



2011-2012 CATALOG ADDENDUM III

**Catalog 2011-2012
Effective April 7, 2012**

See suprograms.info for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info.

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Revision to the Bachelor of Science in Criminal Justice Curriculum

Addition of new Homeland Security Specialization for BSCJ

Homeland Security

CRJ4009 Illegal Immigration & the Criminal Justice System 4

CRJ4011 Terrorism & Homeland Security 4

CRJ4021 Cyber Crime 4

EDM2010 Fundamentals of Emergency & Disaster Management 4

Choose two (2) additional advisor-approved Criminal Justice or Field electives.

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New Program Master of Arts in Clinical Mental Health Counseling program

Insert following text before Master of Arts in Professional Counseling program

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:

1. To promote the development of broad and comprehensive knowledge of the field of Clinical Mental Health Counseling.
2. To promote critical/analytical thinking regarding concepts and applications in the field.
3. To promote a thorough understanding of mental health assessment and treatment.
4. To raise awareness of professionalism and issues impacting the profession.

The program is designed to enable program graduates to achieve all initial eligibility criteria to become certified as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC) and licensed in their state. 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 tracks offered at the Columbia campus are 77 and 91 credit hours. Both tracks meet current state requirements for counseling programs in South Carolina. The program is 90 hours at the Montgomery campus, which meets the current state requirements for counseling programs in Alabama. The Program is 91 hours at the Austin, Richmond and Virginia Beach campuses, which meets current requirements for counseling programs in Texas and Virginia. The Program is 92 hours at the Novi campus, which meets the current requirements for counseling programs in Michigan. The tracks offered at the Savannah campus are 72 and 91 hours, which meet current state requirements for counseling programs in Georgia. The state of Florida offers licensure only for

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**New Program Master of Arts in Clinical Mental Health Counseling program
Insert following text before Master of Arts in Professional Counseling program**

Counselors in Mental Health and Marriage and Family Counseling. Therefore, the track offered at the West Palm Beach campus is 99 hours, which meets current state requirements for counseling programs in Florida.

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 taken one at a time and each class will be 10 weeks in length, with an 11th week designated for the final exam.

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.

**New Program Master of Arts in Clinical Mental Health Counseling program
 Insert following text before Master of Arts in Professional Counseling program**

**Master of Arts in Clinical Mental Health Counseling Program Course Listing
 (Curriculum for Richmond, Savannah, and Virginia Beach campuses only)**

			91 Credit Hours
Quarter	Code	Course Names	Credit
Q1	CNS6002	Counseling Theory	4.5
	CNS6313	Professional Orientation & Ethics	4.5
	CNS6050	Lifespan Development	4.5
	CNS7900	Clinical and Professional Development Seminar	0-P/F
Q1-total			13.5
Q2	CNS6018	Psychopathology	4.5
	CNS6161	Counseling Techniques	4
	CNS6565	Multicultural Foundations	4.5
	CNS7901	Clinical and Professional Development Seminar	0-P/F
Q2-total			13
Q3	CNS6051	Diagnostics of Psychopathology and Treatment	4.5
	CNS6535	Clinical Mental Health Appraisal I	4.5
	CNS6425	Clinical Mental Health Counseling	4
	CNS7902	Clinical and Professional Development Seminar	0-P/F
	CNS8100	Preliminary Clinical Evaluation	0-P/F
Q3-Total			13
Q4	CNS6529	Research and Statistical Evaluation	4.5
	CNS6509	Group Dynamics	4.5
	CNS7010	Practicum IA (100 hours)	1
	CNS7903	Clinical and Professional Development Seminar	0-P/F
	CNS8101	Preliminary Didactic Evaluation	0-P/F
Q4-total			10
Q5	CNS6901	Diagnosis and Treatment of Addictive Disorders	4
	CNS6602	Lifestyle and Career Development	4.5
	CNS7011	Practicum IB (100 hours)	1
	CNS7904	Clinical and Professional Development Seminar	0-P/F
	CNS8201	Clinical Evaluation	0-P/F
Q5-total			9.5
Q6	CNS7950	Child/Adolescent Psychopathology & Treatment	4
	CNS7510	Internship IA (200 hours)	4
	CNS7905	Clinical and Professional Development Seminar	0-P/F
	CNS8202	Didactic Evaluation	0-P/F
Q6-total			8

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**New Program Master of Arts in Clinical Mental Health Counseling program
Course Listing (Curriculum for Austin, Columbia, Richmond, Savannah, and Virginia
Beach campuses only)**

Q7	CNS7970	Clinical Mental Health Appraisal and Treatment II	4
	CNS6850	Psychopharmacology	4
	CNS7610	Internship IIA (200 hours)	4
	CNS7906	Clinical and Professional Development Seminar	0-P/F
Q7-total			12
Q8	CNS6709	Couples, Marital, and Family Dynamics	4
	CNS6775	Counseling Administration, Advocacy, and Policy	4
	CNS7611	Internship IIB (200 hours)	4
	CNS7907	Clinical and Professional Development Seminar	0-P/F
Q8-total			12

**Master of Arts in Clinical Mental Health Counseling Program Course Listing
(Curriculum for Montgomery campus only) 90 Credit Hours**

Quarter	Code	Course Names	Credit
Q1	CNS6000	Counseling Theory	4
	CNS6314	Professional Orientation & Ethics	4
	CNS6052	Lifespan Development	4
	CNS7900	Clinical and Professional Development Seminar	0-P/F
Q1-total			12
Q2	CNS6020	Psychopathology	4
	CNS6161	Counseling Techniques	4
	CNS6566	Multicultural Foundations	4
	CNS7901	Clinical and Professional Development Seminar	0-P/F
Q2-total			12
Q3	CNS6029	Diagnostics of Psychopathology and Treatment	4
	CNS6536	Clinical Mental Health Appraisal I	4
	CNS6425	Clinical Mental Health Counseling	4
	CNS7902	Clinical and Professional Development Seminar	0-P/F
	CNS8100	Preliminary Clinical Evaluation	0-P/F
Q3-Total			12
Q4	CNS6530	Research and Statistical Evaluation	4
	CNS6510	Group Dynamics	4
	CNS7010	Practicum IA (100 hours)	1
	CNS7903	Clinical and Professional Development Seminar	0-P/F
	CNS8101	Preliminary Didactic Evaluation	0-P/F
Q4-total			9

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**Master of Arts in Clinical Mental Health Counseling Program Course Listing
(Curriculum for Montgomery campus only)**

Q5	CNS6901	Diagnosis and Treatment of Addictive Disorders	4
	CNS6603	Lifestyle and Career Development	4
	CNS7011	Practicum IB (100 hours)	1
	CNS7904	Clinical and Professional Development Seminar	0-P/F
	CNS8201	Clinical Evaluation	0-P/F
Q5-total			9
Q6	CNS7950	Child/Adolescent Psychopathology & Treatment	4
	CNS7510	Internship IA (200 hours)	4
	CNS6800	Human Sexuality	4
	CNS7905	Clinical and Professional Development Seminar	0-P/F
	CNS8202	Didactic Evaluation	0-P/F
Q6-total			12
Q7	CNS7970	Clinical Mental Health Appraisal and Treatment II	4
	CNS6850	Psychopharmacology	4
	CNS7610	Internship IIA (200 hours)	4
	CNS7906	Clinical and Professional Development Seminar	0-P/F
Q7-total			12
Q8	CNS6709	Couples, Marital, and Family Dynamics	4
	CNS6775	Counseling Administration, Advocacy, and Policy	4
	CNS7611	Internship IIB (200 hours)	4
	CNS7907	Clinical and Professional Development Seminar	0-P/F
Q8-total			12

**Master of Arts in Clinical Mental Health Counseling Program Course Listing
(Curriculum for Novi campus only)**

91 Credit Hours

Quarter	Code	Course Names	Credit
Q1	CNS6002	Counseling Theory	4.5
	CNS6313	Professional Orientation & Ethics	4.5
	CNS6050	Lifespan Development	4.5
	CNS7900	Clinical and Professional Development Seminar	0-P/F
Q1-total			13.5
Q2	CNS6018	Psychopathology	4.5
	CNS6161	Counseling Techniques	4
	CNS6565	Multicultural Foundations	4.5
	CNS7901	Clinical and Professional Development Seminar	0-P/F
Q2-total			13

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**Master of Arts in Clinical Mental Health Counseling Program Course Listing
(Curriculum for Novi campus only)**

Q3	CNS6051	Diagnostics of Psychopathology and Treatment	4.5
	CNS6535	Clinical Mental Health Appraisal I	4.5
	CNS6426	Clinical Mental Health Counseling and Philosophy	4
	CNS7902	Clinical and Professional Development Seminar	0-P/F
	CNS8100	Preliminary Clinical Evaluation	0-P/F
Q3-Total			13
Q4	CNS6529	Research and Statistical Evaluation	4.5
	CNS6509	Group Dynamics	4.5
	CNS7010	Practicum IA (100 hours)	1
	CNS7903	Clinical and Professional Development Seminar	0-P/F
	CNS8101	Preliminary Didactic Evaluation	0-P/F
Q4-total			10
Q5	CNS6901	Diagnosis and Treatment of Addictive Disorders	4
	CNS6602	Lifestyle and Career Development	4.5
	CNS7011	Practicum IB (100 hours)	1
	CNS7904	Clinical and Professional Development Seminar	0-P/F
	CNS8201	Clinical Evaluation	0-P/F
Q5-total			9.5
Q6	CNS7950	Child/Adolescent Psychopathology & Treatment	4
	CNS7510	Internship IA (200 hours)	4
	CNS7905	Clinical and Professional Development Seminar	0-P/F
	CNS8202	Didactic Evaluation	0-P/F
Q6-total			8
Q7	CNS7970	Clinical Mental Health Appraisal and Treatment II	4
	CNS6850	Psychopharmacology	4
	CNS7610	Internship IIA (200 hours)	4
	CNS7906	Clinical and Professional Development Seminar	0-P/F
Q7-total			12
Q8	CNS6709	Couples, Marital, and Family Dynamics	4
	CNS6752	Consultation, Management, Advocacy, and Policy	4
	CNS7611	Internship IIB (200 hours)	4
	CNS7907	Clinical and Professional Development Seminar	0-P/F
Q8-total			12

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Master of Arts in Clinical Mental Health Counseling Program Course Listing

(Curriculum for West Palm Beach campus only)

99 Credit Hours

Quarter	Code	Course Names	Credit
Q1	CNS6002	Counseling Theory	4.5
	CNS6313	Professional Orientation & Ethics	4.5
	CNS6050	Lifespan Development	4.5
	CNS7900	Clinical and Professional Development Seminar	0-P/F
Q1-total			13.5
Q2	CNS6018	Psychopathology	4.5
	CNS6161	Counseling Techniques	4
	CNS6565	Multicultural Foundations	4.5
	CNS7901	Clinical and Professional Development Seminar	0-P/F
Q2-total			13
Q3	CNS6051	Diagnostics of Psychopathology and Treatment	4.5
	CNS6535	Clinical Mental Health Appraisal I	4.5
	CNS6425	Clinical Mental Health Counseling	4
	CNS7902	Clinical and Professional Development Seminar	0-P/F
	CNS8100	Preliminary Clinical Evaluation	0-P/F
Q3-Total			13
Q4	CNS6529	Research and Statistical Evaluation	4.5
	CNS6509	Group Dynamics	4.5
	CNS6800	Human Sexuality	4
	CNS7010	Practicum IA (100 hours)	1
	CNS7903	Clinical and Professional Development Seminar	0-P/F
	CNS8101	Preliminary Didactic Evaluation	0-P/F
Q4-total			14
Q5	CNS6901	Diagnosis and Treatment of Addictive Disorders	4
	CNS6602	Lifestyle and Career Development	4.5
	CNS7011	Practicum IB (100 hours)	1
	CNS7904	Clinical and Professional Development Seminar	0-P/F
	CNS8201	Clinical Evaluation	0-P/F
Q5-total			9.5
Q6	CNS7950	Child/Adolescent Psychopathology & Treatment	4
	CNS7510	Internship IA (200 hours)	4
	CNS7905	Clinical and Professional Development Seminar	0-P/F
	CNS8202	Didactic Evaluation	0-P/F
Q6-total			8

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**New Program Master of Arts in Clinical Mental Health Counseling program
Course Listing (Curriculum for West Palm Beach campus only)**

Q7	CNS7970	Clinical Mental Health Appraisal and Treatment II	4
	CNS6850	Psychopharmacology	4
	CNS7620	Internship IIA (300 hours)	6
	CNS7906	Clinical and Professional Development Seminar	0-P/F
Q7-total			14
Q8	CNS6709	Couples, Marital, and Family Dynamics	4
	CNS6775	Counseling Administration, Advocacy, and Policy	4
	CNS7621	Internship IIB (300 hours)	6
	CNS7907	Clinical and Professional Development Seminar	0-P/F
Q8-total			14

**Master of Arts in Clinical Mental Health Counseling Program Course Listing
(Curriculum for Cleveland campus only) 92 Credit Hours**

Quarter	Code	Course Names	Credit
Q1	CNS 6002	Counseling Theory	4.5
	CNS 6315	Professional Orientation & Ethics	4.5
	CNS 6050	Lifespan Development	4.5
	CNS 7900	Clinical and Professional Development Seminar	0-P/F
Q1-total			13.5
Q2	CNS 6043	Psychopathology	4.5
	CNS 6162	Counseling Techniques	4.5
	CNS 6514	Social and Cultural Fundamentals	4.5
	CNS 7901	Clinical and Professional Development Seminar	0-P/F
Q2-total			13.5
Q3	CNS 6041	Diagnostics of Psychopathology	4.5
	CNS 6535	Clinical Mental Health Appraisal I	4.5
	CNS 6428	Clinical Mental Health Counseling and Interventions	4
	CNS 7902	Clinical and Professional Development Seminar	0-P/F
	CNS 8100	Preliminary Clinical Evaluation	0-P/F
Q3-Total			13
Q4	CNS 6524	Research and Statistical Evaluation	4.5
	CNS 6509	Group Dynamics	4.5
	CNS 7010	Practicum IA (100 hours)	1
	CNS 7903	Clinical and Professional Development Seminar	0-P/F
	CNS 8101	Preliminary Didactic Evaluation	0-P/F
Q4-total			10

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**New Program Master of Arts in Clinical Mental Health Counseling program
Course Listing (Curriculum for Cleveland campus only)**

Q5	CNS 6108 Advanced Counseling Skills, Interventions, and Treatment	4
	CNS 6602 Lifestyle and Career Development	4.5
	CNS 7012 Practicum IB (150 hours)	1.5
	CNS 7904 Clinical and Professional Development Seminar	0-P/F
	CNS 8201 Clinical Evaluation	0-P/F
Q5-total		10
Q6	CNS 6910 Treatment Planning and Implementation	4
	CNS 7510 Internship IA (200 hours)	4
	CNS 7905 Clinical and Professional Development Seminar	0-P/F
	CNS 8202 Didactic Evaluation	0-P/F
Q6-total		8
Q7	CNS 7970 Clinical Mental Health Appraisal and Treatment II	4
	CNS 6850 Psychopharmacology	4
	CNS 7610 Internship IIA (200 hours)	4
	CNS 7906 Clinical and Professional Development Seminar	0-P/F
Q7-total		12
Q8	CNS 6704 Couples, Marital, and Family Intervention and Therapy	4
	CNS 6776 Counseling Administration, Advocacy, Consultation, and Policy	4
	CNS 7611 Internship IIB (200 hours)	4
	CNS 7907 Clinical and Professional Development Seminar	0-P/F
Q8-total		12

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Master of Arts in Professional Counseling

Remove course listing for Clinical Mental Health Tracks for Columbia, Novi, Richmond, Savannah, Virginia Beach, and West Palm Beach Clinical Mental Health Track is no longer offered.

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Update to General Specialization Information for MBA program.

Specializations

Campus-based students must take the General Specialization. Course available for the Campus-based General Specialization are:

- LEA5125 Leadership, Ethics, Culture and Politics
- PMC6601 Foundations of Project Management
- MBA6505 Organizational Development and Change Management
- MBA6710 Entrepreneurial Organizations and Small Businesses

Note: North Carolina campuses will offer ACC5005 Financial Accounting and Reporting.

If a Campus-based student wishes to take another course as part of the General Specialization, those courses must be taken online. South University reserves the right to cancel any scheduled class if 10 or fewer students are registered.

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Master of Business Administration

Addition of Project Management Specialization

Insert After Management Information Systems Specialization

Project Management Specialization	16
credits	
PMC6601 Foundations of Project Management	4
PMC6605 Managing Project Scope, Requirements, and Quality	4
PMC6610 Project Time and Cost Management	4
<i>Students select one of the following courses to complete the specialization</i>	
PMC6615 Project Communications and Human Resource Management	4
PMC6620 Strategic Management Across Projects	4

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Replace current BS Health Sciences program list with following.

Area I General Education Requirements	Hours 68
Professional Development	
ITS1000 Computer and Internet Literacy	4
UVC1000 Strategies for Success	4
Basic Communications	
ENG1001 Composition I	4
ENG1002 Composition II/Literature	4
ENG2001 Composition III	4
SPC1026 Public Speaking	4

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Replace current BS Health Sciences program list with following

Mathematics and Statistics

MAT1001 Intermediate Algebra	4
MAT1005 College Algebra	4
MAT2058 Statistics	4

Natural Sciences

*BIO1011 Anatomy and Physiology I	4
<i>(Must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)</i>	
BIO1012 Anatomy and Physiology I Lab	2
BIO1013 Anatomy and Physiology II	4
<i>(Must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)</i>	
BIO1014 Anatomy and Physiology II Lab	2

Arts and Humanities

Choose two (2) courses from the following:

ENG2002 World Literature I	4
ENG2003 World Literature II	4
HIS1101 US History I	4
HIS1102 US History II	4
HUM1001 History of Art through the Middle Ages	4
HUM1002 History of Art: Middle Ages to Modern Times	4
HUM2101 World Civilization I	4
HUM2102 World Civilization II	4
PHI2301 Introduction to Philosophy	4

Social and Behavioral Sciences

ECO2071 Principles of Microeconomics	4
PSY1001 General Psychology	4
SOC1001 Introduction to Sociology	4

Area II Foundation Requirements

Hours 16

AHS1001 Medical Terminology	4
CHM1010 General Chemistry	4
NTR2050 Nutrition	4
PSY2022 Human Growth and Development	4

Area III Major Requirements

Hours 98

Core

BIO2015 Human Pathophysiology	4
BIO2070 Microbiology	4
<i>Must be taken concurrently with BIO2071(2) Microbiology Lab (online) or BIO2073(2) Microbiology Lab (on campus)</i>	
BIO2071 Microbiology Lab	2
BIO3344 Principles of Genetics	4

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Replace current BS Health Sciences program list with following

HCM2005 Healthcare Delivery and Organization	4
HSC2010 Medical Sociology	4
HSC3000 Ethics in Healthcare	4
HSC3030 Federal and State Health Programs	4
HSC4010 Epidemiology and Disease Control	4
HSC4021 Health Promotion and Wellness	4
HSC4030 Women and Minority Health Issues	4
HSC4060 Working with Healthcare Professionals	4
<i>Choose two (2) courses from the following:</i>	
HSC3002 Environmental Health	4
HSC4000 Contemporary Issues in Aging	4
HSC4040 Emergency and Disaster Management	4

Elective Pool (five (5) courses or 20 credit hours)

Non-transfer students will select courses from the elective pool of program related courses, but with their advisor's consultation and approval may take courses outside this elective pool. The number of courses taken outside the elective pool can be no greater than the number of courses within the elective pool.

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 closely with their academic advisor or counselor to be sure they are making appropriate course choices. Recommended electives include:

HCM2001 Issues in Public Health	4
HCM3002 Economics of Healthcare	4
HSC3002 Environmental Health	4
HSC3004 Complementary and Alternative Health	4
HSC3010 Long Term Care	4
HSC3015 Behavioral Health	4
HSC3020 Managed Care	4
HSC3070 Medical Informatics	4
HSC4000 Contemporary Issues in Aging	4
HSC4040 Emergency and Disaster Management	4
ECO2072 Principles of Macroeconomics	4
MGT3045 Human Resources Management	4
PHE3025 Research Methods in Public Health	4
PHE3040 Healthcare Law	4
PHE3050 Public Health Policy	4
PHE4055 Public Health Planning and Evaluation	4
PHE4070 Management and Administration of Public Health Systems	4
PHE4095 Special Topics in Public Health	4

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Replace current BS Health Sciences program list with following

Specializations <i>Choose one:</i>	Hours 24
Generalist Tract	
HCM3002 Economics of Healthcare	4
HSC3004 Complementary and Alternative Health	4
HSC3010 Long Term Care	4
HSC3015 Behavioral Health	4
HSC3020 Managed Care	4
HSC3070 Medical Informatics	4
Public Health	
PHE3025 Research Methods in Public Health	4
PHE3040 Healthcare Law	4
PHE3050 Public Health Policy	4
PHE4055 Public Health Planning and Evaluation	4
PHE4070 Management and Administration of Public Health Systems	4
PHE4095 Special Topics in Public Health	4

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Delete current Physical Therapist Assisting section and replace with text below.

Associate of Science in Physical Therapist Assisting

Offered at Tampa, Savannah, Montgomery, and West Palm Beach Campuses only.

In keeping with the stated purpose of South University, the Physical Therapist Assisting program (PTA) strives to produce physical therapist assistants who reflect the highest standards of professional practice and conduct. The PTA program offers a curriculum that is well rounded in all fundamental concepts and theories as they apply to physical therapy modalities and rehabilitation procedures.

Physical therapist assistants are health care providers who work under the supervision of physical therapists. Their duties include assisting the physical therapist in implementing treatment programs according to a plan of care, training patients in exercises 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.

State licensure is a requirement for professional practice in each state in which South University offers the PTA program. Specific information regarding application for licensure will be available to the student during the last term of study. Licensure or registration is not required in every state for the physical therapist assistant to practice. Complete information on practice acts and regulations can be obtained from individual state licensing boards.*

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Delete current Physical Therapist Assisting section and replace with text below.

Program Changes Starting Winter quarter 2011

All applicants to South University PTA program will be tested using Accuplacer, SAT or ACT. Students who do not achieve the minimum score defined by South University will not be accepted into the PTA program. Standardized test scores (Accuplacer or SAT) must not be older than five (5) years. Applicants who take, or have taken, the standardized 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 standardized tests (Accuplacer, SAT or ACT). Applicants who require developmental coursework (in English) 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. 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 achieved satisfactory scores on the Accuplacer, SAT or ACT for general admission at the time of original enrollment. Applicants must satisfy technical standards for the PTA program in order to be admitted. This only applied to students being grandfathered in at the start of the process.

**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.*

Associate of Science in Physical Therapist Assisting	108-110 Credit Hours
Area I Core Curriculum	36-40 Credit Hours
Mathematics/Science	
BIO1011 Anatomy & Physiology I <i>(Must be taken concurrently with BIO1012 Anatomy & Physiology Lab)</i>	4
BIO1012 Anatomy & Physiology I Lab	2
BIO1013 Anatomy & Physiology II <i>(Must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)</i>	4
BIO1014 Anatomy & Physiology II Lab	2
Math Elective (MAT1001 or MAT1500)	4

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Delete current Physical Therapist Assisting section and replace with text below.

Humanities

SPC1026 Public Speaking	4
ENG1001 Composition I	4
ENG1002 Composition II/Literature	4

Social Sciences

AHS1001 Medical Terminology	4
Approved Social Science Elective (PSY 1001 or SOC 1001)	4

UVC1000 Strategies for Success*	4
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**Required if required to take ENG0099 or MAT0099*

**Associate of Science in Physical Therapist Assisting
Professional Preparation Requirements**

Admission into the Technical Phase

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

1. Application must be submitted seven (7) weeks prior to the start of the technical phase quarter.
2. Applicants must satisfy technical standards for 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 a misdemeanor that would impair the student’s ability to be placed in a clinical site and/or be eligible to take the PTA licensure exam. The student is responsible for providing the results of the background check to the campus to which the student is applying . The agency performing the background check must be acceptable to South University.
4. Students must have completed an American Heart Association Basic Life Support for Health Care Providers program and have a valid card at the time of application. The card must remain valid throughout all clinical rotations.
5. Students must submit proof of specific immunizations before participating in the ranking process.
6. Applicants must have completed 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.
7. Ranking will be based upon:
 - a. Cumulative GPA at the time of entry into the ranking process. (35% weight)
 - b. Science GPA (required to score a B or higher in these courses). (35% weight)
 - i. Medical Terminology
 - ii. Anatomy and Physiology I
 - iii. Anatomy and Physiology I Lab
 - iv. Anatomy and Physiology II
 - v. Anatomy and Physiology II Lab

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Delete current Physical Therapist Assisting section and replace with text below.

- c. HOBET (Compute average score using each section) (30% weight)
 - i. Reading
 - ii. Math
 - iii. Human Body Science
 - iv. Scientific Reasoning
 - v. English
- 8. Students must have a 2.85 CGPA or greater at the time they enter the ranking process.
- 9. Repeating courses to achieve a higher grade is associated with penalty point deductions from the ranking score.
- 10. Students must complete the general education phase of the program before entering the technical phase.
- 11. The number of students entering the technical phase will be determined by the president in conjunction with the PTA program director and the ACCE.

Area II Major Curriculum

74 Credit Hours

The West Palm Beach, Savannah and Montgomery campuses follow a 9-quarter sequence of courses:

4th Quarter

PTA1001 Introduction to Physical Therapist Assisting	4
PTA1003 Pathophysiology	4
PTA1005 Kinesiology with Laboratory	6

5th Quarter

PTA1006 Testing & Measurement with Laboratory	6
PTA2000 Habilitation Rehabilitation with Laboratory	6

6th Quarter

PTA1008 Modalities with Laboratory	6
PTA2021 Therapeutic Exercise & Orthopedic with laboratory Applications	6

7th Quarter

PTA2046 Advanced Habilitation Rehabilitation with Laboratory	6
PTA2057 Physical Therapy through the Lifespan	2
PTA2050 Professional Seminar	4

8th Quarter

PTA2058 Clinical Externship I	9
PTA2059 Current Rehabilitation Issues	3

9th Quarter

PTA2099 Clinical Externship II	12
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The Tampa campus follows an 8-quarter sequence of courses:

Area II Major Curriculum

74 Credit Hours

3rd Quarter

PTA1001 Introduction to PTA 4

4th Quarter

PTA1003 Pathophysiology 4

PTA1005 Kinesiology with Lab 6

PTA1006 Testing & Measurement with Lab 6

5th Quarter

PTA2000 Habilitation Rehabilitation with Lab 6

PTA2047 Essentials of Clinical Care 2

PTA1008 Modalities with Lab 6

6th Quarter

PTA2021 Therapeutic Exercise & Ortho 6

PTA2046 Advance Habilitation Rehabilitation with Lab 6

PTA2050 Professional Seminar 4

7th Quarter

PTA2048 Clinical Externship I 8

PTA2049 Current Rehabilitation Issues 4

8th Quarter

PTA2099 Clinical Externship II 12

PTA Program Progression Standards

All course and clinical education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and clinical requirements are published in the course syllabi. These are provided to each student before or during the first class contact for each course. PTA program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program.

1. Students in good standing are required to have a cumulative grade point average (CGPA) of 2.5 calculated from the courses taken while in advanced standing (PTA designated courses). Failure to maintain a CGPA of 2.5 will result in the student being placed on academic probation. The student will be permitted to remain on academic probation for a maximum of two quarters, during which time the student must obtain a CGPA of 2.5. If the CGPA of 2.5 cannot be met within two quarters while on probation the student will be dismissed from the PTA program.
2. Students, while in advanced standing, 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 the next quarter that the course is offered. When a student repeats a course the student must achieve a minimum grade of B. The repeat option will be offered only once.

Delete current Physical Therapist Assisting section and replace with text below.

3. A successful clinical practitioner is required to apply knowledge learned in the classroom to the care and treatment of patients. Courses that include a laboratory experience will have grades calculated separately for classroom and laboratory components. Grades for laboratory components of the course will be calculated using written and other appropriate methods of assessing clinical competence. Students are required to obtain a minimum grade of C in the laboratory/clinical component of the course as well as the classroom component in order to successfully complete the course. The single final course grade will be a weighted average of the classroom exams and laboratory scores. For students repeating a course the final score in each of the classroom and laboratory sections will have to be 80% or higher.
4. Requirements for satisfactory progression in the PTA program require a cumulative grade point average of 2.5. Remediation is mandatory if a student scores less than 85% on a test. Written counseling occurs when a student's average is nearing or below a passing grade for the course and asks for the student to indicate his/her plan to improve. Failure to remediate via the format prescribed by the Progressions Committee may result in an incomplete grade, failure to comply with a counseling statement is likely to result in a failing grade. See the PTA handbook for additional information.
5. Clinical courses must be completed meeting minimal competency standards as listed in the Physical Therapist Assistant Clinical Performance Instrument (1998). Failure to receive a passing grade (P) in a completed clinical education course will require the student to repeat the clinical course, if the student has not previously repeated an academic course. Each student is only permitted one opportunity to repeat a course. A second failed course while the student is in advanced standing will result in the student being dropped from the program for academic reasons.
6. Students who are dismissed from a clinical affiliation prior to completing the rotation will be suspended from the program while a faculty committee, chaired by the program director, investigates the reasons 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 required to repeat the clinical course. If the student is dismissed a second time in the same or another clinical course while in advanced standing the student will be dropped from the program.
7. Students who have been dismissed from the program may reapply for advanced standing only after a minimum of 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. The student, if accepted, will start at the beginning of all advanced standing coursework, regardless of grades obtained in the courses prior to dismissal from the program.

Page 95

Accreditation and Affiliations

Addition of State licensing language.

Replace current Kansas Licensing agreement with the following:

The Kansas Board of Regents has approved South University to operate in the State of Kansas. The Kansas Board of Regents may be contacted at the following address: Kansas Board of Regents, Private Postsecondary Education Division , 1000 SW Jackson St., Suite 520, Topeka, Kansas 66612-1368 Telephone: (785) 296-0911 Fax: (785) 296-4526

Page 95

Accreditation and Affiliations

Addition of State licensing language.

Replace current Wyoming Licensing agreement with the following:

South University is licensed by the Wyoming Department of Education, Hathaway Building, 2nd Floor, 230 Capitol Avenue, Cheyenne, Wyoming 82002-0050.

Page 95

Accreditation and Affiliations

Addition of State licensing language. Insert after Wyoming Licensing statement.

South University is licensed by the West Virginia Higher Education Policy Commission, 1018 Kanawha Boulevard, East, Suite 700, Charleston, WV 25301-2800

Page 95

Accreditation and Affiliations

Addition of State licensing language. Insert after South University - Austin statement.

South University – Cleveland holds a Certificate of Authorization for its academic programs from the Ohio Board of Regents, 30 East Broad Street, Columbus, OH 43215-3138, 614-466-6000. South University – Cleveland is licensed by the Ohio State Board of Career Colleges and Schools (Registration # 11-07-1971T) 30 Broad Street, 24th Floor, Suite 2481, Columbus, OH 43215-3138, 614-466-2752

Insert English Language Proficiency Policy before the Admissions of International Students policy.

English Language Proficiency

Regardless of country of birth or citizenship, immigrant or nonimmigrant status, all applicants to South University whose “first” language is not English must demonstrate proficiency in the English language. Demonstration that English is an applicant’s “first” language can be satisfied if the applicant submits a diploma from secondary school (or above) in a system in which English is the official language of instruction. If English is not the applicant’s “first” language, the applicant will need to meet the minimum English Language Proficiency standard through submission of an official minimum score selected from the South University pre-approved list of testing opportunities to demonstrate proficiency. See below for the current pre-approved list of testing opportunities:

English Language Proficiency Chart:

Minimum Acceptable Proof of English Language Proficiency Standard

TOEFL	Paper	<u>Diploma</u>	<u>AS/BS</u>	<u>Grad.</u>
		480	500	550
	i-BT (internet based test)	54-55	61	79-80

TOEFL Equivalent/Alternative English Language Programs/Test

American College Testing (ACT) English	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
Michigan English Language Assessment (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)	Level 5.5	Level 6	Level 6.5

Page 98 cont'd

Insert English Language Proficiency Policy before the Admissions of International Students policy.

* 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.

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.

Page 98

Replace current Admission of International Students policy with the following:

Admission of International Students

All international applicants to South University must meet the same admissions standards as all other students. Additionally, international students must demonstrate competence in the English language by meeting the standard as specified in the English Language Proficiency Policy.

Page 98

Replace current Admissions Requirement for Nonimmigrant Students policy with the following. Changes highlighted.

Admissions Requirements for Nonimmigrant Students

An international student seeking to enroll at South University in valid student non-immigrant status must submit each of the following items:

- A complete and signed Application for Admission Form;
- Official scores on the SAT or the ACT or the institutionally administered examination;
- Original or official copies of all educational transcripts (high school and, if applicable, university-level academic records) and diplomas. These educational transcripts and diplomas must be prepared in English or include a complete and official English translation. International students are expected to have successfully completed a minimum of the equivalent of a US secondary school degree. International students seeking transfer credit from postsecondary non-American institutions must provide an official evaluation of credit from a recognized credit evaluation agency (i.e. World Education Service).
- Proof of English language proficiency (See English Language Proficiency Policy for acceptable proof);

Page 98 cont'd

Replace current Admissions Requirement for Nonimmigrant Students policy with the following. Changes highlighted.

- A completed and signed Sponsor's Statement of Financial Support (this statement is not required if the student is self sponsored);
- Official bank statements. Bank statements must verify sufficient funds to cover the cost of the educational program as well as all living expenses;
- A U.S. \$50.00 application fee;
- A photocopy of the student's passport to provide proof of birth date and citizenship (students outside the United States who have not yet acquired a passport will need to submit a copy of their birth certificate);
- For all applicants residing in the United States at the time of application: a photocopy of the visa page contained within the student's passport as well as a photocopy of the student's I/94 arrival departure record (both sides);
- For all applicants residing in the United States at the time of application in either F, M, or J non-immigrant classification: written confirmation of non-immigrant status at previous school attended before transferring to South University;
- Proof of Health Insurance. Students who do not possess health insurance upon applying to South University must be prepared to purchase health insurance through an approved provider upon commencement of studies.
- Additional fees may also be required for international students.

If an international student is transferring from a college or university in the United States, the International Student Transfer Clearance Form is also required.

All documentation must be submitted to South University's registration office 30 days prior to a term's registration date for acceptance for that term. The University reserves the right to update these admissions requirements; subject to current federal regulations concerning the enrollment of non-immigrant alien students. South University is authorized under federal law to admit non-immigrant alien students.

Page 99

**Revision to Procedures for Admission to the Professional Counseling Program
Changes highlighted.**

South University Admissions Guidelines for the **Clinical Mental Health Counseling and Professional Counseling Programs**

Admissions criteria for the **Clinical Mental Health Counseling** and Professional Counseling Programs 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 professional 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:

Page 99 cont'd

**Revision to Procedures for Admission Professional Counseling Program
Changes highlighted.**

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 hours of coursework (including relevant graduate work)
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 professional counseling department chair/ program director or designated faculty member.
5. Approval of the campus program admissions committee.
6. Background Check
7. Completion of an application for admission and submission of a \$50 application fee.
8. 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.
9. Submission (within 10 weeks of class start dates) of official transcripts from all postsecondary institutions attended.
10. Current resume (or career summary).

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 Admission of International Students.

Page 101

Change to Master Procedure for Admission to Master of Public Administration Degree Program. Under Exceptions to Minimum GPA Replace bullet #1 with the following:

1. 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.

Page 103

Change Procedure for Admission to Master of Science Physician Assistant Studies Degree Program. Replace the 1st bullet with the following text:

- Applicants must have earned a bachelor's degree with an overall minimum cumulative GPA 2.8 (on a 4.0 scale) and a recommended science prerequisite GPA of 3.0 (on a 4.0 scale).

Replace the 5th bullet with the following text:

- 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.

Page 104

Changes to Admission Requirements for the Physical Therapist Assisting Program Changes Highlighted

Admission Requirements Physical Therapist Assisting Program

Students intending to enter the Physical Therapist Assisting (PTA) program will be admitted to South University as candidates for the Physical Therapist Assisting program. Only after completing prerequisite coursework and achieving the requirements outlined below will students be admitted into advanced standing in the PTA program. Students may transfer prerequisite courses into the program before entering advanced standing if approved by the program director and the registrar. Admission Requirements:

1. A minimum cumulative GPA of 2.85 in all mandatory prerequisite courses.
2. Minimum grade of B in Medical Terminology, Anatomy and Physiology I and Anatomy and Physiology II, lecture and laboratory. Students may retake courses in order to achieve the minimum required grade of B.
3. Minimum of 25 hours of observation, volunteer, or employment in at least one physical therapy clinic, attested to by a physical therapist or physical therapist assistant on program provided form.
4. Current American Heart Association Basic Life Support for Healthcare Providers CPR (two-year certification).

Page 106

Change to Transfer of Credit Guidelines BSN, RN to BSN Degree Completion and RN to Master of Science in Nursing Degree Program Guidelines. Bullet #2 should be changed to read:

2. For BSN (pre-licensure) students only, Science courses are not accepted for transfer credit if they are older than seven years.

Page 112

Addition of Tuition for the Master of Arts in Clinical Mental Health Counseling Program Clinical Mental Health Counseling Program

Add after the tuition and fees for Anesthesiologist Assistant program.

Tuition for the Master of Arts in Clinical Mental Health Counseling program is as follows:

10-18 credit hours, \$6,445 per quarter, 5-9.5 credit hours, \$4,745 per quarter, 1-4 credit hours, \$2,775 per quarter. Fulltime status is defined as 8 credit hours; halftime status is defined as 4 credit hours.

Page 113 to 114

Delete Current Refund of Tuition Policy and replace with text below.

New Savannah an Accelerated Graduate Programs Refund of Tuition Policy is effective for Summer I 2012 Quarter.

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. 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. The application fee will be refunded only if a refund is requested within three days of application. 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. 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 day, excluding weekends and holidays, of executing the enrollment agreement is entitled to a refund of all monies paid, excluding the \$50 non-refundable application fee. Other Cancellations: An application 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 a maximum tuition fee of 15% of the stated cost of the course or \$100, whichever is less. Withdrawal Procedure: A student choosing to withdraw from the school after the commencement of classes is to provide a written notice to the Registrar's office. 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. A student's status as a student will be terminated not later than seven consecutive instructional days after the last date on which the student actually attended the school. All refunds must be submitted within 45 days of the determination of the withdrawal date.

Page 113 to 114 cont'd

Delete Current Refund of Tuition Policy and replace with text below.

New Savannah, an Accelerated Graduate Program, Refund of Tuition Policy is effective for Summer I 2012 Quarter.

Tuition Refunds will be Determined as Follows:

Proportion of Total Courses Taught by With- drawal Data	Tuition Refund
Less than 25%	75% of course cost
25% up to but less than 50%	50% of course cost
50% up to but less than 75%	25% of course cost
75% or more	No Refund

5. Austin, Cleveland, Savannah, Accelerated Graduate Programs, West Palm Beach, Tampa, Montgomery, Novi, and Columbia** campuses: Students who withdraw from all attended classes during the first week of the quarter are entitled to a refund of 75 percent of the tuition paid for the quarter. A refund of 50 percent will be made if withdrawal occurs during the second week after the scheduled date classes are to begin. Students who withdraw during the third week will be refunded 25 percent. Students who withdraw after three weeks have elapsed from the scheduled beginning of classes will be entitled to no refund of any part of the tuition paid that quarter.

** Columbia campus only: For students attending the University for the first time and who withdraw from the institution, a prorated refund calculation shall be applied up to 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, and less an administrative fee not to exceed the lesser of five percent or one hundred dollars.

Students in South University's online programs who drop before the start date of the course will receive a 100% refund of the total cost of tuition for the course. Tuition refunds after the start of a course are based on weekly attendance.

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

Page 113 to 114 cont'd

Delete Current Refund of Tuition Policy and replace with text below.

New Savannah, an Accelerated Graduate Program, Refund of Tuition Policy is effective for Summer I 2012 Quarter.

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). Students accounts will be adjusted based on the following chart:

5.5 Week Course	Refund %		11 Week Course	Refund %
Week 1 LDA	75		Week 1 LDA	82
Week 2 LDA	57		Week 2 LDA	73
Week 3 LDA	40		Week 3 LDA	65
Week 4 LDA	24		Week 4 LDA	57
Week 5 LDA	7		Week 5 LDA	49
			Week 6 LDA	40
			Week 7 LDA	32
			Week 8 LDA	24
			Week 9 LDA	15
			Week 10 LDA	7

Page 113 to 114 cont'd

Delete Current Refund of Tuition Policy and replace with text below.

New Savannah, an Accelerated Graduate Program, Refund of Tuition Policy is effective for Summer I 2012 Quarter.

Notes: 1. A “week” is defined as the six days following the official start date of the course. If a course begins on a Monday, the “week” ends on the following Sunday. If a course begins on a Friday, the “week” ends on the following Thursday. 2. LDA is defined on page 128 of the South University Academic Catalog.

Students taking online courses from their home state of Wisconsin will follow the policy below:

Refund Policy

The student will receive a full refund of all money paid if the student cancels within the three-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 10 business days of cancellation.

Partial Refund

A student who withdraws or is dismissed after the three-business day cancellation period, but before completing 60% of the potential units of instruction in the current enrollment period, shall

Page 113 to 114 cont'd

Delete Current Refund of Tuition Policy and replace with text below.

New Savannah, an Accelerated Graduate Program, Refund of Tuition Policy is effective for Summer I 2012 Quarter.

be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of \$50 and the enrollment fee of \$100.

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 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 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 40 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 15 days.

No refund is required for any student who withdraws or is dismissed after completing 60% 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.

Adjustments of the Tuition and Fee Charges Before Attending Any Units of Instruction

100% refund less a one-time application fee of \$50 and the enrollment fee of \$100.

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

As part of this policy, the school may retain a one-time application fee of no more than \$50.

Delete current Arbitration Agreement and replace with text below.

Every student and South University agrees that any dispute or claim between the student and South University (or any company affiliated with South University, or any of its officers, directors, trustees, employees or agents) arising out of or relating to a student's enrollment or attendance at South University whether such dispute arises before, during, or after the student's attendance and whether the dispute is based on contract, tort, statute, or otherwise, shall be, at the student's or South University's election, submitted to and resolved by individual binding arbitration pursuant to the terms described herein. This policy, however, is not intended to modify a student's right, if any, to file a grievance with any state educational licensing agency.

Either party may elect to pursue arbitration upon written notice to the other party. Such notice must describe the nature of the controversy and the remedy sought. If a party elects to pursue arbitration, it should initiate such proceedings with JAMS, which will serve as the arbitration administrator pursuant to its rules of procedure. JAMS can be contacted as follows: JAMS, 45 Broadway, 28th Floor, New York, NY, 10006, www.jamsadr.com, 800-352-5267. This provision does not preclude the parties from mutually agreeing to an alternate arbitration forum or administrator in a particular circumstance. If either party wishes to propose such an alternate forum or administrator, it should do within twenty (20) days of its receipt of the other party's intent to arbitrate.

South University agrees that it will not elect to arbitrate any undividable claim of less than the relevant jurisdictional threshold that a student may bring in small claims court (or in a similar court of limited jurisdiction subject to expedited procedures). If that claim is transferred or appealed to a different court, however, or if a student's claim exceeds than the relevant jurisdictional threshold South University reserves the right to elect arbitration and, if it does so, each student agrees that the matter will be resolved by binding arbitration pursuant to the terms of this Section.

IF EITHER A STUDENT OR SOUTH UNIVERSITY CHOOSES ARBITRATION, NEITHER PARTY WILL HAVE THE RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY, EXCEPT AS PROVIDED IN THE APPLICABLE ARBITRATION RULES, OR OTHERWISE TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT (OTHER THAN IN SMALL CLAIMS OR SIMILAR COURT, AS SET FORTH IN THE PRECEDING PARAGRAPH, OR IN AN ACTION TO ENFORCE THE ARBITRATOR'S AWARD). FURTHER, A STUDENT WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS OF CLAIMANTS PERTAINING TO ANY CLAIM SUBJECT TO ARBITRATION. THE ARBITRATOR'S DECISION WILL BE FINAL AND BINDING. OTHER RIGHTS THAT A STUDENT OR SOUTH UNIVERSITY WOULD HAVE IN COURT ALSO MAY NOT BE AVAILABLE IN ARBITRATION.

The arbitrator shall have no authority to arbitrate claims on a class action basis, and claims brought by or against a student may not be joined or consolidated with claims brought by or against any other person. Any arbitration hearing shall take place in the federal judicial district in which the student resides. Upon a student's written request, South University will pay the filing

Page 116 cont'd

Delete current Arbitration Agreement and replace with text below.

fees charged by the arbitration administrator, up to a maximum of \$3,500 per claim. Each party will bear the expense of its own attorneys, experts and witnesses, regardless of which party prevails, unless applicable law gives a right to recover any of those fees from the other party. If the arbitrator determines that any claim or defense is frivolous or wrongfully intended to oppress the other party, the arbitrator may award sanctions in the form of fees and expenses reasonably incurred by the other party (including arbitration administration fees, arbitrators' fees, and attorney, expert and witness fees), to the extent such fees and expenses could be imposed under Rule 11 of the Federal Rules of Civil Procedure.

The Federal Arbitration Act (FAA), 9 U.S.C. §§ 1, et seq., shall govern this arbitration provision. This arbitration provision shall survive the termination of a student's relationship with South University.

Page 126 to 127

Replace current Transcribed and Non-transcribed Work with the policy below. Changes highlighted.

Transcribed and Non-transcribed Work

Credit for Transcribed and Non-transcribed Work

Acceptance of Transcribed (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.
- A grade of "C-" from colleges that award plus and minus grades is not transferable.
- The course is directly equivalent to a course required by the South University program in which the student is enrolled.

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.

Page 126 to 127 cont'd

Replace current Transcribed and Non-transcribed Work with the policy below. Changes highlighted.

- Principles of Accreditation dated 2.10.10). The course must also be specifically classified as General Ed
- 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.

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 dated 2.10.10). 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. Credits earned at an accredited technical college may not transfer unless the credit earned is equivalent to courses offered in degree programs including the associate’s degree.

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% 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.

Page 126 to 127 cont'd

Replace current Transcribed and Non-transcribed Work with the policy below. Changes highlighted.

Credit by Examination

Students can attempt to earn credit by examination for a course only once and must score an 80 or better to receive credit. Students scoring below an 80 must take the course challenged as required in the curriculum. ~~(Students attempting to exempt keyboarding courses must score a B or better on all sections of the examination to earn credit.)~~ Credits earned by examination are considered in the same way as transfer credits and are not used in the computation of the student's cumulative grade point average. Students may not earn more than 75% of their total credits and 50% of their major credits through credit by examination, transfer credit, or a combination thereof.

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; 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 Non-transcribed Credit

South University offers students an opportunity to obtain course credit in areas of competency through several non-transcribed 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% 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.

Page 126 to 127 cont'd

Replace current Transcribed and Non-transcribed Work with the policy below. Changes highlighted.

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" or "4" on either English AP exam, credit will be awarded for ENG1001 Composition I (four credit hours);
2. If a student receives a score of "3" or "4" on both English AP exams, or a "3" on one and a "4" on the other, credit will be awarded for ENG1001 Composition I and ENG1002 Composition II/Literature (eight credit hours);
3. If a student receives a score of "5" on either or on both English AP exams, credit will be awarded for ENG1001 Composition I and ENG1002 Composition II/Literature (eight credit hours).

For additional information concerning the awarding of AP credit, contact the Registrar at the appropriate campus.

Credit by Examination

CLEP and DANTES 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.

If CLEP or DANTES examinations do not exist for the course, the Vice Chancellor for Academic Affairs, in consultation with the Dean of the College/School overseeing the course, is the final authority on whether or not a course may be exempted through the examination process. The Department Chair creates the examination to be used from previously administered final examinations in the course. To be eligible to earn credit the student must:

1. Submit a written request to his/her campus Dean of Academic Affairs and Operations or Director of Online Instruction.
2. Verify that s/he has not previously taken the course at South University.
3. Verify that s/he is not currently enrolled in the course at South University.
4. Pay the applicable examination fee (this does not apply to examinations to exempt the keyboarding or word processing course).

Page 126 to 127 cont'd

Replace current Transcribed and Non-transcribed Work with the policy below. Changes highlighted.

Students can attempt to earn credit by examination for a course only once and must score an 80 or better to receive credit. Students scoring below an 80 must take the course challenged as required in the curriculum. ~~(Students attempting to exempt keyboarding courses must score a B or better on all sections of the examination to earn credit.)~~ Credits earned by examination are considered in the same way as transfer credits and are not used in the computation of the student's cumulative grade point average. Students may not earn more than 75% of their total credits and 50% of their major credits through credit by examination, transfer credit, or a combination thereof.

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

Students who wish to have their military experience and training evaluated for university credit should submit copies of appropriate forms to the appropriate campus Registrar. Veterans should submit DD Form 214, and active duty military personnel should submit DD Form 295. Active duty Army personnel and soldiers discharged since October 1, 1986, should also provide the appropriate campus Registrar with copies of their Army/American Council on Education Registry Transcripts.

The University may also accept as transfer credit completion of formal military courses as recommended by the American Council on Education (ACE) when verified through official transcripts (Army/ACE registry Transcript System, Community College of the Air Force, Sailor/Marine/ACE Registry Transcript, Registry of Credit Recommendations, or National Registry for Training Programs). 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 Handbook, 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 Transcribed and Non-transcribed Credit Consideration and Acceptance

South University will accept transcripts for transcribed (transfer) and documentation of non-transcribed credit evaluation at most points 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

Page 126 to 127 cont'd

Replace current Transcribed and Non-transcribed Work with the policy below. Changes highlighted.

prior to graduation. Active/Guard/Drilling Reserve military students may have a waiver from this policy concerning their final quarter (for students in on-campus programs) or final two course sessions (for students in online 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-transcribed 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.

Transferability of Credits to Other Universities

South University is accredited by the Commission on Colleges, Southern Association of Colleges and Schools (SACS), an accrediting agency recognized by the United States Department of Education. However the fact that a school is licensed and accredited is not necessarily an indication that credits earned at that school will be accepted by another school. 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. Students planning to transfer to other colleges or universities are responsible for consulting with the registrar at those institutions as early as possible concerning the acceptance of credits earned at South University.

Definition of a Credit Hour

South University operations 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, 20 hours of lab work, 30 hours of externship or clinical practicum, or a combination of these 3 equivalencies.

Page 127

Insert After Definition of a Credit Hour . Credit Hour and Outside Classwork Expectations policy was originally published in the 2010-2011 Catalog Addendum VI. Excluded from the 2011-2012 South University Catalog in error.

Credit Hour and Outside Classwork 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 (1) 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 (1) 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, and studio work. For example, one quarter credit hour is also equivalent to at least 20 hours of lab work, 30 hours of externship or clinical practicum, or a combination of the equivalencies.

Page 128

Insert After Course Load. Coursework Taken Outside a Student's Degree Program policy was originally published in the 2010-2011 Catalog Addendum VI. Excluded from the 2011-2012 South University Catalog in error.

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.

Page 128 cont'd

Insert After Course Load Policy. Coursework Taken Outside a Student's Degree Program policy was originally published in the 2010-2011 Catalog Addendum VI. Excluded from the 2011-2012 South University Catalog in error.

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 on-campus programs) or the final payment period (for students enrolled in online programs) of the associate's program and receive financial aid for those bachelor's program courses.

Page 129

Addition of Voluntary Intent to Continue Policy

Place before the Associate's and Bachelor's Degrees Graduation Requirements

Voluntary Intent to Continue

Campus –Based Programs

Students who are in the first session of the quarter and who drop 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 not be withdrawn from the University. Students will have 14 calendar days from their last date of attendance to submit the Voluntary Intent to Continue Form. Students who do not have a Voluntary Intent to Continue Form on file after the 14th calendar day and are dropped from all of their courses will be administratively withdrawn from the University.

Page 165

Correction to Prerequisite for BUS3059 Quantitative Business Analysis

Correct Prerequisites for BUS3059 Quantitative Business Analysis should be MAT2058

Pages 167 to 173

Delete the following Counseling Course descriptions.

- CNS6001 Counseling Theory Seminar
- CNS6011 Diagnostics for Psychopathology Seminar (DSM)
- CNS6017 Psychopathology Seminar (DSM)
- CNS6019 Diagnostics of Psychopathology (DSM-IV/ICD)
- CNS6021 Diagnostics of Psychopathology (DSM-IV/ICD)
- CNS6026 Human Growth and Development Seminar
- CNS6030 Psychopathology Seminar
- CNS6032 Professional and Ethical Issues Seminar
- CNS6033 Psychopathology Seminar (DSM/ICD)
- CNS6034 Diagnostics for Psychopathology Seminar (DSM/ICD)
- CNS6035 Professional and Ethical Issues Seminar
- CNS6038 Psychopathology Seminar

Pages 167 to 173 cont'd

Delete the following Counseling Course descriptions.

CNS6039 Diagnostics for Psychopathology Seminar
CNS6040 Professional and Ethical Issues Seminar
CNS6105 Advanced Counseling Skills and Treatment Approaches
CNS6302 Professional and Ethical Issues Seminar
CNS6305 Professional & Ethical Issues II
CNS6307 Professional and Ethical Issues
CNS6308 Professional and Ethical Issues
CNS6440 Counseling Diverse Populations
CNS6505 Group Counseling
CNS6512 Social & Cultural Foundations Seminar
CNS6522 Research and Evaluation Seminar
CNS6527 Individual Assessment Seminar
CNS6528 Assessment II
CNS6601 Lifestyle & Career Development Seminar
CNS6750 Management, Consultation, & Advocacy
CNS6751 Consultation, Management, and Advocacy
CNS6900 Substance Abuse Counseling
CNS6909 Diagnosis and Treatment of Addictive Disorders Seminar
CNS7000 Practicum
CNS7005 Practicum
CNS7500 Internship I
CNS7600 Internship II
CNS7625 Internship IIA
CNS7650 Internship IIB
CNS7700 Internship III
CNS7725 Internship IIIA
CNS7750 Internship IIIB
CNS8001 Comprehensive Examination Review
CNS8002 Comprehensive Examination Review

Page 167 to 173

Add the following Counseling Course Descriptions.

CNS6029 Diagnostics of Psychopathology and Treatment

Prerequisites: None

Corequisites: CNS6536, CNS6425, CNS7902, CNS8100

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 quarter hours

CNS6041 Diagnostics of Psychopathology

Prerequisites: None

Corequisites: CNS6535, CNS6428, CNS7902, CNS8100

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 quarter hours

CNS6043 Psychopathology

Prerequisites: None

Corequisites: CNS6162, CNS6514, CNS7901

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 quarter hours

Page 167 to 173 cont'd

Add the following Counseling Course Descriptions.

CNS6050 Lifespan Development

Prerequisites: None

Corequisites: CNS6002, CNS6313 or CNS6315, CNS7900

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 quarter hours

CNS6051 Diagnostics of Psychopathology and Treatment

Prerequisites: None

Corequisites: CNS6535, CNS6425 or CNS6426, CNS7902, CNS8100

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 quarter hours

CNS6052 Lifespan Development

Prerequisites: None

Corequisites: CNS6000, CNS6314, CNS7900

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 quarter hours

CNS6161 Counseling Techniques

Prerequisites: *None*

Corequisites: CNS6018 or CNS6020, CNS6565 or CNS6566, CNS7901

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 quarter hours

Page 167 to 173 cont'd

Add the following Counseling Course Descriptions.

CNS6162 Counseling Techniques

Prerequisites: *None*

Corequisites: CNS6043, CNS6514, CNS7901

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 quarter hours

CNS6313 Professional Orientation and Ethics

Prerequisites: None

Corequisites: CNS6002, CNS6050, CNS7900

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 quarter hours

CNS6314 Professional Orientation and Ethics

Prerequisites: None

Corequisites: CNS6000, CNS6052, CNS7900

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 quarter hours

CNS6315 Professional Orientation and Ethics

Prerequisites: None

Corequisites: CNS6002, CNS6050, CNS7900

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 quarter hours

Page 167 to 173 cont'd

Add the following Counseling Course Descriptions.

CNS6428 Clinical Mental Health Counseling and Interventions

Prerequisites: None

Corequisites: CNS6041, CNS6535, CNS7902, CNS8100

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 quarter hours

CNS6509 Group Dynamics

Prerequisites: None

Corequisites: CNS6524 or CNS6529, CNS7010, CNS7903, CNS8101 (and CNS6800 where required)

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 quarter hours

CNS6510 Group Dynamics

Prerequisites: None

Corequisites: CNS6530, CNS7010, CNS7903, CNS8101

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 quarter hours

CNS6514 Social and Cultural Fundamentals

Prerequisites: None

Corequisites: CNS6043, CNS6162, CNS7901

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 quarter hours

Page 167 to 173 cont'd

Add the following Counseling Course Descriptions.

CNS6524 Research and Statistical Evaluation

Prerequisites: None

Corequisites: CNS6509, CNS7010, CNS7903, CNS8101

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 quarter hours

CNS6529 Research and Statistical Evaluation

Prerequisites: None

Corequisites: CNS6509, CNS7010, CNS7903, CNS8101

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 quarter hours

CNS6530 Research and Statistical Evaluation

Prerequisites: None

Corequisites: CNS6510, CNS7010, CNS7903, CNS8101

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 quarter hours

CNS6535 Clinical Mental Health Appraisal I

Prerequisites: None

Corequisites: CNS6041 or CNS6051, CNS6425 or CNS6426 or CNS6428, CNS7902, CNS8100

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 quarter hours

Page 167 to 173 cont'd

Add the following Counseling Course Descriptions.

CNS6536 Clinical Mental Health Appraisal I

Prerequisites: None

Corequisites: CNS6029, CNS6425, CNS7902, CNS8100

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 quarter hours

CNS6565 Multicultural Foundations

Prerequisites: None

Corequisites: CNS6018, CNS6161, CNS7901

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 quarter hours

CNS6566 Multicultural Foundations

Prerequisites: None

Corequisites: CNS6020, CNS6161, CNS7901

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 quarter hours

CNS6603 Lifestyle and Career Development

Prerequisites: None

Corequisites: CNS6901, CNS7011, CNS7904, CNS8201

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 quarter hours

Page 167 to 173 cont'd

Add the following Counseling Course Descriptions.

CNS6704 Couples, Marital, and Family Intervention and Therapy

Prerequisites: None

Corequisites: CNS6776, CNS7611, CNS7907

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 quarter hours

CNS6709 Couples, Marital, and Family Dynamics

Prerequisites: None

Corequisites: CNS6775 or CNS6752, CNS7611 or CNS7621, CNS7907

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 quarter hours

CNS6752 Consultation, Management, Advocacy, and Policy

Prerequisites: None

Corequisites: CNS6709, CNS7611, CNS7907

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 quarter hours

CNS6775 Counseling Administration, Advocacy, and Policy

Prerequisites: None

Corequisites: CNS6709, CNS7611 or CNS7621, CNS7907

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 quarter hours

Page 167 to 173 cont'd

Add the following Counseling Course Descriptions.

CNS6776 Counseling Administration, Advocacy, Consultation, and Policy

Prerequisites: None

Corequisites: CNS6704, CNS7611, CNS7907

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 quarter hours

CNS7010 Practicum IA (100 hours)

Prerequisites: None

Corequisites: CNS6524 or CNS6529 or CNS6530, CNS6509 or CNS6510, CNS7903, CNS8101 (and CNS6800 where required)

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 quarter hour

CNS7011 Practicum IB (100 hours)

Prerequisites: None

Corequisites: CNS6901, CNS6602 or CNS6603, CNS7904, CNS8201

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 quarter hour

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Add the following Counseling Course Descriptions.

CNS7012 Practicum IB (150 hours)

Prerequisites: None

Corequisites: CNS6108, CNS6602, CNS7904, CNS8201

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 quarter hours

CNS7510 Internship IA (200 hours)

Prerequisites: None

Corequisites: CNS7950, CNS7905, CNS8202 (and CNS6910 where required)

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 quarter hours

CNS7610 Internship IIA (200 hours)

Prerequisites: None

Corequisites: CNS7970, CNS6850, CNS7906

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 quarter hours

CNS7611 Internship IIB (200 hours)

Prerequisites: None

Corequisites: CNS6704 or CNS6709, CNS6775 or CNS6776 or CNS6752, CNS7907

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 quarter hours

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Add the following Counseling Course Descriptions.

CNS7620 Internship IIA (300 hours)

Prerequisites: None

Corequisites: CNS7970, CNS6850, CNS7906

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 quarter hours

CNS7621 Internship IIB (300 hours)

Prerequisites: None

Corequisites: CNS6709, CNS6775, CNS7907

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 quarter hours

CNS7900 Clinical and Professional Development Seminar

Prerequisites: 1st quarter status

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. 0 credit hours

CNS7901 Clinical and Professional Development Seminar

Prerequisites: 2nd quarter status

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. 0 credit hours

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Add the following Counseling Course Descriptions.

CNS7902 Clinical and Professional Development Seminar

Prerequisites: 3rd quarter status

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. 0 credit hours

CNS7903 Clinical and Professional Development Seminar

Prerequisites: 4th quarter status

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. 0 credit hours

CNS7904 Clinical and Professional Development Seminar

Prerequisites: 5th quarter status

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. 0 credit hours

CNS7905 Clinical and Professional Development Seminar

Prerequisites: 6th quarter status

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. 0 credit hours

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Add the following Counseling Course Descriptions.

CNS7906 Clinical and Professional Development Seminar

Prerequisites: 7th quarter status

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. 0 credit hours

CNS7907 Clinical and Professional Development Seminar

Prerequisites: 8th quarter status

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. 0 credit hours

CNS7950 Child/Adolescent Psychopathology and Treatment

Prerequisites: None

Corequisites: CNS7510, CNS7905, CNS8202 or CNS6800

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

CNS7970 Clinical Mental Health Appraisal and Treatment II

Prerequisites: None

Corequisites: CNS6850, CNS7610 or CNS7620, CNS7906

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

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Add the following Counseling Course Descriptions.

CNS8100 Preliminary Clinical Evaluation

Prerequisites: 3rd quarter status

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. 0 credit hours

CNS8101 Preliminary Didactic Evaluation

Prerequisites: 4th quarter status

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. 0 credit hours

CNS8201 Clinical Evaluation

Prerequisites: 5th quarter status

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. 0 credit hours

CNS8202 Didactic Evaluation

Prerequisites: 6th quarter status

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. 0 credit hours

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Update the following Prerequisites and Corequisites.

Update to CNS6000 Counseling Theory corequisite, it should be CNS6314, CNS6052, CNS7900

Update to CNS6002 Counseling Theory corequisite, it should be CNS6313 or CNS6315, CNS6050, CNS7900

Update to CNS6018 Psychopathology corequisite, it should be CNS6161, CNS6565, CNS7901

Update to CNS6020 Psychopathology corequisite, it should be CNS6161, CNS6566, CNS7901

Update to CNS6425 Clinical Mental Health Counseling corequisite, it should be CNS6051 or CNS6029, CNS6535 or CNS6536, CNS7902, CNS8100

Update to CNS6426 Clinical Mental Health Counseling and Philosophy corequisite, it should be CNS6051, CNS6535, CNS7902, CNS8100

Update to CNS 6602 Lifestyle and Career Development corequisite, it should be CNS6901, CNS7011 or CNS7012, CNS7904, CNS8201 (and CNS6108 where required). Update prerequisites to none.

Update to CNS6800 Human Sexuality corequisite, it should be CNS6529 or CNS7950, CNS6509 or CNS7510, CNS7903 or CNS7905, CNS8101 or CNS8202, (CNS7010 where required). Update prerequisites to none.

Update to CNS 6850 Psychopharmacology corequisite, it should be CNS7970, CNS7610 or CNS7620, CNS7906. Update prerequisites to none.

Update to CNS6901 Diagnosis and Treatment of Addictive Disorders corequisite, it should be CNS6602 or CNS6603, CNS7011, CNS7904, CNS8201. Update prerequisites to none.

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Replace course descriptions for CRJ1101 and CRJ1102 with the following:

CRJ1101 Introduction to Criminal Justice and Law Enforcement

Prerequisites: None

This course is intended to be an overview of the various facets of the criminal justice system and an in-depth look at contemporary policing in the United States. Emphasis will be placed on perspectives on crime, crime data, and the criminal justice system and sub-systems. Additionally, 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 operation of the criminal justice system and law enforcement in the United States and to provide an appreciation for the diverse values and viewpoints that make up that system. 4 quarter hours

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Add the following Counseling Course Descriptions.

CRJ1102 Introduction to the Criminal Courts and Corrections

Prerequisites: CRJ1101

This course provides a comprehensive look at the criminal court system in the United States and the American correctional system. The course looks at the roles of prosecutors, judges, defense attorneys and the dynamics of their interactions as well as an overview on all aspects of corrections, including probation and parole. 4 quarter hours

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Replace course descriptions for MAT0099 and MAT1001 with the following:

MAT0099 Principles of Algebra

Prerequisites: 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 quarter hours

MAT1001 Intermediate Algebra

Prerequisites: MAT0099 (or equivalent)

The course is designed to develop the basic concepts in algebra that are needed as background for College Math, College Algebra, and Calculus, 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. 4 quarter hours

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Insert New Pharmacy Course Descriptions

PHA4301 Pharmacologic and Non-pharmacologic Treatment of Obesity in Adult Patients

Prerequisites/corequisites: At least Sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean.

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 quarter hours

Insert New Pharmacy Course Descriptions

PHA4302 Healthcare and Societal Skills for Geriatric Care

Prerequisites/corequisites: At least Eighth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean.

The format of the course will involve lectures from the course coordinators and lectures from faculty, residents, and guest speakers. During 5 of the class meeting periods special exercises and meeting modalities (example - sitting in a circle on the floor), and projects will be used to enhance the human side of Pharmacy practice. 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 professional year to provide students with a broad perspective on issues of end of life care. As students presently enrolled in SUSOP 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 Quarter Hours

PHA4303 Quality Improvement and Patient Safety

Prerequisites/corequisites: At least Sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean.

This course provides the student 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 quarter hours

PHA5301 Research Study Development & Presentation

Prerequisites/corequisites: At least Sixth Quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean.

This course will be offered in the second professional 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

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Insert New Pharmacy Course Descriptions

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 IBR 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 quarter hours

PHA5302 Personal Finance for Pharmacists

Prerequisites/Corequisites: At least Sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean.

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 Quarter Hours

PHA5303 ANIMAL VENOMS AND POISONS

Prerequisites/corequisites: At least Sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean.

The course material covered in the Venoms elective offers an in-depth study of topics such as toxinology and toxicology of 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 some student presentations. Patient cases will be periodically discussed in class in order for students to better understand application of information in clinical practice. 3 quarter hours

PHA5304 Women's Health: Focus on Gynecology and Obstetrics

Prerequisites/corequisites: At least Eighth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean.

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 quarter hours

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Insert New Pharmacy Course Descriptions

PHA5305 Advanced Pharmacy Informatics: Clinical Application

Prerequisites/corequisites: At least Sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean.

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 quarter hours

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Revision to Administrative Staff Listing

Change of title

Cheryl Morene, Accountant

Delete

Tommy Newsom

Delete

A William Paulsen, Ph.D.

Add

Devin A. Byrd, Ph.D., Dean, College of Health Professions; Professional Counseling; Ph.D., M.S., Virginia State University; B.A., University of North Carolina (Chapel Hill)

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Addition of Staff (Novi Campus)

Russell A. Allen, Financial Aid Officer

John E. Berra, Business Office Manager

Theodore C. Blashak, President

Emily E. Bliss, Library Assistant

Sharon A. Clawson, Registrar

Douglas L. Courter, Assistant Director of Admissions

Kari A. Darding, Assistant Director of Admissions

Michele Mecha-Fuher, Campus Librarian

Dan S. Mosier, Custodian

Donna L. Schmidt, Executive Assistant

Melissa A. Schultz, Dean of Student Affairs

Michelle L. Sidor, Assistant Director of Admissions

Ashley D. Terry, Assistant Director of Admissions

Desmond D. Upshaw, Assistant Director of Admissions

Jane A. Yount, Financial Aid Officer

Alicia Y. Zamudio, Associate Director of Admissions

Addition of Administration & Faculty (Novi Campus)

Scott E. Behrens, Dean of Academic Affairs & Operations - B.A. in Psychology, Western Maryland College; M.A.E., Human Development/Educational Psychology, University of Arizona; Ph.D., Educational/Developmental Psychology, University of Florida

E. John Bauer, General Studies – B.S. in Mathematics, University of the Sacred Heart; M.S. in Mathematics, University of Puerto Rico

Clairessa M. Bender, Full-Time Faculty, General Studies – B.A. in Mathematics, Albany State University; M. Ed. In Mathematics, Alabama State University; Ed. S. in School Administration & Supervision, Troy State University; Ed.D. in Educational Leadership, Nova Southeastern University.

Ami A. Bhatt, Full-Time Faculty, Nursing – B.S. in Nursing, Wayne State University; M.B.A. in Health Care Management, University of Phoenix; M.S. in Nursing, University of Phoenix.

Theodore R. Bolema, Program Director, Business Administration – B.A. in Mathematics and Economics; M.A. in Economics, Michigan State University; Ph.D. in Economics, Michigan State University; J.D. in Law, University of Michigan.

Lynn Carpenter, General Studies – B.S. in Zoology, Eastern Illinois University; M.S. in Natural Resources & Environmental Science, University of Illinois at Urbana-Champaign; D.P. in Biology, University of Illinois at Urbana-Champaign.

Patricia Crowley-Harpenau, General Studies – B.S. in Biology, University of Michigan; M.S. in Biology, Bowling Green State University.

Peter J. Fox, Program Director, Physical Therapist Assistant – B.S. in Biology, University of Michigan-Flint; M.P.T. in Physical Therapy, University of Michigan-Flint.

Carmen Gackstetter, Criminal Justice – B.A. in Sociology, Oakland University; M.S. in Criminal Justice, Michigan State University.

Sarah L. Giles, Program Director, Nursing – B.S. in Nursing, University of Alabama; M.S. in Nursing, Wayne State University; Ph.D. in Philosophy, Wayne State University.

Keith Grant, Business Administration – B.S. in Management, Davenport University; M.A. in Management, Central Michigan University; Ph.D. in Organizational Behavior, Union Institute & University.

Thomas Laverty, General Studies – B.S. in English/History, Northern Michigan University; M.A. in English/Creative Writing, Lesley University.

David M. Leo, Accounting – B.S. in Business Administration Finance, Wayne State University; M.S. in Professional Accountancy, Walsh College.

Regina E. Mailey, Full-Time Faculty, Nursing – B.S. in Nursing, University of Phoenix; M.S. in Nursing, Walden University.

Chimere A. Parker, General Studies – B.A. in English, Marygrove College; M.A. in English, Marygrove College.

Misty Phillips, General Studies – B.B.A. in Management, Davenport University; M.B.A. in Human Resources, Davenport University.

Jude T. Rariden, Program Director, Criminal Justice – B.A. in Political Science, University of Michigan-Flint; M.A. in Criminal Justice, University of Detroit Mercy; D.P. in Social Science, Michigan State University.

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Addition of Administration & Faculty (Novi Campus)

David A. Reed, Business Administration – B.A. in English, Kent State University; M.B.A. in Business Finance & Economics, Indiana University; D.B.A. in Finance and Economics, Indiana University.

Nicole Reid, General Studies – B.A. in Criminal Justice & Organizational Communication, Western Michigan University; M.A. in Sociology, Wayne State University.

Kellie A. Riddell, General Studies – B.A. in English, Oakland University; M.A. in English, Oakland University.

Maria L. Sepulveda, Professional Counseling – B.S. in Rehabilitation and Occupational Therapy, University of North Texas; M.E. in Counseling, University of North Texas; Ph.D. in Clinical Counseling, Wayne State University.

Neil J. Simon, General Studies – B.S. in Special Education, Eastern Michigan University; M.A. in Educational Psychology, Eastern Michigan University.

James Stoe, General Studies – B.B.A. in Business Marketing, University of Detroit; M.S. in CIS/Software Management, University of Detroit.

Bini S. Thomas, Full-Time, Physical Therapist Assistant – B.S. in Physical Therapy, M G R Medical University; M.S. in Health Services Administration, Central Michigan University; D.P.T. in Physical Therapy, Boston University.

Travis E.J. Taylor, General Studies – B.A. in Writing, Grand Valley State University; M.F.A. in Creative Writing, University of New Hampshire.

Sidney L. Thomas, General Studies – B.A. in English, Millsaps College; M.A. in English, Jackson State University.

M. Valerie Williams, Professional Counseling – B.S. in Education, University of Detroit Mercy; M.A. in Guidance & Counseling, University of Detroit Mercy; Ph.D. in Humanistic and Clinical Psychology & Education, Center for Humanistic Studies.

Jason D. Young, Program Director, Professional Counseling – B.A. in Psychology, University of Michigan-Dearborn; M.A. in Psychology, Wayne State University; Ph.D. in Social Psychology, Wayne State University.

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Deletion of Administration/Faculty Member

Delete Devin A. Byrd, Ph.D.

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Addition of Faculty for West Palm Beach Campus

Derek Sedlack, Program Director, Information Systems and Management; B.S. CIS, Saint Leo University; M.S. MIS, A.B.D. Information Systems, Nova Southeastern University.