (MHA)	Master of Healthcare Administration	ge.southuniversity.edu/programoffering/5522
Human Resources Administration (MS)	Master of Science	ge.southuniversity.edu/programoffering/5523

Information Systems (MS)	Master of Science	ge.southuniversity.edu/programoffering/5263
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2924
Information Technology (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2929
Legal Studies (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3952
Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/4491
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/3951
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/2930
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4373
Nursing with a specialization in Nurse Educator (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4372
RN to Master of Science in Nursing with a specialization in Family Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4324
Physical Therapist Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3950
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/2926
Public Health (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5358
RN to Master of Science in Nursing with a specialization in Nurse Educator (RN to MSN) Master of Science in Nursing	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4323

South University, Cleveland

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3674
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3679
Legal Studies (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3681

Paralegal Studies (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3676
Accounting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3693
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3673
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/3678
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/3682
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/4522
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3689
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3675
Information Technology (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3680
Clinical Mental Health Counseling (MA)	Master of Arts	ge.southuniversity.edu/programoffering/3683
Physical Therapist Assistant (AAS)	Associate of Applied Science	ge.southuniversity.edu/programoffering/3691
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/3677
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3690
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/3692
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/3684
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4288
Nursing with a specialization in Nurse Educator (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4290
Nursing with a specialization in Nurse Administrator (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4289
RN to Master of Science in Nursing with a specialization in Family Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4291

RN to Master of Science in Nursing with a specialization in Nurse Educator (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4292
RN to Master of Science in Nursing with a specialization in Nurse Administrator (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4612
Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/4572
Public Health (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5351

South University, Columbia

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3807
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1517
Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/2769
Graphic Design (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1531
Graphic Design (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1526
Legal Studies (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1525
Paralegal Studies (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1520
Public Relations (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/4158
Public Relations (MS)	Master of Science	ge.southuniversity.edu/programoffering/4223
Accounting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1527
Business Administration (MBA)	Master of Business Administration (Accelerated)	ge.southuniversity.edu/programoffering/3050
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1534
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/1529

Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1530
Healthcare Administration (MBA)	Master of Business Administration (Accelerated)	ge.southuniversity.edu/programoffering/3074
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1528
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1522
Information Systems (MS)	Master of Science	ge.southuniversity.edu/programoffering/5263
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1523
Information Technology (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1524
Leadership (MS)	Master of Science	ge.southuniversity.edu/programoffering/3805
Public Administration (MPA)	Master of Public Administration	ge.southuniversity.edu/programoffering/4157
Clinical Mental Health Counseling (MA)	Master of Arts	ge.southuniversity.edu/programoffering/3806
Medical Assisting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1532
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/1564
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1667
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/1914
Occupational Therapy Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/4636
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/1337
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4401
RN to Master of Science in Nursing with a specialization in Family Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4316
Pharmacy (PharmD)	Doctor of Pharmacy	ge.southuniversity.edu/programoffering/2457

Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/4505
Public Health (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5352

South University, High Point

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/4420
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3800
Legal Studies (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/4418
Paralegal Studies (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3796
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/3799
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/3802
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/4416
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3906
Clinical Mental Health Counseling (MA)	Master of Arts	ge.southuniversity.edu/programoffering/3803
Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/5286
Physical Therapist Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3907
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/3798
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3909
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/3908
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/3801

South University, Montgomery

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3534
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1455
Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/3535
Legal Studies (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1462
Paralegal Studies (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1457
Public Relations (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/4065
Public Relations (MS)	Master of Science	ge.southuniversity.edu/programoffering/3966
Accounting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1464
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/2154
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1562
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/1468
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1465
Healthcare Administration (MHA)	Master of Healthcare Administration	ge.southuniversity.edu/programoffering/5525
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1459
Human Resources Administratio (MS)	Master of Science	ge.southuniversity.edu/programoffering/5524
Information Systems (MS)	Master of Science	ge.southuniversity.edu/programoffering/5265
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1461
Information Technology (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1460

Leadership (MS)	Master of Science	ge.southuniversity.edu/programoffering/4375
Public Administration (MPA)	Master of Public Administration	ge.southuniversity.edu/programoffering/4004
Medical Assisting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1466
Physical Therapist Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1458
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/1565
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2489
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/2583
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/2585
Nursing with a specialization in Adult-Gerontology Primary Care Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4652
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4294
RN to Master of Science in Nursing with a specialization in Adult-Gerontology Primary Care Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4253
RN to Master of Science in Nursing with a specialization in Family Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4297
Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/4492
Public Health (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5354

South University, Novi

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3688
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2745

Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/2901
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/4017
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/2744
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/2749
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/4015
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2746
Leadership (MS)	Master of Science	ge.southuniversity.edu/programoffering/4177
Clinical Mental Health Counseling (MA)	Master of Arts	ge.southuniversity.edu/programoffering/3778
Physical Therapist Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2902
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/2743
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2763
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/4143
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/2748
Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/4490
Public Health (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5399

South University, Online Programs

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2733
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1539
Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/1535

Public Relations (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/4156
Accounting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1543
Accounting (MS)	Master of Science	ge.southuniversity.edu/programoffering/4126
Accounting (BS to MS)	Master of Science	ge.southuniversity.edu/programoffering/5547
Accounting (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5276
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1546
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/1547
Business Administration (DBA)	Doctor of Business Administration	ge.southuniversity.edu/programoffering/2713
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1548
Business Administration (MBA)	Master of Business Administration (Accelerated)	ge.southuniversity.edu/programoffering/5257
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1544
Healthcare Administration (MBA)	Master of Business Administration (Accelerated)	ge.southuniversity.edu/programoffering/5258
Healthcare Administration (MHA)	Master of Healthcare Administration	ge.southuniversity.edu/programoffering/5526
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1538
Human Resources Management (MS)	Master of Science	ge.southuniversity.edu/programoffering/5529
Information Systems (MS)	Master of Science	ge.southuniversity.edu/programoffering/5268
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1541
Information Technology (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1540
Leadership (MS)	Master of Science	ge.southuniversity.edu/programoffering/1910

Public Administration (MPA)	Master of Public Administration	ge.southuniversity.edu/programoffering/2256
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/2683
Adult-Gerontology Primary Care Nurse Practitioner (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/4639
Allied Health Science (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2005
Family Nurse Practitioner (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/4116
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1563
Nurse Educator (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/4117
Nursing Practice (DNP)	Doctor of Nursing Practice	ge.southuniversity.edu/programoffering/4129
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/1536
Nursing with a specialization in Adult-Gerontology Primary Care Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4638
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4278
Nursing with a specialization in Nurse Administrator (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4280
Nursing with a specialization in Nurse Educator (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4279
Nursing with a specialization in Nursing Informatics (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4281
Public Health (MPH)	Master of Public Health	ge.southuniversity.edu/programoffering/4127
RN to Master of Science in Nursing with a specialization in Nurse Administrator (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4400
RN to Master of Science in Nursing with a specialization in Nurse Educator (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4283
RN to Master of Science in Nursing with a specialization in Nursing Informatics (RN	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4284

to MSN)		
RN to Master of Science in Nursing with a specialization in Adult-Gerontology Primary Care Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4658
RN to Master of Science in Nursing with a specialization in Family Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4282
Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/4489
Public Health (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5469

South University, Orlando Learning Site

Information Systems (MS	Master of Science	ge.southuniversity.edu/programoffering/5348
Ministry (D.Min)	Doctor of Ministry	ge.southuniversity.edu/programoffering/5242
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/5192
Nursing Rn to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/5279

South University, Richmond

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3028
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2316
Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/3821
Legal Studies (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2717
Paralegal Studies (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2681
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2885

Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/2315
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/2320
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2317
Information Systems (MS)	Master of Science	ge.southuniversity.edu/programoffering/5269
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3098
Information Technology (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3099
Clinical Mental Health Counseling (MA)	Master of Arts	ge.southuniversity.edu/programoffering/3779
Physical Therapist Assistant (AAS)	Associate of Applied Science	ge.southuniversity.edu/programoffering/3822
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/2318
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2682
Occupational Therapy Assistant (AAS)	Associate of Applied Science	ge.southuniversity.edu/programoffering/4532
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/2886
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/2319
Adult-Gerontology Primary Care Nurse Practitioner (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/4651
Family Nurse Practitioner (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/4380
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4305
RN to Master of Science in Nursing with a specialization in Family Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4306
Nursing with a specialization in Adult-Gerontology Primary Care Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4649

RN to Master of Science in Nursing with a specialization in Adult-Gerontology Primary Care Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4650
Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/5205

South University, Savannah

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2716
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1501
Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/3366
Legal Studies (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1505
Paralegal Studies (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1506
Public Relations (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/4066
Accounting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1513
Business Administration (MBA)	Master of Business Administration (Accelerated)	ge.southuniversity.edu/programoffering/2153
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1512
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/1516
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1511
Healthcare Administration (MBA)	Master of Business Administration (Accelerated)	ge.southuniversity.edu/programoffering/3073
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1508
Healthcare Administration (MHA)	Master of Healthcare Administration	ge.southuniversity.edu/programoffering/5530
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1499

Human Resources Management (MS)	Master of Science	ge.southuniversity.edu/programoffering/5534
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1509
Information Technology (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1510
Leadership (MS)	Master of Science	ge.southuniversity.edu/programoffering/1911
Public Administration (MPA)	Master of Public Administration	ge.southuniversity.edu/programoffering/2252
Anesthesia Science (MMSc)	Master of Medical Science	ge.southuniversity.edu/programoffering/1500
Clinical Mental Health Counseling (MA)	Master of Arts	ge.southuniversity.edu/programoffering/3777
Medical Assisting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1514
Physical Therapist Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1507
Physician Assistant (MS)	Master of Science	ge.southuniversity.edu/programoffering/1504
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/1603
Family Nurse Practitioner (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/3970
Nursing Practice (DNP)	Doctor of Nursing Practice	ge.southuniversity.edu/programoffering/3983
Nursing RN to BSN (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/3343
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4272
RN to Master of Science in Nursing with a specialization in Family Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4274
Pharmacy (PharmD)	Doctor of Pharmacy	ge.southuniversity.edu/programoffering/1502
Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/4488
Public Health (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5353

South University, Tampa

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3346
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3811
Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/3347
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/1495
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/2904
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1786
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1785
Human Resources Management (MS)	Master of Science	ge.southuniversity.edu/programoffering/5535
Information Systems (MS)	Master of Science	ge.southuniversity.edu/programoffering/5270
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3344
Information Technology (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3345
Occupational Therapy Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3814
Physical Therapist Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1832
Physician Assistant (MS)	Master of Science	ge.southuniversity.edu/programoffering/1494
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/1784
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1490
Nurse Educator (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/3968
Adult-Gerontology Primary Care Nurse (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/4662

Family Nurse Practitioner (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/4218
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/1496
Nursing Practice (DNP)	Doctor of Nursing Practice	ge.southuniversity.edu/programoffering/4159
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/1491
Nursing with a specialization in Adult-Gerontology Primary Care Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4663
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4308
Nursing with a specialization in Nurse Educator (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4309
RN to Master of Science in Nursing with a specialization in Adult-Gerontology Primary Care Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4664
RN to Master of Science in Nursing with a specialization in Family Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4311
RN to Master of Science in Nursing with a specialization in Nurse Educator (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4312
Public Health (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5355

South University, Virginia Beach

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3029
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2514
Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/3824
Legal Studies (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2517
Paralegal Studies (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2511

Public Relations (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/4383
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/2887
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/2513
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/2519
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/4224
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2516
Information Systems (MS)	Master of Science	ge.southuniversity.edu/programoffering/5271
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3096
Information Technology (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/3097
Leadership (MS)	Master of Science	ge.southuniversity.edu/programoffering/3815
Clinical Mental Health Counseling (MA)	Master of Arts	ge.southuniversity.edu/programoffering/3781
Physical Therapist Assistant (AAS)	Associate of Applied Science	ge.southuniversity.edu/programoffering/3823
Occupational Therapy Assistant (AAS)	Associate of Applied Science	ge.southuniversity.edu/programoffering/4543
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/2512
Public Administration (MPA)	Master of Public Administration	ge.southuniversity.edu/programoffering/4671
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/2515
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/3656
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/2518
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4381

RN to Master of Science in Nursing with a specialization in Family Nurse Practitioner (RN to MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4382
Family Nurse Practitioner (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/4514

South University, West Palm Beach

Criminal Justice (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3586
Criminal Justice (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1474
Criminal Justice (MS)	Master of Science	ge.southuniversity.edu/programoffering/3587
Legal Studies (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1475
Paralegal Studies (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1476
Accounting (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1482
Business Administration (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1489
Business Administration (BBA)	Bachelor of Business Administration	ge.southuniversity.edu/programoffering/1484
Business Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1485
Healthcare Administration (MBA)	Master of Business Administration	ge.southuniversity.edu/programoffering/1483
Healthcare Management (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1473
Information Technology (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1479
Public Administration (MPA)	Master of Public Administration	ge.southuniversity.edu/programoffering/3825
Clinical Mental Health Counseling (MA)	Master of Arts	ge.southuniversity.edu/programoffering/1488
Occupational Therapy Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/3795
Occupational Therapy (OTD)	Doctor of Occupational Therapy	ge.southuniversity.edu/programoffering/4547

Physical Therapist Assistant (AS)	Associate of Science	ge.southuniversity.edu/programoffering/1477
Psychology (BA)	Bachelor of Arts	ge.southuniversity.edu/programoffering/1664
Health Sciences (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/1469
Nursing (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/1478
Nursing RN to BSN Degree (BSN)	Bachelor of Science in Nursing	ge.southuniversity.edu/programoffering/1471
Family Nurse Practitioner (PGC)	Post Graduate Certificate	ge.southuniversity.edu/programoffering/4380
Nursing with a specialization in Family Nurse Practitioner (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4313
Nursing with a specialization in Nurse Educator (MSN)	Master of Science in Nursing	ge.southuniversity.edu/programoffering/4669
Ministry (DMin)	Doctor of Ministry	ge.southuniversity.edu/programoffering/4506
Public Health (BS)	Bachelor of Science	ge.southuniversity.edu/programoffering/5356

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709 Mall Boulevard
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South University, Savannah and Accelerated Graduate Programs

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South University, Tampa

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All inquiries for South University, Orlando Learning Site should be directed to the appropriate staff at South University, Tampa; listed above.

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