ACCREDITATION

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

Information about accreditations and licensing for specific programs and by state begins on page 104.

EQUAL OPPORTUNITY STATEMENT

South University is an equal opportunity university open to any qualified individual without regard to race, gender, color, religion, sexual orientation, gender identity, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or any other basis protected by law. Pursuant to all applicable state, local or federal anti-discrimination laws and regulations, South University does not discriminate against any of the protected categories of individuals in the administration of its policies, programs or activities. This nondiscriminatory policy includes admission policies, scholarship and loan programs, employment practices, and all other university administered programs.

ABOUT THE SOUTH UNIVERSITY CATALOG

This catalog, in effect at the opening of fall quarter 2013, includes South University’s policies; a list of the campuses; descriptions of academic programs, course offerings, and services; and a list of faculty members. Students are subject to the rules and regulations of the current catalog regardless of their original quarter of enrollment.

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

Students are responsible for staying apprised of current graduation requirements for their particular programs.

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

Additional specific information related to the Occupational Therapy Assistant, Physical Therapist Assistant, Nursing, Physician Assistant Studies, Anesthesiologist Assistant, and Doctor of Pharmacy programs not included in this catalog can be found in the handbooks for those programs.

This catalog is available online at www.southuniversity.edu. Alternative formats of this publication are available upon request. For more information contact the University Registrar.

See suprograms.info for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important information.
Institutional Mission ................................................................. 4
History ................................................................. 4
Degree and Certificate Programs ............................................ 6
Accelerated Graduate Programs ............................................. 9
Campuses ................................................................. 9
Online Programs .............................................................. 34

COLLEGE OF ARTS AND SCIENCES
General Education ................................................................. 46
Criminal Justice ............................................................... 47
Graphic Design ................................................................. 50
Legal/Paralegal Studies ....................................................... 51
Public Relations ............................................................... 54

COLLEGE OF BUSINESS
Business Administration and Accounting .............................. 57
Healthcare Administration and Management ......................... 63
Information Systems and Technology ..................................... 65
Leadership ........................................................................ 68
Public Administration ......................................................... 69

COLLEGE OF HEALTH PROFESSIONS
Anesthesiologist Assistant .................................................... 70
Clinical Mental Health Counseling ........................................ 71
Physician Assistant Studies .................................................. 76
Psychology ....................................................................... 78
Medical Assisting ............................................................. 80
Occupational Therapist Assistant ........................................ 81
Physical Therapist Assistant ................................................ 82

COLLEGE OF NURSING AND PUBLIC HEALTH
Doctor of Nursing Practice .................................................. 84
Post Graduate Certificates ................................................... 86
Master of Science in Nursing ................................................. 87
RN to Master of Science in Nursing ....................................... 91
Bachelor of Science in Nursing .............................................. 92
Nursing Completion (RN to BSN) ........................................... 95
Public Health ..................................................................... 96
Health Sciences ............................................................... 97
Allied Health Sciences ....................................................... 99

SCHOOL OF PHARMACY
Doctor of Pharmacy ............................................................ 100
Doctor of Pharmacy and Master of Business Administration .... 102
Accreditations and Affiliations ............................................. 104
Admissions ....................................................................... 108
Financial Information ........................................................ 124
Student Affairs .............................................................. 132
Academic Affairs ............................................................ 138
Course Descriptions .......................................................... 167
Governance and Ownership ............................................... 237
Campus Faculty and Staff ................................................... 238
Academic Calendars .......................................................... 249
Index ............................................................................ 258
INSTITUTIONAL MISSION

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

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

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

HISTORY

South University traces its history to 1899 when Dr. John Draughon established Draughon’s Practical Business College in historic Savannah, GA. The school was originally located in the Masonic Lodge that stood on the northeast corner of Liberty Street and Whitaker Street in the west side of downtown Savannah. During its early years the College was moved several times to accommodate growing enrollment, and eventually was settled into the Atlantic Mutual Building.

The school’s name was changed to Draughon’s Junior College when it was acquired in 1974 by the South family, longtime civic and business leaders in Savannah. That year, the school was relocated to its original neighborhood and began a period of expansion into a multi-campus system with the addition of a campus in West Palm Beach, FL. In 1986, the institution’s name was changed to South College.

In 1996, the College became a four-year school with the addition of a Bachelor of Business Administration degree, and in 1997 opened its third campus in what had been the Massey-Draughon Business College in Montgomery, AL. That same year, the College reorganized its administrative structure into the School of Business and the School of Health Professions with the addition of the Physician Assistant program at the baccalaureate level and the Physical Therapist Assistant program at the associate level.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredited the institution to confer master’s degrees in 2001, and the Master of Science in Physician Assistant degree program was added. In October of that year, with the addition of this post-baccalaureate degree program, South College officially became South University.

In January 2002, South University opened its fourth campus, formerly Columbia Junior College, in Columbia, SC. Later that year, the University announced plans to open a School of Pharmacy on the Savannah campus and to offer a Doctor of Pharmacy degree program. In December 2002, South University received accreditation to award doctoral degrees. So, in a span of seven years, the school had been transformed from a two-year college granting associate’s degrees and certificates into a four-year university with four campuses, multiple bachelor’s and master’s degree programs and the ability to offer doctoral degree programs.

South University continued expansion and in 2003 became a part of Education Management Corporation (EDMC), one of the largest education providers in North America. In 2004, the University began web-based instruction with the introduction of online bachelor’s degree programs in Business Administration and Information Technology. Online Bachelor of Science degree programs in Healthcare Management, Nursing, and Criminal Justice were added in 2005.

The next year, South University opened its fifth campus, in Tampa, FL. In addition, the University launched four online master’s degree programs: Master of Business Administration, Master of Business Administration in Healthcare Administration, Master of Science in Criminal Justice, and Master of Science in Nursing. South University also announced the relocation of its Columbia, SC, campus to the city’s growing east side.
At the Savannah campus in 2007, South University opened a new library, more than tripling the size and resources available to students and faculty. That year, the University also introduced the MBA and MBA in Healthcare Administration degree programs at the Columbia, Montgomery, Savannah, and West Palm Beach campuses, and launched the RN to BSN Degree Completion Program at Columbia, Tampa, and West Palm Beach. Also that year, South University celebrated its first graduating class of fully online students and awarded the largest number of graduate degrees in its history.

In 2008, the South University Board of Trustees approved the creation of the College of Arts and Sciences, College of Business, College of Health Professions, and College of Nursing, which expanded the BS in Nursing degree program to the Columbia, SC, campus.

The University expanded the Master of Science degree program in Physician Assistant Studies to its Tampa campus in 2009 and announced the opening of a School of Pharmacy satellite location in Columbia, SC. South University also completed the construction and opening of campus locations in Richmond and Virginia Beach, VA.

In 2010 South University’s Board of Trustees approved the creation of the College of Creative Art and Design and the merger of The Art Institute Dallas and The Art Institute Fort Worth into South University. Those schools are now campuses of South University. That year, the University also announced the opening of its Novi, MI, campus.

In 2011, the University announced the opening of a location in Austin, Texas, its first campus in the Southwest, and the expansion of the Master of Science in Nursing program with specializations in Adult Health Nurse Practitioner, Family Nurse Practitioner and Nurse Educator. The University also expanded the campuses offering the Master of Science in Criminal Justice and Master of Science in Information Systems and Technology.

In 2012, the university opened locations in Cleveland, Ohio and High Point, North Carolina and officially merged with The Art Institute of Charlotte and Art Institute of Raleigh-Durham, North Carolina, both of which became campuses of South University.

As part of its commitment to the Health Sciences, South University launched the Associate of Science degree in Occupational Therapy Assistant and announced the launch of post-graduate certificates for nurses interested in advance practice. The university also launched the Doctor of Nursing Practice (DNP) program, which is designed as the highest degree for advanced practice nurses who wish to maintain nursing practice as their area of professional emphasis.

South University’s growth is a visible expression of its mission, as well as a response to the demand for a well-educated and highly trained workforce in public and private sectors. During the 2013-2014 academic year the university is focused on expansion of its College of Nursing and Public Health and College of Health Professions programs across campus locations.
South University’s degree programs are designed to meet student needs and individual objectives. The primary goal of each program’s curriculum is to combine didactic and practical educational experiences that will provide students with the academic background needed to pursue the profession of their choice.

Not all programs and specializations are offered at all campuses. Before you apply for admission to South University, please review programs and specializations available at your preferred campus location. See page 9 for locations and degree and certificate programs offered at each campus.

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

**DOCTORAL DEGREES**
- Business Administration (DBA)
- Nursing Practice (DNP**), with the following specializations:
  - Administration
  - Information Technology
  - Leadership
  - Project Management
  - Public Health
- Pharmacy (PharmD)
- Pharmacy/Business Joint Degree (PharmD/MBA)

**POST GRADUATE CERTIFICATES**
- Adult Health Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

**MASTER’S DEGREES**
- Anesthesiologist Assistant (MMSc)
- Business Administration (AMBA/MBA*)
- Clinical Mental Health Counseling (MA)
- Criminal Justice (MS)
- Design & Media Management (MA)
- Healthcare Administration (AMBA/MBA*)
- Information Systems and Technology (MS)
- Leadership (MS)
- Nursing (MSN**), with the following specializations:
  - Adult Health Nurse Practitioner
  - Family Nurse Practitioner
  - Nurse Administrator
  - Nurse Educator
  - Nursing Informatics
- Physician Assistant Studies (MS)
- Public Administration (MPA)
- Public Relations
- RN to Master of Science in Nursing (BSN/MSN**), with the following specializations:
  - Adult Health Nurse Practitioner
  - Family Nurse Practitioner
  - Nurse Administrator
  - Nurse Educator
  - Nursing Informatics

*NOTE: The Masters in Business Administration and Masters in Business Administration, Healthcare Administration, are offered in a 12-month, accelerated format through a combination of on-campus and online coursework.

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
BACHELOR’S DEGREES
Advertising Design (BFA)
Audio Production (BS)
Business Administration (BBA), with the following specializations:
  • Accounting
  • Criminal Justice (BS)
  • Culinary Arts Management (BA)
  • Culinary Management (BS)
  • Digital Filmmaking and Video Production (BFA)
  • Fashion Design (BFA)
  • Fashion Marketing & Management (IFA)
  • Game Art & Design (BFA)
  • Graphic Design (BFA, BS)
Health Sciences (BS), with the following specialization:
  • Public Health specialization
Healthcare Management (BS)
Information Technology (BS), with the following specializations:
  • Database Development and Administration
  • Information Systems Security
  • Network Administration and Management
  • Multimedia and Web Development
Interior Design (BFA)
Legal Studies (BS)
Media Arts & Animation (BFA)
Nursing (BSN)
Nursing Completion Program (RN to BSN)
Photography (BFA)
Public Relations
Public Relations (BS)
Psychology (BA), with the following specializations:
  • Behavioral Health
  • Experimental/Research
Visual Effects and Motion Graphics (BFA)
Web Design & Interactive Media (BFA)

ASSOCIATE’S DEGREES
Accounting (AS)
Allied Health Science (AS)
Baking & Pastry (AAS)
Business Administration (AS)
Criminal Justice (AS)
Culinary Arts (AAS)
Graphic Design (AS, AAA)
Fashion Design (AAA)
Information Technology (AS)
Medical Assisting (AS)
Occupational Therapy Assistant (AS)
Paralegal Studies (AS)
Photography (AAS)
Physical Therapist Assistant (AS, AAS)
Restaurant & Catering Management (AAS)
Video Production (AAS)
Web Design & Interactive Media (AAS)

CERTIFICATES (C)
Art of Cooking
Baking & Pastry
Culinary Arts
Digital Image Management
Fashion Retailing
Graphic Design and Web
Residential Design
Web Design & Development I
Web Design & Development II
South University’s campuses are located in Austin, TX; Cleveland, OH; Columbia, SC; High Point, NC; Montgomery, AL; Novi, MI; Richmond, VA; Savannah, GA; Tampa, FL; Virginia Beach, VA; and West Palm Beach, FL. South University’s Art Institutes campuses are located in Charlotte and Raleigh-Durham, NC; and Dallas and Fort Worth, TX. On-campus classes are offered days, evenings, and Saturdays and online 24 hours a day, seven days a week. Class schedules vary according to individual programs of study and by campus.

Campus facilities include faculty offices, lecture classrooms, and labs. To enhance South University’s progressive learning environment, campuses are equipped with technology including wireless network, multiple student computer labs featuring Mac and PC work stations, and "smart" classrooms with remote A/V technology. On all its campuses, the University also provides amenities, including a bookstore for the purchase of textbooks and supplies, as well as a student lounge with vending machines.

South University’s campus libraries provide scholarly resources and information services to support the curricula and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and lifelong learning by students. Library facilities offer comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. Open-stack book collections provide access to reference and circulating materials, and program-specific resources to support class assignments. In addition, all authorized students and faculty have 24/7 access, on and off campus, to the University’s online library portal with more than 60 databases in all disciplines, along with more than 50,000 e-books, video clips, images, and full-text dissertations.

On all its campuses, South University strives to create a comfortable atmosphere that supports and enhances student learning experiences. Faculty members serve as academic advisors to help students meet their individual goals for graduation. In addition, staff members are attuned to students needs outside the classroom. An annual Student Services survey is circulated to the student body on each campus. Students’ responses to questions about the quality of campus services, activities, and amenities help the University administration address issues and prioritize concerns raised by students.

ACCELERATED GRADUATE PROGRAMS

South University’s Accelerated Graduate Programs are based on the philosophy that qualified students seeking a graduate education should have the opportunity to learn in a supportive environment from outstanding faculty in a format that meets their personal needs. The Accelerated Graduate Programs at South University are structured for students with busy lives that might be changing careers, starting a new career or advancing their position within an existing career.

The accelerated, 12-month programs are built for motivated individuals who believe that education doesn’t have to stop when their life or career starts, and students should have opportunities to seek the level of education that can support their personal goals.

The 12-month graduate programs are intensive, with an entire graduate education presented in a compressed time frame, so students should consider the discipline necessary to meet program requirements. However individuals able to meet deadlines in their everyday life and career should be able to meet the demands of the 12-month curriculum structure. The program format is built to provide students with both faculty interaction through “smart” classrooms and industry-utilized video conferencing technology and the convenience of online learning.

The Accelerated 12-month MBA and Accelerated, 12-month Healthcare Administration MBA programs help students with existing backgrounds in business and health care to develop a greater understanding of the concepts and organizational structures within their industries, however our programs are designed to be accessible. Students from a variety of educational backgrounds and abilities are able to fully participate and excel in our programs.

Programs
Master of Business Administration (AMBA)
Master of Business Administration in Healthcare Administration (AMBA-HCA)

Locations
Atlanta, Georgia
Columbia, South Carolina
Phoenix, Arizona
Savannah, Georgia
Tucson, Arizona
The University's Austin campus is conveniently located off West Parmer Lane near Round Rock just north of Austin. The facility includes faculty offices, lecture classrooms, and computer lab space. To enhance students' learning experience, the Austin campus is equipped with wireless internet access, video conferencing equipment, “smart” classroom technology, and student computer labs.

The Austin campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and life-long learning by students. The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program specific resources to support class assignments. An online library portal with access to over 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 e-books, video clips, images and full text dissertations are also included in the library offerings.

South University, Austin offers students a broad-based core curriculum designed to promote critical thinking and effective verbal and written communication. The Austin campus provides a comprehensive education and gives students an opportunity to experience a philosophy that values both learning and a contribution and commitment to the advancement of community.
**Master’s Degrees**
- Business Administration (MBA)
- Clinical Mental Health Counseling (MA)
- Information Systems and Technology (MS)

**Bachelor’s Degrees**
- Business Administration (BBA)
- Criminal Justice (BS)
- Healthcare Management (BS)
- Information Technology (BS)
- Legal Studies (BS)
- Nursing Completion (RN to BSN)
- Psychology (BA)

**Associate’s Degrees**
- Business Administration (AS)
- Information Technology (AS)
- Physical Therapist Assistant (AS)
The Art Institute of Charlotte, a campus of South University, was founded in 1973 as the American Business & Fashion Institute (AB&F) offering programs in Secretarial Science and Fashion Merchandising. Within its first 10 years, additional programs were added and the institution earned accreditation as a business school through the Accrediting Council for Independent Colleges and Schools as well as recognition by the US Department of Education and approval from the Veterans Administration. The original school joined The Art Institutes system of schools in 1999, signaling its name change to The Art Institute of Charlotte.

In 2001, the school moved to its current location giving students convenient access to all that Charlotte offers. The city is a thriving business environment that includes high-tech companies as well as corporate giants, and is second only to New York City as a banking center.

On campus, The Art Institute of Charlotte library provides comfortable seating and study space for students, wireless capabilities for laptop connectivity, and reference and interlibrary loan services. In addition, South University’s library portal is available electronically 24/7 to all authorized students and faculty on and off campus.
Bachelor’s Degrees
Culinary Management (BS)
Digital Filmmaking & Video Production (BFA)
Fashion & Retail Management (BA)
Graphic Design (BFA)
Interior Design (BFA)
Media Arts & Animation (BFA)
Photography (BFA)
Web Design & Interactive Media (BFA)

Associate’s Degrees
Culinary Arts (AAS)
Fashion Design (AAS)
Fashion & Retail Management (AAS)
Graphic Design (AAS)
Interior Design (AAS)
Photography (AAS)
Restaurant & Catering Management (AAS)
Video Production (AAS)
Web Design & Interactive Media

Certificate Programs
Culinary Arts (C)
Baking & Pastry (C)
Digital Image Management (C)
Fashion Retailing (C)
Web Design (C)
Web Design & Development (C)
Web Design & Interactive Communications (C)
This campus facility is conveniently located in Warrensville Heights, part of the Cleveland, Ohio, metropolitan area southeast of the city. Warrensville bills itself as “The Friendly City” and is within comfortable distance of downtown Cleveland and Lake Erie. The campus location also offers quick and easy access to interstates 480 and 271.

The Cleveland campus facility includes faculty offices, lecture classrooms, and technology to enhance learning, including wireless internet access, video conferencing equipment, “smart” classroom technology, and student computer labs.

The Cleveland campus library is designed to support general education and the programs to be offered at the Cleveland campus. The library provides comfortable seating and study space and includes print and online books, periodicals, journals, CDs, videos, newspapers, and numerous databases. Reviews, catalogs, publisher/vendor recommendations, faculty/student recommendations, comparisons with holdings of other libraries, and identifying and acquiring resources are methods used in collection development to ensure collections support the Cleveland campus’s programs at all levels.

South University, Cleveland offers students a broad-based core curriculum designed to promote critical thinking and effective verbal and written communication. The Cleveland campus provides a comprehensive education and give students an opportunity to experience a philosophy that values both learning and a contribution and commitment to the advancement of community.
Master’s Degrees
Business Administration (MBA)
Clinical Mental Health Counseling (MA)*
Nursing (MSN**), with the following specializations:
  • Family Nurse Practitioner
  • Nurse Educator
RN to Master of Science in Nursing (BSN/MSN**), with the following specializations:
  • Family Nurse Practitioner

Bachelor’s Degrees
Business Administration (BBA)
Criminal Justice (BS)
Healthcare Management (BS)
Health Sciences (BS)
Information Technology (BS)
Legal Studies (BS)
Nursing (BSN)
Nursing Completion (RN to BSN)
Psychology (BA)

Associate’s Degrees
Business Administration (AS)
Information Technology (AS)
Paralegal Studies (AS)

*The Master of Arts in Clinical Mental Health Counseling degree program is designed to meet the standards for licensure in the state of Ohio. Licensing information for the state of Ohio can be obtained from The Counselor, Social Work, and Marriage and Family Therapist Board: CSWMFT Board, 50 West Broad Street, Suite 1075, Columbus, Ohio 43215-5919, Phone: 614-466-0912, FAX: 614-728-7790, Email: cswmft.info@cswb.state.oh.us, Website: http://cswmft.ohio.gov/.

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
The University's Columbia campus has a diverse student body enrolled in both day and evening class schedules. The wide range of academic offerings serves students with a variety of interests and provides an engaging mix of backgrounds that enhance the classroom experience. Likewise, the faculty and staff bring with them a multitude of experience and perspectives which, when combined with their energy and dedication, make for a dynamic team serving the student community.

South University's Columbia campus relocated to the Carolina Research Park in northeast Columbia in fall 2006. The campus features spacious classrooms, multiple computer labs, a fully equipped medical lab, and a student lounge. In 2010, South University opened a new facility on the Columbia campus to house the School of Pharmacy’s second location.

Like all South University campuses, Columbia is equipped with technology to support a progressive learning environment, a wireless network, multiple student computer labs featuring Mac and PC computers, and smart classrooms featuring remote A/V technology. The Columbia campus embodies South University’s dedication to continually “set the standard for excellence,” as evidenced by the resources and services provided for its students.

The library at the Columbia campus is designed to provide a pleasant environment where students may work, research and study and receive reference, technical, and interlibrary loan assistance from a capable library staff. The book collection provides access to reference, reserve, and circulating materials, program-specific resources to support class assignments, tutorial aides, and current events and recreational reading. The Academic Learning Center, which is located in the library, gives students a quiet environment to study and receive assistance.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.
**Doctoral Degrees**
Pharmacy (PharmD)
Pharmacy/Business Joint Degree (PharmD/MBA)

**Master’s Degrees**
Business Administration (AMBA/MBA)
Clinical Mental Health Counseling (MA)
Criminal Justice (MS)
Healthcare Administration (AMBA/MBA)
Information Systems and Technology (MS)
Leadership (MS)
Public Administration (MPA)
Public Relations (MS)
RN to Master of Science in Nursing (BSN/MSN**), with the following specializations:
- Family Nurse Practitioner

**Bachelor’s Degrees**
Business Administration (BBA)
Criminal Justice (BS)
Graphic Design (BS)
Health Sciences (BS)
Healthcare Management (BS)
Information Technology (BS)
Legal Studies (BS)
Nursing (BSN)
Nursing Completion (RN to BSN)
Psychology (BA)
Public Relations (BS)

**Associate’s Degrees**
Business Administration (AS)
Graphic Design (AS)
Information Technology (AS)
Medical Assisting (AS)
Paralegal Studies (AS)

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
A campus of South University since late 2010, the Art Institute of Dallas began in 1964 as the Dallas Fashion Merchandising College. Faculty members, in addition to their teaching responsibilities, are often simultaneously involved in their respective fields. This keeps them abreast of the constantly changing worlds of design and business. The curricula are designed to prepare all graduates to pursue entry-level positions in their chosen fields. All programs are offered on a year-round basis to provide students with strong continuity and the ability to work toward their degrees without interruption.

The Art Institute of Dallas library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open stack book collection provides access to reference and circulating materials, program specific resources to support class assignments, tutorial aids and multimedia. The library contains more than 35,000 books, videos, and CD-ROMS, and subscribes to 235 magazines and journals as well as electronic resources to support the curriculum. In addition, the South University library portal with access to more than 60 databases in all disciplines available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 e-books, video clips, images, and full-text dissertations are also included in the library offerings. Equipment in the library includes 35 computer workstations with Internet access, library databases, Voyager catalog, and office software. The library is also equipped with a copier, two scanners, and three computers dedicated to online library searches. In addition, two viewing rooms with TV and VCR/DVD players allow students to view videos in the library collection and/or assigned in class.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.
Master’s Degrees
Design & Media Management (MA)

Bachelor’s Degrees
Advertising Design (BFA)
Audio Production (BS)
Culinary Management (BS)
Digital Filmmaking & Video Production (BFA)
Fashion & Retail Management (BFA)
Fashion Design (BFA)
Game Art & Design (BFA)
Graphic & Web Design (BFA)
Graphic Design (BFA)
Interior Design (BFA)
Media Arts & Animation (BFA)
Photography (BFA)
Visual Effects & Motion Graphics (BFA)
Web Design & Interactive Media (BFA)

Associate’s Degrees
Baking and Pastry (AAS)
Culinary Arts (AAS)
Fashion Design (AAA)
Graphic Design (AAA)
Photography (AAS)
Restaurant & Catering Management (AAS)
Video Production (AAS)

Certificate Programs
Baking & Pastry (C)
Culinary Arts (C)
Digital Image Management (C)
Fashion Retailing (C)
Web Design & Development I (C)
Web Design & Development II (C)
The Art Institute of Fort Worth, a campus of South University, was established in 2009. The Board of Trustees provides administration, faculty, and students with regular, ongoing guidance regarding, curriculum, and industry. Professional faculty members, in addition to their teaching responsibilities, are often simultaneously involved in their respective fields. This keeps them abreast of the constantly changing worlds of design and business. The Institute’s curricula are designed to prepare all graduates to pursue entry-level positions in their chosen fields. All programs are offered on a year-round basis to provide students with the benefits of continuity and the ability to work toward their degrees without interruption.

The Art Institute of Fort Worth library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open stack book collection provides access to reference and circulating materials, program specific resources to support class assignments, tutorial aids and multimedia. The library has a copier and printer for student use. The library portal allows students and faculty 24/7 access on and off campus to South University’s electronic resources, including more than 60 databases in more than 160 subject areas, with access to more than 60,000 journals and 450 million articles.
Bachelor’s Degrees
Advertising Design (BFA)
Fashion & Retail Management (BFA)
Graphic Design (BFA)
Media Arts & Animation (BFA)
Photography (BFA)
Web Design & Interactive Media (BFA)

Associate’s Degrees
Graphic Design (AAA)
Photography (AAS)

Certificate Programs
Digital Image Management (C)
Fashion Retailing (C)
Web Design & Development I (C)
Web Design & Development II (C)
The South University’s campus in High Point, NC, is conveniently located in the northeast portion of the city. Known as North Carolina’s International City™, High Point is minutes from Winston-Salem and Greensboro as well as interstates 40 and 85 for easy driving access to and from the campus.

The campus facility at High Point includes faculty offices, lecture classrooms, and advanced technology to enhance learning including wireless Internet access, video conferencing equipment, “smart” classroom technology, and student computer labs.

As keeping with South University’s commitment to its students, special attention has been given to the library at the High Point campus in order to support general education and the specific programs offered on site. Comfortable seating and study space is available throughout the library to encourage use of print and online books, periodicals, journals, CDs, videos, newspapers, and numerous databases. To ensure full support of the High Point facility’s programs at all levels, South University employs a variety of methods to identify and acquire resources for the library’s collections. As the campus library’s collection is developed, the staff will consider reviews, catalogs, publisher/vendor and faculty/student recommendations, comparisons with holdings of other libraries, among numerous other resources.

South University’s High Point campus offers students a broad-based core curriculum designed to promote critical thinking and effective verbal and written communication skills. The High Point campus provides a comprehensive education to students based on a philosophy that values learning as well as community advancement through personal contribution and commitment.
Master’s Degrees
Business Administration (MBA)
Clinical Mental Health Counseling (MA)

Bachelor’s Degrees
Business Administration (BBA)
Criminal Justice (BS)
Healthcare Management (BS)
Psychology (BA)

Associate’s Degrees
Paralegal Studies (AS)
South University’s campus in Montgomery, AL, is located on the rapidly growing east side of the state’s capital city. Montgomery is a hub of government, banking, and law, as well as one of the state’s cultural and entertainment centers. Montgomery is situated in the middle of the southeastern states, less than a three-hour drive from Atlanta, Birmingham, and the Gulf of Mexico.

The Montgomery campus is located in two buildings on a 3.75 acre campus. The facilities include nursing, computer and health professions labs, comfortably outfitted classrooms, a student center, and a bookstore as well as faculty and administrative offices. A new facility housing the health science classrooms and labs opened in 2010.

The Montgomery campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and life-long learning by students. The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 e-books, video clips, images and full-text dissertations are also included in the library offerings.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.
**Master’s Degrees**
Business Administration (MBA)
Clinical Mental Health Counseling (MA)
Criminal Justice (MS)
Healthcare Administration (MBA)
Information Systems and Technology (MS)
Nursing (MSN**) with the following specializations:
  • Adult Health Nurse Practitioner
  • Family Nurse Practitioner
  • Nurse Educator
RN to Master of Science in Nursing (BSN/MSN**), with the following specializations:
  • Adult Health Nurse Practitioner
  • Family Nurse Practitioner
  • Nurse Educator
Public Administration (MPA)
Public Relations (MS)

**Bachelor’s Degrees**
Business Administration (BBA)
Criminal Justice BS)
Health Sciences (BS)
Healthcare Management (BS)
Information Technology (BS)
Legal Studies (BS)
Nursing (BSN)
Nursing Completion (RN to BSN)
Psychology (BA)
Public Relations (BS)

**Associate’s Degrees**
Business Administration (AS)
Information Technology (AS)
Medical Assisting (AS)
Paralegal Studies (AS)
Physical Therapist Assistant (AS)

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
The City of Novi is northwest of Detroit and near the Ann Arbor, MI, area. South University campus facility in Novi occupies more than 30,000 square feet including classrooms, labs and a library. The Novi campus provides students with technology to enhance learning and is equipped with wireless technology, video conferencing equipment, “smart” classroom technology, and student computer labs.

The Novi campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and lifelong learning by students. The library provides comfortable seating and study space, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 e-books, video clips, images, and full-text dissertations are also included in the library offerings.

The physical facilities of the University’s Novi campus are designed specifically to support the faculty, students, and the education programs offered by South University, Novi. The academic programs to be offered at the Novi campus, especially through the College of Health Professions, require specialized classroom and laboratory facilities. The Novi campus will include faculty offices, lecture classrooms, along with computer, nursing, health science, and physical therapy labs.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.
Master’s Degrees
Business Administration (MBA)
Clinical Mental Health Counseling (MA)
Criminal Justice (MS)
Healthcare Administration (MBA)
Leadership (MS)
Nursing (MSN**), with the following specializations:
  • Adult Health Nurse Practitioner
  • Family Nurse Practitioner
RN to Master of Science in Nursing (BSN/MSN**), with the following specializations:
  • Family Nurse Practitioner

Bachelor’s Degrees
Business Administration (BBA)
Criminal Justice (BS)
Healthcare Management (BS)
Information Technology (BS)
Legal Studies (BS)
Nursing (BSN)
Nursing Completion (RN to BSN)
Psychology (BA)

Associate’s Degrees
Business Administration (AS)
Information Technology (AS)
Physical Therapist Assistant (AS)

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
The Art Institute of Raleigh-Durham, a campus of South University, has been in continuous operation as a post-secondary school since 1973, when The American Business & Fashion Institute was first licensed by the North Carolina Department of Public Instruction. The Raleigh-Durham school was acquired by The Art Institutes International, LLC in 2000 thereby officially changing its name to The Art Institute of Raleigh-Durham.

Located in the heart of the downtown Durham historical and entertainment district, The Art Institute of Raleigh-Durham campus occupies more than 40,000 square feet of space and includes classrooms, a student lounge, spacious library, exhibition gallery, computer labs, studios, resource rooms, culinary kitchens, a dining lab and student supply store. The year-round average class size is 22 or fewer students to provide the personal classroom attention that can foster academic success.
Bachelor’s Degrees
Culinary Management (BS)
Digital Filmmaking & Video Production (BFA)
Fashion & Retail Management (BA)
Game Art & Design (BFA)
Graphic Design (BFA)
Interior Design (BFA)
Photography (BFA)
Web Design & Interactive Media (BFA)

Associate’s Degrees
Culinary Arts (AAS)
Fashion & Retail Management (AAS)
Graphic Design (AAS)

Certificate Programs
Culinary Arts (C)
Baking & Pastry (C)
Digital Image Management (C)
Fashion Retailing (C)
Web Design & Development (C)
Web Design & Interactive Communications (C)
South University’s campus in Richmond, VA, is located in the Short Pump area northwest of the city on a 115-acre mixed-use tract containing retail businesses, offices, apartments, and condominiums. The campus occupies almost 30,000 square feet in a building constructed specifically for South University. The facility includes classrooms equipped with the latest technology, as well as specialized laboratories for the Health Sciences, Nursing and Clinical Mental Health Counseling programs, a library, student lounge, computer lab and a bookstore, and faculty and administrative offices. Committed to help students accomplish their individual educational goals, faculty and staff interact with students in a friendly and professional academic environment.

South University’s Richmond campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and life-long learning by students. The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 e-books, video clips, images and full-text dissertations are included in the library offerings.

Computers for student use are available in the library, as well as in two computer labs with 48 work stations. Each workstation offers Internet access, online database services, a suite of office software, tutorials and class support-software.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.
Master’s Degrees
Business Administration (MBA)
Clinical Mental Health Counseling (MA)
Criminal Justice (MS)
Nursing (MSN**), with the following specializations:
  • Family Nurse Practitioner
RN to Master of Science in Nursing (BSN/MSN**), with the following specializations:
  • Family Nurse Practitioner

Bachelor’s Degrees
Business Administration (BBA)
Criminal Justice (BS)
Health Sciences (BS)
Healthcare Management (BS)
Information Technology (BS)
Legal Studies (BS)
Nursing (BSN)
Nursing Completion (RN to BSN)
Psychology (BA)

Associate’s Degrees
Business Administration (AS)
Information Technology (AS)
Paralegal Studies (AS)
Physical Therapist Assistant (AS)

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
South University’s expansive campus in Savannah, GA, is located on the city’s south side. The original College of Business building was constructed in 1979. Beginning in 2000, the campus began to experience tremendous expansion and alteration. The College of Business building was renovated and the Health Professions Building opened in 2000 to house classroom and lab facilities for the Physician Assistant, Physical Therapist Assistant and Medical Assisting programs in addition to the campus library, student lounge, and administrative offices. The 25,000-square-foot structure, located adjacent to the College of Business building, was designed with expansion in mind with computer and medical labs to meet the changing needs of South University’s student body.

In 2002, South University announced the establishment of the South University School of Pharmacy on the Savannah campus, offering the University’s first doctoral degree and becoming the first university or college in Savannah to offer a health professions doctorate. The School of Pharmacy facility on the west lawn was completed in 2004.

That same year, South University’s Savannah campus expanded its health professions programs by offering a master’s degree in anesthesia sciences with a fully equipped operating room and anesthesia laboratory. Also in 2004, Savannah launched its online programs with bachelor’s degrees in business and information technology. In 2005 online degree programs expanded with the addition of undergraduate programs and master’s level programs in business, health care and criminal justice.

The Savannah campus library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, program-specific resources to support class assignments, tutorial aides, and current events and recreational reading. The adjoining research center, furnished with computer work stations, offers students access to the Internet, on-line database services, an office suite, tutorials and class-support software. The library also houses a computer lab, academic support center, conference room, study rooms, and a distance learning classroom. The staff is prepared to assist students and faculty with their research needs. Students and faculty may request individual appointments with the librarians for research assistance and instruction or walk in for guidance on locating materials.

University-sponsored student housing is available at the Savannah campus. Interested students should contact the Dean of Student Affairs.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.
Doctoral Degrees
Nursing Practice (DNP**), with the following specializations:
• Leadership
Pharmacy (PharmD)
Pharmacy/Business Joint Degree (PharmD/MBA)

Post Graduate Certificates
Adult Health Nurse Practitioner
Family Nurse Practitioner
Nurse Educator

Master’s Degrees
Anesthesiologist Assistant (MS)
Business Administration (AMBA/MBA)
Clinical Mental Health Counseling (MA)
Criminal Justice (MS)
Healthcare Administration (AMBA/MBA)
Leadership (MS)
Nursing (MSN**), with the following specializations:
• Adult Health Nurse Practitioner
• Family Nurse Practitioner
• Nurse Educator
RN to Master of Science in Nursing (BSN/MSN**), with the following specializations:
• Adult Health Nurse Practitioner
• Family Nurse Practitioner
• Nurse Educator
Physician Assistant Studies (MS)
Public Administration (MPA)
Public Relations (MS)

Bachelor’s Degrees
Business Administration (BBA)
Criminal Justice (BS)
Health Sciences (BS)
Healthcare Management (BS)
Information Technology (BS)
Legal Studies (BS)
Nursing Completion (RN to BSN)
Psychology (BA)
Public Relations (BS)

Associate’s Degrees
Business Administration (AS)
Information Technology (AS)
Medical Assisting (AS)
Paralegal Studies (AS)
Physical Therapist Assistant (AS)

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
In 2004, South University’s Savannah campus launched online bachelor’s degree programs in Information Technology and Business Administration. Designed to deliver the same quality instruction and personalized attention students enjoy on campus, these online programs enable students who do not live near a South University campus—or those who might not be able to attend classes at a set time and place—to pursue an academic degree through South University.

In 2005 South University added bachelor of science degree programs in Healthcare Management, Nursing, and Criminal Justice. More recently, the University added a Master of Business Administration (MBA), along with the MBA in Healthcare Administration, Master of Science in Nursing, and Master of Science in Criminal Justice.

South University strives to provide an excellent educational environment for students to explore the academic foundations that can lead to the pursuit of professional aspirations. Online programs at South University are an extension of South University’s commitment to providing educational opportunities for the intellectual, social and professional development of a diverse student population.

Programs offered in the online modality from South University utilize an interactive learning method in which the educational experience becomes the shared responsibility of students in the classroom, and faculty members serve as facilitators of learning. Online students participate in an enriched learning experience that includes classroom lectures, discussions, demonstrations, field trips and guest speaker contributions, while enjoying the convenience of flexible, 24-hour access to the online classroom and course materials.

Online course lectures appear in written format and consist of an introduction to activities as well as explanations of textbook reading assignments. Lectures are intended to be catalysts for ongoing class discussions, and the faculty members facilitate discussion by providing additional insight to course subjects by joining and leading topic dialogues. Discussion boards allow for several topics to be addressed at once; therefore, many different sides of a topic can be examined for greater understanding. The faculty member guides discussions to ensure that students proceed toward an ultimate understanding of the subject matter.

The online library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and life-long learning by students.

The online library provides access to more than 60 databases in all disciplines available electronically 24/7 to all authorized students and faculty. More than 50,000 e-books, video clips, images, and full-text dissertations are also included in the online library offerings. Online reference assistance is available through e-mail and telephone.

*Note: International students present in F-1 visa status are not eligible for online only programs of study.*
**Degree Programs**

**Doctoral Degrees**
Nursing Practice (DNP**), with the following specializations:
- Administration
- Information Technology
- Leadership
- Project Management
- Public Health

**Master’s Degrees**
Accounting (MS)
Business Administration (MBA)
Criminal Justice (MS)
Healthcare Administration (MBA)
Information Systems and Technology (MS)
Leadership (MS)
Nursing (MSN**), with the following specializations:
- Adult Health Nurse Practitioner
- Family Nurse Practitioner
- Nurse Administrator
- Nurse Educator
- Nursing Informatics
RN to Master of Science in Nursing (BSN/MSN**), with the following specializations:
- Adult Health Nurse Practitioner
- Family Nurse Practitioner
- Nurse Administrator
- Nurse Educator
- Nursing Informatics
Public Administration (MPA)
Public Relations (MS)

**Bachelor’s Degrees**
Business Administration (BBA)
Criminal Justice (BS)
Health Sciences (BS)
Healthcare Management (BS)
Information Technology (BS)
Legal Studies* (BS)
Nursing Completion (RN to BSN)
Psychology (BA)
Public Relations (BS)

**Associate’s Degrees**
Accounting (AS)
Allied Health Science (AS)
Business Administration (AS)
Criminal Justice (AS)
Information Technology (AS)
Paralegal Studies* (AS)

*Partially available online
**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
About Online Courses

Online courses are designed to take advantage of technology, making the learning environment more efficient and maximizing relevance to prior learning and experiences.

Students should contact their academic advisor for information on the length of each course in their program of study.

Digital Bookshelf and eBooks

South University, Online Programs is in the process of enhancing the learning experience by converting traditional textbooks to electronic media. Thus, most courses eventually will have a digital resource fee associated with them. This mandatory fee is a flat rate per course and allows students access to an Electronic Library and HTML versions of textbook(s), and in some cases, other electronic media, which is integrated into the course. Students are responsible for reading the Digital Bookshelf and eBook User’s Manual publication, which describes the media, access to the materials and the student’s rights and responsibilities related to Digital Bookshelf.

Students retaking a course are charged only once for the digital resources fee associated with the same course because students have access to the digital resources materials for five years. Provided the digital resources for the retaken course still use the same digital books, students do not purchase additional textbook(s) for these courses. On average the price of the digital resource fee is less than the retail price of the textbook(s) for each course, with the added benefits of no shipping charges and immediate access to the materials. After registering for a course, the course registration will display whether there is a digital resource fee or whether paper textbooks are required for each particular course.

The online library provides access to over 60 databases in all disciplines available electronically 24/7 on and off campus to all authorized students and faculty. Over 50,000 ebooks, video clips, images and full text dissertations are also included in the online library offerings. Online reference assistance is available through email and telephone.

Preferred Requirements:

Preferred Software Specifications:
- Mac OSX 10.5 or 10.6
- Windows 7 or Vista with Microsoft .Net 3.5 SP1
- Latest version of Safari Browser, MozillaFirefox, or Internet Explorer

Preferred Hardware Specifications:
- 2.0 GHz INTEL processor
- 1 GB of RAM
- Graphics card capable of 1024 x 768 resolution or larger
- Soundcard & speakers
- High speed internet access

Minimum Requirements:

Minimum Software Specifications:
- Apple Mac OSX 10.4
- Microsoft Windows XP SP2 or higher with Microsoft .Net 3.5 SP1
- Safari browser 3.0.4 or higher, Mozilla Firefox 2.0 or higher, Internet Explorer 6 or higher

Minimum Hardware Specifications:
- 1.0 GHz processor
- 512 MB of RAM
- Graphics card capable of 1024x768 screen resolution
- Dial-up internet access is the minimum standard, however, a higher speed is recommended

Recommended Plug-ins or Downloads:

The course instructor may employ technology in the eCollege classroom that requires one of these recommended plug-ins or downloads in order to function properly. If the instructor uses the ClassLive technology, Java will be required. If your instructor provides...
PDF files, Adobe Reader may be required to open and view those files. You can download these items at the time that you need them.

Java
• If Mac - MacOS Classic Java (MRU 2.2.5) (http://developer.apple.com/java/index.html)
• If Windows - Sun’s Java 2 SDK (Java 1.5 or Java 1.6) (http://www.java.com)
• Adobe Reader (http://get.adobe.com/reader/)

RECOMMENDATION REGARDING “NETBOOKS”

Students often see “Netbooks” (small laptop computers primarily designed for web browsing and emailing) as an affordable option when looking to purchase a computer for classwork. However, it is strongly recommend that students do not purchase a Netbook.

Purchasing a low-price laptop or desktop computer that meets the system requirements outlined above is a much better solution for classwork. While newer Netbooks may meet resolution and screen-size requirements for reading your eBooks, much like some older laptops, some older Netbooks may not be able to graphically handle these sites. This means that reading e-texts and participating in the classroom could become difficult. It may be challenging to scroll through your readings and effectively and efficiently work through the material.

TAKING AN ONLINE PROGRAM

Students considering enrollment in an online program are encouraged to complete a short self-administered survey available through the South University–Online Programs Web site [http://online.southuniversity.edu]. Prior to enrolling in an online program, students will speak with an associate director of admissions to discuss subject interests, learning activities and styles and the amount of time available to pursue an online education. The associate director of admissions will be able to recommend an appropriate program of study and course load.

In order to participate in online classes, students must have computer hardware and software equivalent to the specifications indicated by South University. Prior to registration each quarter, South University provides students with a list of courses to be offered online and the technology requirements for each course. A list of technology requirements is available through the South University–Online Programs Web site (http://online.southuniversity.edu) and the online course catalog. Because South University regularly evaluates hardware and software needs to ensure that students taking online courses are utilizing technology in parity with students taking the same courses onsite, students should check for technology updates on a quarterly basis.

LEAVE OF ABSENCE (ONLINE COURSES) OVERALL CONSIDERATIONS*

A Leave of Absence may be requested by students in online programs. A Leave of Absence is not available to on-campus students (including those on-campus students who are taking online courses). Students in online programs who take a break of 29 consecutive calendar days or less remain continuously enrolled and are classified as full-time students. Students who need to take a break due to situations that would require them to be out of class longer than 29 consecutive calendar days should contact their Academic Counselor and request a Leave of Absence. Students in online programs who have not attended class for more than 29 consecutive calendar days are considered withdrawn from the University at that time. They have an approved Leave of Absence on file. Signed Leave of Absence forms submitted after 29 consecutive calendar days of the last date of attendance will not be accepted.

*Note: Students in the Doctor of Nursing Practice (DNP) program at online are not eligible for a Leave of Absence.

REQUESTING A LEAVE OF ABSENCE

Students in online programs may request a Leave of Absence under two instances.
• Future Leave of Absence: A future leave of absence is a leave that will start upon completion of a course in which the student is enrolled. Students requesting such a Leave of Absence must submit a signed Leave of Absence Request Form to their Academic Counselor.

• Emergency Leave of Absence: If extenuating circumstances prevent a student from submitting a Leave of Absence Request prior to the last date of attendance, the Leave of Absence will be reviewed on a case by case basis and must be submitted by the student with supporting documentation related to the extenuating circumstances. These extenuating circumstances include military deployment, extended serious medical emergencies, extended serious family emergencies, jury duty, or natural disasters.

Students may not request an immediate Emergency Leave of Absence after the 28th calendar day of a 5 week class, 31st calendar day of a 5.5 week class, the 50th calendar day of a 10 week class, or the 58th calendar day of an 11-week class. Students receiving a WF in a course will not be eligible for an approved Tuition Waiver for a Future Course and a Leave of Absence will not be granted.

In the event of a natural disaster the University will evaluate the need for a student in the disaster zone to be placed on an approved Leave of Absence. Students receiving an approved Leave of Absence do not receive any extension of time in which to fulfill the requirements for an awarded course Incomplete.

ADDITIONAL LEAVE OF ABSENCE OR AN EXTENSION OF A CURRENT LEAVE OF ABSENCE

Students are limited to no more than two Leaves of Absence of 60 calendar days or less within a 12-month period. Students may be granted an additional Leave of Absence or an extension of a current Leave of Absence due to extenuating circumstances. Students requesting an additional Leave of Absence or an extension to a current Leave of Absence must submit a signed Leave of Absence form to their Academic Counselor. The form must explain the extenuating circumstances that require an additional Leave of Absence or an extension of a Current Leave of Absence. The form must be submitted by the student with supporting documentation related to the extenuating circumstances. These extenuating circumstances include military deployment, extended serious medical emergencies, extended serious family emergencies, jury duty, or natural disasters.

The Senior Director of Academic Counseling is responsible for reviewing and approving the request. Request for an additional Leave of Absence or an extension of a current Leave of Absence must be received 15 calendar days prior to the end of the current Leave of Absence. Leave of Absences (including extensions) may not exceed 180 calendar days in a 12-month period.

RETURNING FROM AN APPROVED LEAVE OF ABSENCE

Students returning from an approved Leave of Absence that was granted during the time they were enrolled in a course will be allowed to complete coursework started prior to the leave with no additional charges assessed. The University allows students who start a Leave of Absence during a course to withdraw (with a grade of WX) with a Tuition Waiver for a Future Course. Although students will not be charged for the subsequent course, students must re-take the entire course.

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

Leave of Absence may not exceed 180 calendar days in a 12-month period. The 12-month period begins the first day of the first Leave of Absence. Students who fail to return on the 180th calendar day will be administratively withdrawn from school.
REGISTRATION FOR ONLINE COURSES
Online students are preregistered for classes by their Academic Counselor. Students will receive their preregistration schedule via notification on the Campus Common and will be required to electronically accept the schedule in order to confirm their registration. Should a student have a question about the schedule or wish to be contacted by his or her online academic advisor, the student will have the option to do so. South University cannot guarantee course availability for students who register after the preregistration period.

Registration is confirmed for the new student once the online orientation has been completed. Registration is confirmed for the continuing student once a schedule has been received and confirmed through correspondence with the student’s academic advisor.

STUDENT SERVICES
Students taking online courses have access to South University business partners for purchasing textbooks, hardware and software. Information about these vendors is provided in the online orientation course. Links to these vendors are located within the online campus and in the online programs course catalog at: www.southuniversity.edu/catalog.

CAREER SERVICES
South University–Online Programs maintain a Career Services Department to assist students with locating and securing full-time, entry-level, field-related employment upon graduation.

Although employment in full-time positions is not guaranteed by South University, it is vitally important to both the student and the University that each student obtain appropriate employment. Therefore, as students approach the final quarter of their programs, specific and personalized attention is provided in the preparation of professional resumes and cover letters as well as in job search strategies and interviewing skills.

For more information about the Career Services at South University–Online Programs, please contact 888-444-3404.

STUDENT SUPPORT
The Student Support team is available to assist online students. As the primary point of contact, the Student Support team is able to answer most student questions. The team can be reached at 888-444-3404 or studentsupport@southuniversity.edu.

CAMPUS COMMON
The Campus Common is the “community beyond the classroom.” The Campus Common can be accessed from the Student Portal or the online classroom and is a resource for students providing information on many subjects including South University online news, tutoring and online discussions.

The Campus Common is also a resource for students providing access information about their account including academics and financial aid. The Student Portal is the gateway to the online classroom and also allows student to view documents such as course catalogs and directories.

STUDENT FINANCIAL AID
South University has a Department of Financial Aid where online students and their families can develop a financial plan to help ensure students’ completion of their programs. Specialists from this department will help students complete the federal and state applications for grants and loans applicable to the students’ circumstances. Once a student’s eligibility for financial aid has been determined, a financial aid specialist will help the student develop a plan for meeting educational expenses. Students may contact the Financial Aid Department by phoning 888-444-3404 or through an email link provided within the South University–Online Programs Web site [http://online.southuniversity.edu].

EMERGENCY LEAVE POLICY FOR IOWA RESIDENTS
Iowa residents who are a member, or a spouse of a member if the member has a dependent child, of the Iowa National Guard or Reserve Forces of the United States and who is ordered to state military service or federal service or duty will be afforded the following options:
1. Withdraw from the student’s entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student’s instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangement is made, the student’s registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangement with only some of the student’s instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and mandatory fees shall be assessed for those courses. Any course for which arrangement cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

EQUIPMENT
Prior to registration, students should obtain a technical specification list for hardware and software that supports the online courses. This list is always available from the download documents section of the online programs course catalog. Students may purchase necessary equipment through the hardware and software partners associated with South University, or through another vendor of choice.
Opened in June 2006, South University's Tampa campus is its second in the state of Florida. Centrally located near Raymond James Stadium in one of Florida’s fastest growing communities, this campus affords students the opportunity to learn in classroom, laboratory, and community settings. South University’s Tampa programs have affiliations with hundreds of local businesses and healthcare facilities, including national corporations and world-renown treatment centers. Students may enjoy all the culture and excitement a large city has to offer. Major league sporting events, major concerts, theater, world-renowned restaurants, and a cosmopolitan social scene are all within easy reach. The diverse and vibrant student body thrives on the nurturing atmosphere fostered by faculty and staff. The campus is equipped with technology to support the learning environment, such as a simulation lab; skills labs for nursing, physician assistant, and physical therapist assisting; science lab; computer lab; and Academic Resource Center for tutoring and other academic support.

The Tampa campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and lifelong learning by students. The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 e-books, video clips, images and full-text dissertations are also included in the library offerings.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.
**Degree Programs**

**Doctoral Degrees**
Nursing Practice (DNP**), with the following specializations:
- Leadership

**Post Graduate Certificates**
Adult Health Nurse Practitioner
Family Nurse Practitioner
Nurse Educator

**Master’s Degrees**
Business Administration (MBA)
Criminal Justice (MS)
Healthcare Administration (MBA)
Information Systems and Technology (MS)
Nursing (MSN**), with the following specializations:
- Adult Health Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator
RN to Master of Science in Nursing (BSN/MSN**), with the following specializations:
- Adult Health Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator
Physician Assistant Studies (MS)

**Bachelor’s Degrees**
Business Administration (BBA)
Criminal Justice (BS)
Health Sciences (BS)
Healthcare Management (BS)
Information Technology (BS)
Nursing (BSN)
Nursing Degree Completion (RN to BSN)
Psychology (BA)

**Associate’s Degrees**
Information Technology (AS)
Occupational Therapy Assistant (AS)
Physical Therapist Assistant (AS)

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
South University’s Virginia Beach campus occupies 32,600 square feet in a large office park with easy access to and from Interstate 264. The campus facility includes nine classrooms plus Nursing, Physical Therapist Assistant, Anatomy and Physiology, and Counseling labs. Classrooms and laboratory space offer advanced “smart” technology to provide students and faculty with instructional equipment to facilitate learning. Also located on campus are administrative offices including admissions, the registrar, student affairs, financial aid, a bookstore, the library, and the office of the campus President.

The Virginia Beach campus library offers comfortable space for students to congregate for research, study, tutoring, or online work. Floor to ceiling windows open and illuminate the library’s welcoming atmosphere, and ample study space encourages independent and collaborative student work. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 to all authorized students and faculty on and off campus. Over 50,000 e-books, video clips, images and full text dissertations are also included in the library offerings. The print collection has reference and circulating materials selected to support the programs offered at the school. The library’s computer lab is available to students for homework and research, or it can be closed off from the main library and used for instruction.

Serving a diverse student body with both day and evening classes, South University’s team of faculty and staff at the Virginia Beach campus are engaged in helping students achieve success. Faculty from a variety of disciplines are available in the Academic Success Center during designated hours, offering tutoring in a relaxed atmosphere. Embracing South University’s commitment to critical thinking, the Virginia Beach campus provides the opportunity for an education that creates life-long learners.

Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.
Master’s Degrees
Business Administration (MBA)
Clinical Mental Health Counseling (MA)
Criminal Justice (MS)
Healthcare Administration (MBA)
Information Systems and Technology (MS)
Leadership (MS)

Bachelor’s Degrees
Business Administration (BBA)
Criminal Justice (BS)
Health Sciences (BS)
Healthcare Management (BS)
Information Technology (BS)
Legal Studies (BS)
Nursing (BSN)
Nursing Degree Completion (RN to BSN)
Psychology (BA)

Associate’s Degrees
Information Technology (AS)
Paralegal Studies (AS)
Physical Therapist Assistant (AS)
South University’s campus in West Palm Beach, FL, is centrally located in Palm Beach County, close to beaches and accessible to Interstate 95 and the Palm Beach International Airport. In 2010, the West Palm Beach campus moved into a new facility designed specifically to support the campus’s growing population. The 32,000-square-foot, three-building campus is in the hub of cultural, economic, and government activity in West Palm Beach. The West Palm Beach campus has engendered a relationship with the surrounding community, reaching out to its neighbors to participate in community activities and host special events.

A diverse, multicultural student body thrives on a supportive learning environment fostered by the faculty and staff. In keeping with South University’s educational mission, they are committed to the academic success of their students and to producing graduates who are prepared for the challenges of entry into professional life.

The campus library provides individual and group study areas, a computer lab, and a diversified collection of audiovisual, and print materials. Professional librarians are available during all hours of operation to help students locating information and materials at South University’s libraries and at others. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 to all authorized students and faculty on and off campus. More than 50,000 e-books, video clips, images, and full-text dissertations are also included in the library offerings. The collections include books, magazines, audiovisual and digital sources that support class assignments, tutorial needs, current events and recreational reading. The computer lab offers Internet access, online databases with indexing and full-text access to thousands of journals, tutorial programs, a suite of office software programs, and tutorial and other class support software.

*Note: This South University campus is authorized under Federal law to enroll non-immigrant alien students.*
Master’s Degrees
Business Administration (MBA)
Clinical Mental Health Counseling (MA)
Criminal Justice (MS)
Healthcare Administration (MBA)
Information Systems and Technology (MS)
Nursing (MSN**), with the following specializations:
  • Family Nurse Practitioner
Public Administration (MPA)

Bachelor’s Degrees
Business Administration (BBA)
Criminal Justice (BS)
Health Sciences (BS)
Healthcare Management (BS)
Information Technology (BS)
Legal Studies (BS)
Nursing (BSN)
Nursing Completion (RN to BSN)
Psychology (BA)

Associate’s Degrees
Information Technology (AS)
Occupational Therapy Assistant (AS)
Paralegal Studies (AS)
Physical Therapist Assistant (AS)

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
Degree programs in the College of Arts and Sciences are developed around a set of standards that offer students broad exposure to an area of study along with deep grounding in the student’s chosen career field. Students may select a number of free electives to explore their interests, and they are offered elective options directly related to their chosen field. During the program, students explore the basic theories and concepts of their field, related applications, and current research in that field. The College of Arts and Sciences requires all students to complete courses related to research methods and data analysis as part of career preparation, and to strengthen critical thinking skills and increase information literacy.

### GENERAL EDUCATION

**PROGRAM OVERVIEW**

South University faculty and staff recognize that citizens of the future need to be flexible and broadly knowledgeable in order to adapt to continuously changing technologies, growing diversity across peoples and value systems, and rapid social and cultural change. With this in mind, the University has developed general education requirements that expose students to knowledge from a variety of areas, each framed through the lens of its own history and methodology. Through these required courses, students delve into the worlds of math and science, the humanities and the arts, and the social and behavioral sciences. Students develop competencies in these areas while also gaining a challenging exposure to a range of human knowledge.

South University’s general education curriculum challenges the individual to develop a deep and meaningful set of personal values and high ethical standards, along with a commitment to lifelong learning. The curriculum is designed to enhance critical and analytical thinking skills, encourage creativity, and build oral and written communication skills. For South University students, using technology in coursework and developing skills in assessing the merits of various sources of online information is also an important part of the general education experience.

The General Education curriculum at South University seeks to develop in students competencies that will support them as they progress through their major programs. These competencies include the following:

- Communicate clearly, effectively, and sensitively in written, graphic, and oral modes appropriate to their fields.
- Demonstrate basic skills and abilities in mathematical reasoning and the basic sciences.
- Identify, locate, evaluate, and ethically utilize reliable information from a variety of sources.
- Illustrate the capacity to think critically, analytically, and logically across multiple fields of inquiry.
- Interpret and evaluate diverse historical, social, and cultural artifacts, systems, and events as products of the human experience.

### AREAS OF STUDY

The general education requirements for South University comprise six areas. Each area represents a set of requirements designed to build basic skills and insights and to assure that each student experiences coursework in each of the areas of knowledge that together comprise the General Education curriculum. It is our belief that these components are directly associated with the qualities defining an educated professional and are necessary to seek entry-level employment in a fast-paced, changing world. The components are designed to reflect the needs and expectations expressed by many employers of college graduates.

The framework shown below reflects minimum requirements to be met by all South University students at either the associate’s or bachelor’s degree levels. Programs may identify specific courses needed in that field as a part of the general education program while others may leave choices open to the interests and abilities of the student. The specific areas and course requirements will include the following, but students must check their program for specific courses needed to satisfy general education requirements.

#### GENERAL EDUCATION PROGRAM AREAS AND APPROVED COURSES CREDITS

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Professional Development</td>
<td>ITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
<tr>
<td>B. Basic Communications</td>
<td>ENG1002 Composition II/Literature</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENG2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SPC1026 Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>C. Mathematics and Statistics</td>
<td>MAT1001 College Algebra I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAT1005 College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAT1500 College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAT2100 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAT2102 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>D. Natural Sciences</td>
<td>BIO1012 Anatomy and Physiology I and Lab</td>
<td>4, 2</td>
</tr>
<tr>
<td></td>
<td>BIO1013/1014 Anatomy and Physiology II and Lab</td>
<td>4, 2</td>
</tr>
<tr>
<td></td>
<td>BIO1020 Biology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIO1021 Biology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHM1010 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>E. Arts and Humanities</td>
<td>ENG2002 World Literature I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENG2003 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HIS1101 U.S. History I: Colonial to 1865</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HIS1102 U.S. History II: 1865 to present</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HUM1001 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
</tbody>
</table>
Arkansas residents are required to take the following general education courses, unless specified by the program:

**General Education** 76 Quarter Credit Hours

**A. Professional Development**

- ITS1000 Computer and Internet Literacy 4
- UVC1000 Strategies for Success 4

**B. Basic Communications**

- ENG1001 Composition I 4
- ENG1002 Composition II/Literature 4
- ENG2001 Composition III 4
- SPC1026 Public Speaking 4

**C. Mathematics and Statistics**

- MAT2058 Statistics 4
- Choose two from the following:
  - MAT1001 College Algebra I 4
  - MAT1005 College Algebra II 4
  - MAT1500 College Mathematics 4
  - MAT2000 Pre-Calculus 4
  - MAT2101 Calculus I 4
  - MAT2102 Calculus II 4

**D. Natural Sciences**

- BIO1011/1012 Anatomy and Physiology I and Lab 4, 2
- BIO1018/1014 Anatomy and Physiology II and Lab 4, 2

**E. Arts and Humanities**

- Choose three courses from the following:
  - ENG2002 World Literature I 4
  - ENG2003 World Literature II 4
  - HUM1001 History of Art through the Middle Ages 4
  - HUM1002 History of Art from the Middle Ages to Modern Times 4
  - HUM2101 World Civilization I: Prehistory – 1500 C.E. 4
  - HUM2102 World Civilization II: 1500 – Present 4
  - PHI2301 Introduction to Philosophy 4

**F. Social and Behavioral Sciences**

- Bachelor of Science in Nursing and Bachelor of Arts in Psychology students must take the following:
  - PSY1001 General Psychology 4
- Select one from the following:
  - HIS1101 U.S. History I: Colonial to 1865 4
  - HIS1102 U.S. History II: 1865 to present 4
  - ECO2071 Principles of Microeconomics 4
  - ECO2072 Principles of Macroeconomics 4
- Choose two from the following:
  - POL2076 American Government 4
  - PSY1001 General Psychology 4
  - SOC1001 Introduction to Sociology 4
  - SOC2100 Social Problems 4

*Arkansas residents may be exempted from UVC1000. Please see the appropriate policy in this catalog for exemption criteria.

### MASTER OF SCIENCE IN CRIMINAL JUSTICE

The South University Master of Science in Criminal Justice degree program is designed for individuals employed in the criminal justice system, as well as those in other careers, both public and private, who wish to acquire further education in criminal justice. Prerequisites are limited so that qualified students with bachelor’s degrees in related fields such as criminology, psychology, business or public administration, anthropology, political science, sociology or related social sciences may enroll along with students who have undergraduate degrees in criminal justice.

The program is primarily designed to foster a learning community of criminal justice professionals who will use their knowledge within law enforcement, correctional, political, and legal arenas. Program graduates will be prepared for admission to doctoral programs in criminal justice, criminology, and related fields, as well as for advancement within law enforcement, correctional, local and state government, and legal institutions.

Program Outcomes include providing students with the following:

- Professional skills necessary to assume leadership positions in the administration of criminal justice agencies.
- Advanced knowledge and understanding of criminal justice institutions and processes, and current criminal justice policy.
- Advanced knowledge and understanding of research methods and program evaluation techniques to effectively conduct and/ or evaluate social policy research.

### MASTER OF SCIENCE IN CRIMINAL JUSTICE

**Foundation**

- MCJ5001 Foundations in Criminal Justice 4
- MCJ5003 Ethics and Moral Behavior in the Criminal Justice System 4
- MCJS100 Advanced Research Methods and Analysis I 4
- MCJ5001 Criminal Justice Administration 4
- MCJ6003 Criminological Theory 4
- MCJ6004 Criminal Justice Planning and Innovation 4
- MCJ6405 Organization Leadership 4

**Program Elective (choose four)**

- MCJ6002 Juvenile Justice Administration 4
- MCJ6401 Critical/Controversial Issues: Law Enforcement 4
- MCJ6404 Political Terrorism 4
- MCJ6410 Legal Issues in Criminal Justice 4
- MCJ6505 Management of Critical Incidents 4
- MCJ6601 Resource and Agency Coordination 4
- MCJ6620 Special Topics in Homeland Security 4
- MCJ6701 Theory and Practice of Community Corrections and Re-entry Programs 4
- MCJ6705 Theory and Practice of Institutional Corrections 4

The student will choose four courses (16 credits) from the remaining graduate level criminal justice curriculum listed above or from other graduate offerings with the guidance and approval of the Program Director in Criminal Justice or appropriate Program Chair and with the advice of the related Program Director if courses from other programs are desired. The student should plan to take at least 50% of this part of the degree program in criminal justice courses. Students may construct an area of emphasis with the guidance of the Program Director in Criminal Justice or appropriate Program Chair and with the advice of the related Program Director if courses from other programs are desired. The student should plan to take at least 50% of this part of the degree program in criminal justice courses. Students may construct an area of emphasis with the guidance of the Program Director or Chair or pursue a more general set of elective course choices. Students may emphasize a traditional area of the field such as Corrections or Homeland Security with their choices, but choices may also reflect the particular professional goals and aspirations of the student. Thus, courses in areas such as Public Administration, Business, or Clinical Mental Health Counseling may be included as desired and approved if the student completes the required prerequisites for such courses. Please note that Financial Aid may not cover prerequisite courses. Please see the Coursework Taken Outside a Student’s Degree Program Policy found in the Academic Affairs section of this catalog.

**Capstone**

- MCJ6985 Applied Professional Project 4

Acceptance into a South University Criminal Justice program or its completion does not imply or guarantee that a student will be able to obtain employment in law enforcement, corrections, probation/parole, or related fields. The student should contact the national, state, or local agency/institution in which he or she intends to gain employment for specific requirements and the application process.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
**Bachelor of Science in Criminal Justice**

Bachelor of Science in Criminal Justice degree program is designed to give students broad perspectives on the causes of crime and critical insights to the functions of the components of the criminal justice system.

**Program Outcomes**
- Students will demonstrate mastery of skills in the areas of theoretical and applied criminal justice as well as in principles and practices to effectively solve a variety of field-based problems.
- Students will understand the causes of crime and delinquency, the process of adjudicating criminal cases, and the major components of the criminal justice system.
- Students will demonstrate effective communication and ethical skills as applied to the discipline.

Courses in the program deal with crime, violence, and other forms of deviance and the responses to these problems by police, courts, and corrections; contemporary criminal justice issues; and ethical concerns and research. Students in the criminal justice program receive excellent preparation for further study in graduate or professional schools as well as for entry-level positions in the criminal justice system.

**Area I General Education Requirements**

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>64 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
</tbody>
</table>

**Basic Communications**
- ENG1001 Composition I: 4
- ENG1002 Composition II/Literature: 4
- ENG2001 Composition III: 4
- SPC1026 Public Speaking: 4

**Mathematics and Statistics**
- MAT2058 Statistics: 4
- Choose two additional courses from the following:
  - MAT1001 College Algebra: 4
  - MAT1005 College Algebra II: 4
  - MAT1000 College Mathematics: 4
  - MAT2000 Pre-Calculus: 4
  - MAT2101 Calculus I: 4
  - MAT2102 Calculus II: 4

**Natural Sciences (choose two)**
- BIO1020 Biology I: 4
- BIO1021 Biology II: 4
- CHM1010 General Chemistry: 4

**Arts and Humanities (choose two)**
- ENG2002 World Literature I: 4
- ENG2003 World Literature II: 4
- HIS1101 U.S. History I: Colonial to 1865: 4
- HIS1102 U.S. History II: 1865 to Present: 4
- HUM1101 History of Art through the Middle Ages: 4
- HUM1102 History of Art from the Middle Ages to Modern Times: 4
- HUM2101 World Civilization I: Prehistory – 1500 C.E.: 4
- HUM2102 World Civilization II: 1500 – Present: 4
- PHI2301 Introduction to Philosophy: 4

**Social and Behavioral Sciences**
- PSY1001 General Psychology: 4
- SOC1001 Introduction to Sociology: 4
- Choose one additional course from the following:
  - ECO2071 Principles of Microeconomics: 4
  - ECO2072 Principles of Macroeconomics: 4
  - POL2076 American Government: 4
  - SOC2010 Social Problems: 4

**Area II Foundation Requirements**

<table>
<thead>
<tr>
<th>Elective Pool (eight courses or 32 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.</td>
</tr>
<tr>
<td>Non-transfer students, with their advisor's consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.</td>
</tr>
<tr>
<td>A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.</td>
</tr>
</tbody>
</table>

**Choose eight courses from the following list:**
- CRJ2014 Criminal Justice and the Media: 4
- CRJ2021 Organized Crime: 4
- CRJ2026 Concepts in Crime Mapping and Prevention: 4
- CRJ3009 Illegal Immigration and the Criminal Justice System: 4
- CRJ3015 Bloodstain Pattern Analysis: 4
- CRJ4021 Cyber Crime: 4
- CRJ4011 Terrorism and Homeland Security: 4
- CRJ4002 Restorative Justice: 4
- CRJ4650 Forensic Issues: 4
- CRJ4995 Internship in the Criminal Justice System I: 4
- CRJ4996 Internship in the Criminal Justice System II: 4
- CRJ4997 Internship in the Criminal Justice System III: 4

**Area III Major Requirements**

| Total Credits: 72 |
| Core: 44 |
| CRJ1001 Introduction to Criminal Justice System: 4 |
| CRJ1002 Introduction to Law Enforcement: 4 |
| CRJ2000 Introduction to Criminal Courts: 4 |
| CRJ2300 Introduction to Corrections: 4 |
| CRJ2800 Criminal Law and Procedures: 4 |
| CRJ3003 Juvenile Delinquency & Criminal Justice Systems: 4 |
| CRJ3004 Race, Class, & Gender in Criminal Justice: 4 |
| CRJ3005 Criminal Justice Management & Administration: 4 |
| CRJ3011 Criminology: 4 |
| CRJ3025 Comparative Criminal Justice Systems: 4 |
| CRJ3500 Ethics in Criminal Justice: 4 |

**Program Electives (choose six)**
- CRJ2015 White Collar Crime: 4
- CRJ2024 Serial Killers and Mass Murderers: 4
- CRJ3000 Community Based Corrections: 4
- CRJ3001 Forensics: 4
- CRJ3009 Illegal Immigration and the Criminal Justice System: 4
- CRJ4003 Critical Issues in Criminal Justice: 4
- CRJ4000 Violence in Society: 4
- CRJ4600 Crime Scene Investigation & Case Management: 4

**Capstone**
- CRJ4999 Senior Seminar (Capstone): 4

Acceptance into a South University Criminal Justice program or its completion does not imply or guarantee that a student will be able to obtain employment in law enforcement, corrections, probation/parole or related fields. The student should contact the national, state or local agency/institution in which the student intends to gain employment for specific requirements and the application process.

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above. Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102); and, One additional four-credit courses selected from Mathematics and Statistics, National Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident's total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIOL101 and BIOL102 satisfy the Natural Science requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO101 and BIO102 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
ASSOCIATE OF SCIENCE IN CRIMINAL JUSTICE*

The Associate of Science in Criminal Justice degree program is designed to provide students with a broad-based education and a foundation of knowledge of crime and society's response to it. Courses in the program include an introduction to the organization and functions of law enforcement, courts and corrections, as well as the basic systems and processes of emergency and disaster management. Successful completion of the Associate of Science in Criminal Justice degree program prepares students for entry into the Bachelor of Science in Criminal Justice degree program.

Program Outcomes include the following:

- Students will demonstrate a basic level of skills in the areas of theoretical and applied criminal justice as well as of principles and practices used to effectively solve a variety of real-life problems in the field.
- Students will understand basic causes of crime and delinquency, the process of adjudicating criminal cases, and the structure of the major components of the criminal justice system.
- Students will demonstrate effective communication and ethical skills as applied to the discipline.

ASSOCIATE OF SCIENCE IN CRIMINAL JUSTICE  92 CREDITS

<table>
<thead>
<tr>
<th>Area I General Education</th>
<th>40 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>ITS 1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC 1000 Strategies for Success</td>
<td>4</td>
</tr>
<tr>
<td>Basic Communications</td>
<td></td>
</tr>
<tr>
<td>ENG 1001 Composition I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 1002 Composition I/II/Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td>SPC 1026 Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics and Statistics (choose one)</td>
<td></td>
</tr>
<tr>
<td>MAT 1001 College Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 1005 College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2020 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2101 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2102 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences (choose one)</td>
<td></td>
</tr>
<tr>
<td>BIO 1020 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1021 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1010 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Humanities (choose one)</td>
<td></td>
</tr>
<tr>
<td>ENG 2002 World Literature I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 2003 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>HIS 1101 U.S. History I: Colonial to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 1102 U.S. History II: 1865 to present</td>
<td>4</td>
</tr>
<tr>
<td>HUM 1001 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM 1002 History of Art from the Middle Ages to Modern Times</td>
<td>4</td>
</tr>
<tr>
<td>HUM 210 World Civilization I: Prehistory – 1500 C.E.</td>
<td>4</td>
</tr>
<tr>
<td>HUM 2102 World Civilization II: 1500 – Present</td>
<td>4</td>
</tr>
<tr>
<td>PHI 2301 Introduction to Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>PSY 1001 General Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II Foundation Requirements</th>
<th>20 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1000 College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2008 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SOC 1001 Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Choose one additional course: BIO 1020 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1021 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1010 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Choose one additional course: ENG 1020 World Literature I</td>
<td>4</td>
</tr>
<tr>
<td>Choose one additional course from the list below: ECO 2071 Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECO 2072 Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>POL 1076 American Government</td>
<td>4</td>
</tr>
<tr>
<td>SOC 2010 Social Problems</td>
<td>4</td>
</tr>
</tbody>
</table>

**NOTE:** These courses cannot count for both Area I and Area II credits.

Area III Major Requirements  32 Credits

- CRJ 101 Introduction to Criminal Justice and Law Enforcement 4
- CRJ 102 Introduction to Criminal Courts and Corrections 4
- CRJ 2002 Criminal Law 4
- CRJ 2003 Juvenile Justice System 4
- CRJ 2004 Ethics in Criminal Justice 4
- CRJ 2008 Criminal Procedures 4
- CRJ 2065 Introduction to Police Organizations 4
- EDM 2010 Fundamentals of Emergency and Disaster Management 4

*On July 1, 2013, South University will no longer accept applications for entrance into the Associate of Science in Criminal Justice program offered online or on ground.

Acceptance into a South University Criminal Justice program or its completion does not imply or guarantee that a student will be able to obtain employment in law enforcement, corrections, probation/parole or related fields. The student should contact the national, state or local agency/institution in which the student intends to gain employment for specific requirements and the application process.

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above. Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS 1101 and HIS 1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS 1101 or HIS 1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS 1101 or HIS 1102), and, one additional four-credit courses selected from Mathematics and Statistics, National Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident’s total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO 1011 and BIO 1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related corequisite lab courses: BIO 1012 and BIO 1014 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

2013-2014 ACADEMIC CATALOG 49
# Graphic Design

## Bachelor of Science in Graphic Design

This program is offered at the Columbia campus. The Bachelor of Science in Graphic Design degree program is designed to provide students with a broad background in general education, advanced theoretical graphic design concepts, and practical applications.

Students completing the program will demonstrate the following:

- Clear understanding of the creative process in the graphic arts.
- Ability to synthesize strong conceptual ideas from research data.
- Clear understanding of the application of design principles, color theories and typographic fundamentals in a portfolio of design work.
- Independent critical thinking skills in planning, conceptualizing and producing graphic design projects.
- In-depth knowledge of graphic design history, design and art styles, and the impact of evolving technology on the graphic arts.
- Organization, neatness, and precision, as well as an understanding of professional presentation standards for different media, in a portfolio of design work.
- Competency with computer systems, fluency with major design software commonly used in the field, and knowledge of other peripherals and traditional tools commonly used in graphic design businesses.
- Ongoing commitment to developing design skills and to lifelong learning.

This program prepares students for an entry-level position in the graphic design field as a production manager, art director, or studio manager. The curriculum incorporates both traditional and computer-based techniques. Course work emphasizes development of technical skills, reasoning, analytical, and problem solving abilities.

## Associate of Science in Graphic Design

This program is offered at the Columbia campus. The Associate of Science in Graphic Design degree program is designed to help students prepare for entry-level positions in the ever-changing and diverse field of advertising, publishing, and communications. Students develop technical and aesthetic skills through hands-on experience with illustration, graphic design, computer graphics, desktop publishing, designing with type, production, and photography.

Graduates of the program are prepared for entry-level positions such as assistant designer, graphic designer, production artist, and layout artist. The program is structured so that a student can continue directly into the Bachelor of Science in Graphic Design degree program.

Students in the program will demonstrate the following outcomes:

- Basic level of understanding of the overall creative process in the graphic arts.
- Strong foundation in the application of design principles, color theories and typographic fundamentals in a portfolio of design work.
- Ability to create new conceptual design ideas from available research or other data.
- Critical thinking skills in sketching, planning, and producing design projects.
- Basic knowledge of graphic design history, design and art styles, the impact of evolving technology on the graphic arts, and modern trends in art and design.
- Portfolio organization, neatness, and precision – and a basic understanding of artwork and presentation standards for print media.

---

### Bachelor of Science in Graphic Design

<table>
<thead>
<tr>
<th>Area I General Education Requirements</th>
<th>64 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Development</strong></td>
<td></td>
</tr>
<tr>
<td>ITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
<tr>
<td><strong>Basic Communications</strong></td>
<td></td>
</tr>
<tr>
<td>ENG1001 Composition I</td>
<td>4</td>
</tr>
<tr>
<td>ENG1002 Composition II/Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td>SPC1026 Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td><strong>Mathematics and Statistics (choose three)</strong></td>
<td></td>
</tr>
<tr>
<td>MAT1001 College Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>MAT1005 College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MAT1500 College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2000 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT2068 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2101 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT2102 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Natural Sciences (choose two)</strong></td>
<td></td>
</tr>
<tr>
<td>BIO1020 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO1021 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM1010 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td><strong>Arts and Humanities (choose two)</strong></td>
<td></td>
</tr>
<tr>
<td>ENG2002 World Literature I</td>
<td>4</td>
</tr>
<tr>
<td>ENG2003 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>HIS1101 U.S. History I: Colonial to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS1102 U.S. History II: 1865 to present</td>
<td>4</td>
</tr>
<tr>
<td>HUM1001 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM1002 History of Art from the Middle Ages to Modern Times</td>
<td>4</td>
</tr>
<tr>
<td>HUM2101 World Civilization I: Prehistory – 1500 C.E.</td>
<td>4</td>
</tr>
<tr>
<td>HUM2102 World Civilization II: 1500 – Present</td>
<td>4</td>
</tr>
<tr>
<td>PHI2001 Introduction to Philosophy</td>
<td>4</td>
</tr>
<tr>
<td><strong>Social and Behavioral Sciences (choose three)</strong></td>
<td></td>
</tr>
<tr>
<td>ECO2071 Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECO2072 Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>POL2076 American Government</td>
<td>4</td>
</tr>
<tr>
<td>PSY1001 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC1001 Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC2010 Social Problems</td>
<td>4</td>
</tr>
</tbody>
</table>

### Area II Foundation Requirements

<table>
<thead>
<tr>
<th></th>
<th>54 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRA1000 Drawing and Perspective</td>
<td>4</td>
</tr>
<tr>
<td>GRA1001 Color Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>GRA1004 Design Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>GRA1005 Graphic Design Studio</td>
<td>4</td>
</tr>
<tr>
<td>GRA1011 Typography I</td>
<td>4</td>
</tr>
<tr>
<td>GRA1160 Digital Imaging</td>
<td>4</td>
</tr>
<tr>
<td>GRA1170 Observational Drawing</td>
<td>4</td>
</tr>
<tr>
<td>GRA1195 Digital Layout</td>
<td>4</td>
</tr>
<tr>
<td>GRA2010 3D Design Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>GRA2110 Digital Illustration</td>
<td>4</td>
</tr>
<tr>
<td>GRA2190 Concept Design</td>
<td>4</td>
</tr>
<tr>
<td>GRA2290 Print Production</td>
<td>4</td>
</tr>
<tr>
<td>GRA2800 Web Design I</td>
<td>4</td>
</tr>
<tr>
<td>GRA2900 Portfolio I</td>
<td>2</td>
</tr>
</tbody>
</table>

### Area III Major Requirements

<table>
<thead>
<tr>
<th></th>
<th>62 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td></td>
</tr>
<tr>
<td>GRA3000 Graphic Symbolism</td>
<td>4</td>
</tr>
<tr>
<td>GRA3010 History of Graphic Design</td>
<td>4</td>
</tr>
<tr>
<td>GRA3011 Typographic II</td>
<td>4</td>
</tr>
<tr>
<td>GRA3060 Multimedia I</td>
<td>4</td>
</tr>
<tr>
<td>GRA3090 Digital Photography for Designers</td>
<td>4</td>
</tr>
<tr>
<td>GRA3101 Package Design</td>
<td>4</td>
</tr>
<tr>
<td>GRA3670 Corporate ID &amp; Branding</td>
<td>4</td>
</tr>
<tr>
<td>GRA3810 Collateral Design</td>
<td>4</td>
</tr>
<tr>
<td>GRA3820 Advertising Design</td>
<td>4</td>
</tr>
<tr>
<td>GRA3850 Web Design II</td>
<td>4</td>
</tr>
<tr>
<td>GRA4000 Multimedia II</td>
<td>4</td>
</tr>
<tr>
<td>GRA4100 Professional Development for Designers</td>
<td>4</td>
</tr>
<tr>
<td>GRA4440 Art Direction</td>
<td>4</td>
</tr>
</tbody>
</table>

**Capstone** *(NOTE: These courses must be taken in the last three quarters of the program.)*

- GRA4670 Digital Portfolio       | 4          |
- GRA4910 Portfolio II            | 2          |
- Choose one course from the following: |          |
  - GRA4801 Graphic Design Capstone | 4          |
  - GRA4802 Graphic Design Capstone Internship | 4  |

### Associate of Science in Graphic Design

This program is offered at the Columbia campus. The Associate of Science in Graphic Design degree program is designed to help students prepare for entry-level positions in the ever-changing and diverse field of advertising, publishing, and communications. Students develop technical and aesthetic skills through hands-on experience with illustration, graphic design, computer graphics, desktop publishing, designing with type, production, and photography.

Graduates of the program are prepared for entry-level positions such as assistant designer, graphic designer, production artist, and layout artist. The program is structured so that a student can continue directly into the Bachelor of Science in Graphic Design degree program.

Students in the program will demonstrate the following outcomes:

- Basic level of understanding of the overall creative process in the graphic arts.
- Strong foundation in the application of design principles, color theories and typographic fundamentals in a portfolio of design work.
- Ability to create new conceptual design ideas from available research or other data.
- Critical thinking skills in sketching, planning, and producing design projects.
- Basic knowledge of graphic design history, design and art styles, the impact of evolving technology on the graphic arts, and modern trends in art and design.
- Portfolio organization, neatness, and precision – and a basic understanding of artwork and presentation standards for print media.
• Solid foundation in basic operation and use of computer systems and design software, as well as other peripherals and traditional tools commonly found in graphic design businesses.
• Growing commitment to developing design skills and to lifelong learning.

ASSOCIATE OF SCIENCE IN GRAPHIC DESIGN 94 CREDITS

<table>
<thead>
<tr>
<th>Area 1 General Education Requirements</th>
<th>40 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>ITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
<tr>
<td>Basic Communications</td>
<td></td>
</tr>
<tr>
<td>ENG1001 Composition I</td>
<td>4</td>
</tr>
<tr>
<td>ENG1002 Composition II/Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td>SPC1026 Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics and Statistics (choose one)</td>
<td></td>
</tr>
<tr>
<td>MAT1001 College Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>MAT1005 College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MAT1500 College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2000 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT2058 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2101 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT2102 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences (choose one)</td>
<td></td>
</tr>
<tr>
<td>BIO1020 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO1021 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHIM1010 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Humanities (choose one)</td>
<td></td>
</tr>
<tr>
<td>ENG2002 World Literature I</td>
<td>4</td>
</tr>
<tr>
<td>ENG2003 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>HIS1101 U.S. History I: Colonial to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS1102 U.S. History II: 1865 to present</td>
<td>4</td>
</tr>
<tr>
<td>HUM1001 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM1002 History of Art from the Middle Ages to Modern Times</td>
<td>4</td>
</tr>
<tr>
<td>HUM2101 World Civilization I: Prehistory – 1500 C.E.</td>
<td>4</td>
</tr>
<tr>
<td>HUM2102 World Civilization II: 1500 – Present</td>
<td>4</td>
</tr>
<tr>
<td>PHI2301 Introduction to Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (choose one)</td>
<td></td>
</tr>
<tr>
<td>ECO2071 Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECO2072 Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>POL2076 American Government</td>
<td>4</td>
</tr>
<tr>
<td>PSY1001 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC1001 Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC2010 Social Problems</td>
<td>4</td>
</tr>
</tbody>
</table>

Area II Major Program Requirements 54 Credits

| Core                                   |            |
| GRA1000 Drawing and Perspective        | 4         |
| GRA1001 Color Fundamentals             | 4         |
| GRA1004 Design Fundamentals            | 4         |
| GRA1005 Graphic Design Studio          | 4         |
| GRA1011 Typography I                   | 4         |
| GRA1160 Digital Imaging                | 4         |
| GRA1170 Observational Drawing          | 4         |
| GRA1185 Digital Layout                 | 4         |
| GRA2010 3D Design Fundamentals          | 4         |
| GRA2110 Digital Illustration           | 4         |
| GRA2290 Concept Design                 | 4         |
| GRA2392 Print Production               | 4         |
| GRA2800 Web Design I                   | 4         |
| Capstone                               |            |
| GRA2800 Portfolio I                    | 2         |

LEGAL/PARALEGAL STUDIES

South University offers the Bachelor of Science in Legal Studies and the Associate of Science in Paralegal Studies in programs that allow a student completing Associate of Science courses to matriculate into the Bachelor of Science in Legal Studies program.

LEGAL/ PARALEGAL STUDIES CURRICULUM

South University’s Legal Studies and Paralegal Studies programs provide opportunities for students to prepare for a rapidly changing and challenging profession. The American Bar Association (ABA) defines a paralegal as “a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.” Paralegals and legal assistants may not give legal advice, set fees, or represent clients in court, and all students in South University legal studies programs receive instruction in legal ethics and how to avoid the unauthorized practice of law.

Coursework emphasizes development of keen analytical and critical thinking skills while fostering sensitivity to cultural and political diversity. Students use modern law office technology and software in courses taught in classrooms, computer labs, or in courses offered online through the Savannah campus. South University encourages students to commit to lifelong learning that is beneficial in obtaining employment following graduation and that may help them in advancing in their careers as paralegal professionals.

The American Bar Association (ABA) has approved the Associate of Science in Paralegal Studies and the Bachelor of Science in Legal Studies programs at the following South University campuses: West Palm Beach, Montgomery, Columbia, and Savannah. Only the Savannah campus is approved by the ABA to offer the programs in a partially online format.

ADMISSION TO THE LEGAL STUDIES AND PARALEGAL STUDIES DEGREE PROGRAMS

Students seeking admission into these degree programs must meet all requirements for general admission into the University. Students seeking admission as transfer students must meet additional standards stated in this section of the catalog as well as those required of all transfer students seeking to enroll in South University. This applies to students moving from one South University campus to another or from the partially online program offered only through the Savannah campus. Students wishing to transfer to the partially online program from another South University campus are required to transfer enrollment to the Savannah campus and through that campus to the partially online program.

Those seeking admission as a transfer student into the Legal Studies or Paralegal Studies program must provide additional documentation to aid in evaluation for admission and acceptance of transfer credit. Students may transfer up to 75 percent of the total work required for a degree in these programs but no more than 50 percent of the work to be applied toward the legal specialty course requirements for the degree. All courses to be applied toward the legal specialty course requirements must be evaluated and found to be essentially comparable to the course for which the student would receive credit in the South University program.
For legal specialty transfer courses, including courses taken from other South University campuses, the student should present the catalog description of the course from the source campus, college, or university. A syllabus or comparable document describing the course requirements, learning outcomes of the course, textbook and related materials used in the course, samples of work completed in the course, and grading criteria may also be required at the discretion of the Registrar or the Program Director making the evaluation. These materials will be referred to the appropriate Program Director or qualified faculty member for a final decision after the Registrar has reviewed the courses to assure the work meets the general transfer admission standards.

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

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

**BACHELOR OF SCIENCE IN LEGAL STUDIES**

The Bachelor of Science in Legal Studies degree program is designed to provide students with a broad academic background in general education, fundamental theoretical legal concepts, and practical applications. This program is designed for the student who has an interest in an entry-level position or who is ready to take the next step in his or her career in the legal field. The graduate will be prepared for challenging assignments, including investigating cases, researching the law, and preparing documents for litigation or business transactions, while working under the supervision of a licensed attorney.

Students pursuing the Bachelor of Science in Legal Studies program are required to follow the curriculum and transfer policies that are outlined at the beginning of this section of the catalog.

The coursework is designed to emphasize development of keen analytical and critical thinking skills, while fostering sensitivity to cultural and political diversity. Graduates pursue entry-level positions as paralegals in law firms, banks, insurance companies, governmental agencies, and corporations.

**Program Outcomes**

- Students will demonstrate knowledge of procedural law and substantive law by successfully completing advanced or specialized legal assignments performed in a law office or any organization involved with legal processes under the supervision of an attorney.
- Students will demonstrate a proficiency in the skills required for the complexities of a modern technology-based law office.
- Students will demonstrate an understanding of professional and ethical standards expected of a paralegal in a broader spectrum of legal practice.
- Students will demonstrate enhanced communication skills, including public speaking, letter and memorandum writing, as well as complex legal drafting under the supervision of an attorney.
- Students will demonstrate advanced legal research, acute critical thinking, reasoning, and analytical approaches to legal problem solving.

**BACHELOR OF SCIENCE IN LEGAL STUDIES 180 CREDITS**

<table>
<thead>
<tr>
<th>Area I General Education Requirements</th>
<th>64 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
<tr>
<td>Basic Communications</td>
<td></td>
</tr>
<tr>
<td>ENG1001 Composition I</td>
<td>4</td>
</tr>
<tr>
<td>ENG1002 Composition II/Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td>SPC1026 Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics and Statistics (choose three)</td>
<td></td>
</tr>
<tr>
<td>MAT1001 College Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>MAT1005 College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MAT1500 College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2000 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT2101 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT2102 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT2058 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences (choose two)</td>
<td></td>
</tr>
<tr>
<td>BIO1020 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO1021 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM1001 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Humanities (choose two)</td>
<td></td>
</tr>
<tr>
<td>ENG2002 World Literature I</td>
<td>4</td>
</tr>
<tr>
<td>ENG2003 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>HIS1101 U.S. History I: Colonial to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS1102 U.S. History II: 1865 to present</td>
<td>4</td>
</tr>
<tr>
<td>HUM1001 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM1002 History of Art from the Middle Ages to Modern Times</td>
<td>4</td>
</tr>
<tr>
<td>HUM2101 World Civilization I: Prehistory – 1500 C.E.</td>
<td>4</td>
</tr>
<tr>
<td>HUM2102 World Civilization II: 1500 – Present</td>
<td>4</td>
</tr>
<tr>
<td>PHI2301 Introduction to Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (choose three)</td>
<td></td>
</tr>
<tr>
<td>ECO2071 Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECO2072 Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>POL2076 American Government</td>
<td>4</td>
</tr>
<tr>
<td>PSY1001 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC1001 Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC2010 Social Problems</td>
<td>4</td>
</tr>
<tr>
<td>Area II Foundation Requirements</td>
<td>40 Credits</td>
</tr>
<tr>
<td>BUS1038 Business Law I</td>
<td>4</td>
</tr>
<tr>
<td>BUS2038 Business Law II</td>
<td>4</td>
</tr>
<tr>
<td>Elective Pool (eight courses or 32 credit hours)</td>
<td></td>
</tr>
</tbody>
</table>

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcribed and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor’s consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
Students in Savannah’s partially online Legal Studies Program should contact their academic counselor for information on completing these requirements.

All students enrolling in the partially online program offered through the Savannah campus must document that at least four legal specialty courses comprising at least 16 quarter hours of credit were completed in a traditional classroom format.

*The program requires that LGS1005 Legal Research and Writing I be completed in a traditional classroom format. The student can complete any other three (3) legal specialty courses in a traditional classroom format with the approval of the Program Director in consultation with the Registrar. The courses completed on ground in a traditional classroom format must be comparable to the legal specialty courses offered at South University.

Students in Savannah’s partially online Legal Studies Program should contact their academic counselor for information on completing these requirements.

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above. Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102), and One additional four-credit courses selected from Mathematics and Statistics, Natural Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident's total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO101 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

ASSOCIATE OF SCIENCE IN PARALEGAL STUDIES

The paralegal studies program is designed to provide educational preparation for individuals to serve as paralegals or legal assistants. The program consists of specialized coursework and a supervised externship in selected legal settings such as law firms, real estate and title companies, banks and state or federal governmental agencies. Practical training prepares graduates working under the supervision of a licensed attorney to perform many tasks in a legal office, including, but not limited to, interviewing clients and witnesses, preparing legal documents and otherwise assisting attorneys with the preparation of their cases. The ABA defines a paralegal as “…a person, office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.” Paralegals and legal assistants may not give legal advice, set fees, or represent clients in court. All students in our paralegal studies program receive instruction in legal ethics and how to avoid the unauthorized practice of law.

Students pursuing the Associate of Science in Paralegal Studies program are required to follow the curriculum and transfer policies that are outlined at the beginning of the “Leg Law” section of the catalog.

ASSOCIATE OF SCIENCE IN PARALEGAL STUDIES 92 CREDITS

Area I General Education Requirements 40 Credits

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

Mathematics and Statistics (choose one)

MAT1001 College Algebra I 4

MAT1005 College Algebra II 4

MAT1600 College Mathematics 4

MAT2000 Pre-Calculus 4

MAT2058 Statistics 4

MAT2101 Calculus I 4

MAT2102 Calculus II 4

Natural Sciences (choose one)

BIO1020 Biology I 4

BIO1021 Biology II 4

CHM1010 General Chemistry 4

Arts and Humanities (choose one)

ENG2001 World Literature I 4

ENG2002 World Literature II 4

HIS1101 U.S. History I: Colonial to 1865 4

HIS1102 U.S. History II: 1865 to present 4

HUM1001 History of Art through the Middle Ages 4

HUM1002 History of Art from the Middle Ages to Modern Times 4

HUM2101 World Civilization I: Prehistory – 1500 C.E.4

HUM2102 World Civilization II: 1500 – Present 4

PH2001 Introduction to Philosophy 4

Social and Behavioral Sciences (choose one)

ECO2071 Principles of Microeconomics 4

ECO2072 Principles of Macroeconomics 4

POL2076 American Government 4

PSY1001 General Psychology 4

SOC1001 Introduction to Sociology 4

SOC2010 Social Problems 4

Area II Foundation Requirements 8 Credits

BUS1038 Business Law I 4

BUS2038 Business Law II 4

Area III Major Requirements 76 Credits

Core

LGS1001 Introduction to Paralegalism 4

LGS1004 Torts and Remedies 4

LGS1006 Legal Research, Analysis and Writing I* 4

LGS1006 Legal Research and Writing II 4

LGS2001 Civil Litigation 4

LGS2002 Family Law 4

LGS2003 Estate Planning and Probate 4

LGS2004 Criminal Law 4

LGS2007 Computers in the Legal Office 4

LGS2099 Paralegal Externship 4

LGS3005 Advanced Legal Research and Writing 4

LGS4006 Litigation Support Management 4

LGS4030 Employment Law 4

LGS4075 Legal Topics Seminar 4

Electives (choose two)

LGS2005 Real Estate Law 4

LGS2008 Worker's Compensation 4

LGS2010 Bankruptcy Law 4

LGS2020 Administrative Law 4

Electives (choose three)

LGS3009 International Law 4

LGS3040 Constitutional Law 4

LGS3050 Immigration Law 4

LGS3060 Contract Law for Paralegals 4

LGS3065 Criminal Procedure 4

LGS4010 Evidence 4

LGS4020 Advanced Real Estate Law 4

LGS4045 Advanced Technology for Paralegals 4

LGS4050 Environmental Law 4

LGS4051 Cyberlaw 4

LGS4055 Intellectual Property 4

LGS4060 Legal Externship II 4

Area ii foundation requirements 8 credits

(choose one)

Natural Sciences

Arts and Humanities

Social and Behavioral Sciences

Area i general education requirements 40 credits

Professional Development

Basic Communications

Mathematics and Statistics (choose one)

Natural Sciences (choose one)

Arts and Humanities (choose one)

Social and Behavioral Sciences (choose one)

Area II Foundation Requirements 8 Credits

2013-2014 Academic Catalog 53
Students should work with their academic advisor or counselor to be sure they are making the required courses. However, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively.

**Electives (choose one)**
- BIO2005 Real Estate Law
- BIO2008 Worker’s Compensation
- BIO2010 Bankruptcy Law
- BIO2030 Administrative Law

**Capstone:**
- LGS2099 Paralegal Externship

All students enrolling in the partially online program offered through the Savannah campus must document that at least four paralegal specialty courses comprising at least 16 quarter hours of credit were completed in a traditional classroom format.

*The program requires that LGS1005 Legal Research and Writing I be completed in a traditional classroom format. The student can complete any other three (3) legal specialty courses in a traditional classroom format with the approval of the Program Director in consultation with the Registrar.*

Students in Savannah’s partially online Paralegal Studies Program should contact their academic advisor for information on completing these requirements.

The program is not open to residents of the state of Arkansas.

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Sciences coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement.

Minnesota residents must also complete the following courses to satisfy Minnesota education requirements:
- One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102),
- One additional four-credit course selected from Mathematics and Statistics, National Sciences, and Social and Behavioral Sciences areas.

These additional courses will increase a Minnesota resident’s total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

**Master of Science in Public Relations**

The Master of Science in Public Relations is designed to provide students with essential theoretical and practical tools needed to develop or advance their careers in public relations. Oriented toward management and team-building, students learn best practices in the profession and their application to real-world issues and opportunities. Expansion and advances in technologies and global communication venues necessitate that public relations managers and practitioners obtain skills in managing relationships with diverse publics, clearly communicate organizational accountability and ethical standards, develop and maintain organizational reputations, and facilitate interactive dialogue with organizational stakeholders. Students learn how to conduct public relations research for decision-making, campaign planning, effective message design, and how to create effective relationships with the media, understanding that media relations often traverse both traditional and non-traditional communication venues.

Master of Science in Public Relations graduates may seek a variety of career opportunities such as public relations managers, directors of communications, vice presidents of public relations and corporate communications, account directors for public relations consulting firms, management and employee communications managers, public information administrators, public relations specialists, public information specialists, market analysis directors, and political communication managers.

**Program Outcomes**

Upon completion of Masters of Science in Public Relations, students should be able to:

- Identify historical contexts, issues, and key figures in the development of public relations as a profession and discuss how these elements influence present-day public relations practices.
- Discuss the conditions that build team effectiveness.
- Create content, provide feedback, access and use appropriate e-communication resource to facilitate collaborative and interactive relationships with organizational stakeholders and the media using Web-based communication tools.
- Formulate a crisis communications plan including problem identification, resolutions development, and strategies for implementing a communication plan.
- Design strategic resonant messages that effectively invite trans-cultural dialogue using appropriate cultural communication venues for international audiences.
- Craft and deliver concise and compelling public relations’ stories that meet and advance organizational goals and relationships.
- Describe and analyze major business processes, and explain the balanced scorecard approach to performance management.
- Discuss how different ethical and moral theories advance ethical practices in public relations.
- Perform public relations research and understand its findings to develop public relations plans for various internal and external audiences.

**Masters of Science in Public Relations**

**Public Relations**

**Public Relations Core**
- PRLS100 Public Relations Principles and Practices 4
- PRLS110 Building Relationships through E-Communications and Social Media 4
- PRLS120 Message Design and Digital Storytelling 4
- LEAS100 Leadership, Organization Theory and Change 4
- LEAS130 Team Building and Group Dynamics 4
- PRLS130 In and Out of Crisis: Reputation Creation and Management 4
Upon completion of Bachelor of Science in Public Relations, students should be able to:

- Define and discuss communication theories and how they apply to real-world contexts.
- Develop an awareness and appreciation of the foundations of the First Amendment and ethical issues in the media.
- Apply critical thinking skills creatively and independently to solve public relations challenges facing a variety of organizations.
- Write correctly and clearly in forms and styles appropriate for scholarly research as well as the communication professions, audiences, and purposes they serve.
- Develop an awareness and appreciation of the diversity of groups in a global society in relationship to communications.

- Gather and critically evaluate in-depth information from diverse sources.
- Understand the history and development of communication technologies and processes and the ways in which this history has affected individuals and society.
- Produce news stories, public relations materials, and/or media analyses that are clear, accurate, thorough, cogent, and fair.
- Demonstrate an understanding of current media technologies and their capabilities, limitations and implications from multiple perspectives, including that of producer, participant and audience.

**BACHELOR OF SCIENCE IN PUBLIC RELATIONS**

The Bachelor of Science in the Public Relations program at South University is designed to provide students with fundamental understandings about the field of public relations including public relations principles and practices, strategic public relations planning, effective message design, use of the latest in communication technology and social media venues, and public relations research and evaluation. This 180 credit hour degree orient students toward ethical professional practices for managing relations with various stakeholders including media organizations, customers and clients, community members, and other audiences both internal and external to the organization. Additionally, students learn foundational communication, intercultural, and mass media theories in order to become familiar with methods of effective public relations writing and public communications for both national and international audiences.

Public Relations is widely recognized as one of the fastest growing fields worldwide and has been highly ranked on the Forbes list of “where the jobs are.” According to the Labor Employment Handbook 2010-2011, public relations specialists handle organizational functions, such as media, community, consumer, industry, and governmental relations. They also serve as advisors for political campaigns, special interest-group representatives, conflict mediators, and employee and investor relations specialists. Public relations specialists—also referred to as communications specialists and media specialists, among other titles—serve as advocates for clients seeking to build and maintain positive relationships with the public. Their clients include businesses, nonprofit associations, universities, hospitals, and other organizations that need to build and maintain positive relationships with the public.

In government, public relations specialists may be called press secretaries. These individuals keep different publics informed about the activities of agencies and officials. A press secretary for a member of Congress informs constituents of the representative’s accomplishments. Most government offices on the local, state, and federal level have public relations departments that are typically called PIOs (public information offices).

**Program Outcomes**

Upon completion of Bachelor of Science in Public Relations, students should be able to:

- Define and discuss communication theories and how they apply to real-world contexts.
- Develop an awareness and appreciation of the foundations of the First Amendment and ethical issues in the media.
- Apply critical thinking skills creatively and independently to solve public relations challenges facing a variety of organizations.
- Write correctly and clearly in forms and styles appropriate for scholarly research as well as the communication professions, audiences, and purposes they serve.
- Develop an awareness and appreciation of the diversity of groups in a global society in relationship to communications.
Choose nine courses from the following list:

- ACC1001 Accounting I 4
- ACC1002 Accounting II 4
- AHS1001 Medical Terminology 4
- BUS1101 Introduction to Business 4
- CRJ1001 Introduction to Criminal Justice System 4
- CRJ2100 Introduction to Law Enforcement 4
- CRJ2200 Introduction to Criminal Courts 4
- CRJ2300 Introduction to Corrections 4
- HSM1100 Introduction to the Hospitality Industry 4
- ITS1101 Foundations of Information Technology 4
- ITS1105 Theory of Computation 4
- PSY1001 General Psychology 4
- PSY2022 Human Growth and Development 4
- PSY2030 Abnormal Psychology 4

**Area III Major Requirements** 80 credits

- COM2005 Introduction to Communication Theory 4
- COM2006 Interpersonal Communication 4
- COM2010 Introduction to the Electronic and Emerging Mass Media 4
- COM2020 Fundamentals of Persuasion 4
- COM3010 History of the Mass Media Influencing Culture and Society 4
- COM3020 Theories of Mass Communication 4
- COM3050 Intercultural Communication 4
- COM3070 Ethics in Mass Communication 4
- COM3080 Legal Environment in Mass Communication 4
- COM3090 Research Methods in Mass Communication 4
- PRL2100 Introduction to Public Relations 4
- PRL2150 Media Writing 4
- PRL3050 International Public Relations 4
- PRL3100 Research Methods for Public Relations 4
- PRL3110 Management for Communication Professionals 4
- PRL4100 Public Opinion and Political Communication 4
- PRL4110 Crisis Communication and Case Studies in Public Relations 4
- PRL4970 Public Relations Campaign and Strategies 4

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102), and; One additional four-credit courses selected from Mathematics and Statistics, National Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident’s total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
Purpose
The South University College of Business provides motivated, life-long learners a higher education experience that combines focused learning with personalized attention in a supportive environment.

Vision
South University College of Business will be recognized as the college of choice, which develops minds and creates opportunities through the use of innovative and diverse learning environments, enabling students to be ethically responsible leaders.

Values
The College of Business subscribes to three core values:
- Ethical Practices
- Student Success
- Quality Education

BUSINESS ADMINISTRATION AND ACCOUNTING

DOCTOR OF BUSINESS ADMINISTRATION
The Doctor of Business Administration (DBA) degree program at South University is designed to prepare students to teach business courses in higher education or to practice their profession in business or consulting. The program is organized around three core areas: field specialization, research methods/statistics, and quality teaching instruction.

The purpose of the DBA degree is to prepare graduates for the following:
- Obtain faculty positions in academic institutions.
- Advance in positions of senior management responsibility.
- Enable successful management consulting engagements.

The primary objective of the DBA degree program is to prepare students for faculty positions in academic institutions. Another potential value of the degree program is to train students for advancement and for enhanced performance in their positions as senior executives and consultants. The DBA degree program is designed to help candidates develop skills in applied research by improving their methodological and analytical proficiency. These skills help students advance in their academic careers or in their careers as senior managers or consultants.

To achieve its mission, the DBA degree program strives for excellence in the following broad areas:

- Teaching
  - Provide students with the knowledge, skills, abilities, attitudes, and values necessary to pursue their career goals.
  - Develop an understanding of and approach to critical inquiry.
  - Facilitate the transformation of students from dependent to independent learners.
  - Foster a desire and need for lifelong learning.

- Scholarship
  - Engage students in all forms of scholarship including the scholarship of teaching.
  - Expose students to the research process.
  - Encourage students’ scholarly inquiry into their field of study in order to increase the knowledge base within that field of study.

- Academic and Professional Service
  - Involve students in their field of study.
  - Develop an enhanced sense of volunteerism and leadership and recognize its positive impact on the academic and professional community.
  - Integrate the students’ participation in the program into the students’ professional lives.

This program allows the student to specialize in one of the functional areas within a college or school of business while becoming familiar with the methods of conducting scholarly research and quality methods of teaching in higher education through a highly integrated curriculum. Students have the opportunity to study the current research in the field, analyze and practice the research methods appropriate to the topics within the field/discipline, and develop appropriate methodologies to teach the topics to future students within the methods used in the field.

Additionally, students are required to teach an online course at South University under the mentorship of a South University faculty member. If the student has taught online for South University or another institution, the student must still meet all the course and learning requirements expected of all DBA degree program students.

Program Distinctions
The South University DBA program is designed to be unique through the combination of the following items:
- Focuses on teaching, scholarship and service and as such mirrors the performance criteria for faculty within higher education.
- Requires an online teaching experience as an instructor within South University.
- Includes a traditional preliminary exam and dissertation experience similar to PhD degree programs.
- Integrates management research paradigms as an organizing structure within content courses.
Program Goals
The South University DBA program seeks to achieve the following goals:
- Educate future Doctors of Business Administration to possess advanced skills in teaching, scholarship, and providing service to the professional community they serve whether in education or industry.
- Develop within each student the knowledge and skills necessary to be an effective educator in an area of business administration.
- Provide researchers who test and advance business theory and practice to make contributions to the larger business community.
- Promote a desire and provide an avenue for South University students and faculty to provide service to the academic and professional community, as well as to the public at large.
- Encourage creative decision making, analytical thinking, and critical analysis.
- Provide a valuable and compelling learning environment that contributes to lifelong learning.
- Create a curriculum that actively integrates theory and research methods in all content courses.

Program Outcomes
Upon completion of the DBA program, students should be capable of the following:
- Apply critical thinking skills to analyze contemporary theory with their discipline.
- Integrate contemporary theory into cogent paradigms.
- Make important contributions to the business administration knowledge base.
- Comprehend and apply the concepts, principles, and methods of researching business topics for peer reviewed journals, business practices, and consulting assignments.
- Demonstrate a thorough understanding and practice of teaching management courses in higher education.
- Develop research designs using scientific investigation and systematic inquiry in an area of management.
- Provide valuable service to their academic and professional community.
- Demonstrate excellent oral and written communication related to their field.

DOCTOR OF BUSINESS ADMINISTRATION 72 CREDITS

<table>
<thead>
<tr>
<th>Foundation</th>
<th>4 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS7000 Introduction to the Professional Doctorate</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization in Organizational Behavior</th>
<th>24 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT7100 Seminar in Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MGT7105 Seminar in Group and Team Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MGT7110 Seminar in Organizational Theory</td>
<td>4</td>
</tr>
<tr>
<td>MGT7115 Seminar in Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGT7200 Seminar in Organizational Development and Change</td>
<td>4</td>
</tr>
<tr>
<td>MGT7205 Seminar in Ethics and Social Responsibility</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Methods/Statistics</th>
<th>16 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS7100 Research Methods I</td>
<td>4</td>
</tr>
<tr>
<td>BUS7105 Research Methods II</td>
<td>4</td>
</tr>
<tr>
<td>BUS7200 Statistics for Research Methods I</td>
<td>4</td>
</tr>
<tr>
<td>BUS7205 Statistics for Research Methods II</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching in Higher Education</th>
<th>12 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INS7115 College Teaching</td>
<td>4</td>
</tr>
<tr>
<td>INST200 Instructional Design</td>
<td>4</td>
</tr>
<tr>
<td>INST205 Measurement and Assessment in Education</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation</th>
<th>16+ Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS8100 Doctoral Dissertation Research Development</td>
<td>4</td>
</tr>
<tr>
<td>BUS8105 Doctoral Dissertation Proposal</td>
<td>4</td>
</tr>
<tr>
<td>(may be repeated once)</td>
<td></td>
</tr>
<tr>
<td>BUS8110 Independent Research for the Doctoral Dissertation</td>
<td>4</td>
</tr>
<tr>
<td>(will be repeated two or more times)</td>
<td></td>
</tr>
</tbody>
</table>

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

MASTER OF BUSINESS ADMINISTRATION
The South University Master of Business Administration (MBA) degree program is designed to provide students with a process based curriculum versus the standard functional based curriculum. The foundation provides a firm grounding in economics, decision-making, behavioral sciences, and strategic environment. The core presents a functional approach to the long and short run decisions that must be made to deliver goods and services to constituents.

South University recommends that each graduate business student have a laptop computer. Laptop computers are needed for the multi-media classroom, business research and electronic communication. Students lacking the requisite economics, statistics, and accounting background may be required to take prerequisite courses in these disciplines before starting their MBA coursework.

Program Outcomes
- Students will demonstrate the ability to compare and synthesize theoretical foundations and quantitative tools across functional areas as they evaluate diverse business issues and assess business models.
- Students will demonstrate an ethical and global perspective as they assess decision-making processes, conflict, and other key macro and micro characteristics of organizations in diverse environments.
- Students will apply effective communication skills in influencing others. They will create sustained, coherent arguments or explanations and reflections in their work for both general and specialized audiences.
- Students will demonstrate the ability to determine the extent of information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.
- Students will demonstrate their ability to apply effective leadership and team work skills to influence individuals and organizations.
- Students will use critical thinking as they examine both qualitative and quantitative data, then synthesize and evaluate the information for use in problem recognition and problem solving.
- Students will demonstrate mastery of discipline-specific knowledge and the practical skills to be effective in management and leadership positions.

MASTER OF BUSINESS ADMINISTRATION 48 CREDITS

<table>
<thead>
<tr>
<th>Foundation</th>
<th>16 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA5001 Organizational Behavior and Communication</td>
<td>4</td>
</tr>
<tr>
<td>MBA5004 Managerial Economics</td>
<td>4</td>
</tr>
<tr>
<td>MBA5005 Law and Ethics for Managers</td>
<td>4</td>
</tr>
<tr>
<td>MBA5008 Quantitative Analysis and Decision Making</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core</th>
<th>12 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA6010 Managerial Finance</td>
<td>4</td>
</tr>
<tr>
<td>MBA6011 Strategic Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MBA6012 Operations and Supply Chain Management</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Curriculum</th>
<th>16 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA5125 Leadership Ethics, Culture and Politics</td>
<td>4</td>
</tr>
<tr>
<td>MBA4505 Organizational Development and Change Management</td>
<td>4</td>
</tr>
<tr>
<td>MBA4710 Entrepreneurial Organizations and Small Businesses**</td>
<td>4</td>
</tr>
<tr>
<td>PMC6601 Foundations of Project Management</td>
<td>4</td>
</tr>
</tbody>
</table>

** Students at the High Point, NC campus will take ACC5505 Financial Accounting and Reporting in place of MBA4710.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>4 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA6999 Strategic Development and Implementation</td>
<td>4</td>
</tr>
</tbody>
</table>

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
ACCELERATED MASTER OF BUSINESS ADMINISTRATION

The Accelerated Master of Business Administration degree program is designed for the professional working in a variety of organizations who seeks to have a greater understanding of the concepts, organization structures and strategies driving today's complex organizational environment. This is an intensive program presented from a management perspective and designed to be completed in 12 months. Weekend classes held 24 Saturdays per year are supplemented with Internet-mediated coursework and synchronized conference calls and web-based meetings. The Accelerated MBA program is offered in Atlanta, Columbia, Phoenix, Savannah, and Tucson.

MAJOR COURSES IN ACCOUNTING

ACC5005 Financial Accounting and Reporting 4
LEAS125 Leadership Ethics, Culture and Politics 4
MBA5001 Organizational Behavior and Communication 4
MBA5005 Law and Ethics for Managers 4
MBA5008 Quantitative Analysis and Decision Making 4
MBA5009 Managerial Environment 4
MBA6010 Managerial Finance 4
MBA6011 Strategic Marketing 4
MBA6012 Operations and Supply Chain Management 4
MBA6901 Strategic Human Resource Management 4
MBA6905 Organizational Development and Change Management 4
MBA6999 Strategic Development and Implementation 4

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

MASTER OF SCIENCE IN ACCOUNTING

The Master of Science in Accounting (MSA) degree program at South University is designed to prepare students from a variety of backgrounds for careers in professional accounting, including corporate and/or public accounting. The accounting and business coursework contained in the MSA program, when combined with the completed bachelor’s degree, may allow a student to qualify to take the Certified Public Accounting (CPA) Examination. Students should familiarize themselves with the specific candidacy requirements of the State Board of Accountancy in the particular state in which they wish to take the CPA examination.

For students who possess a non-business bachelor’s degree, the Master of Science in Accounting program is 76 quarter hours in length and utilizes South University’s existing Master of Business Administration (MBA) foundation and core courses to provide students the opportunity to learn and develop key business knowledge and skills. For students who possess a business bachelor’s degree (though not in the area of accounting), the program does not require the MBA foundation and core courses and is 48 quarter hours in length. For both groups of students, the program includes a technical phase that develops in-depth knowledge of accounting principles and techniques across key accounting subject domains.

South University offers its MBA program with a specialization in Accounting for students who possess a business bachelor’s degree in accounting.

Program Outcomes

Upon completion of the MSA program, students should be able to:

- Demonstrate a thorough understanding and application of accounting, auditing, and taxation principles in a variety of business settings.
- Apply critical analysis skills to apply contemporary accounting principles and practices to the decisions faced by evolving business organizations.
- Integrate knowledge, principles, and professional viewpoints throughout the accounting and business subject domains to articulate innovative solutions to organizational challenges.
- Critique and apply the concepts, principles, and methods gleaned from professional and academic accounting research to challenges in the accounting profession.
- Demonstrate ethical perspectives, values, and professional responsibilities required in the accounting profession.

MASTER OF SCIENCE IN ACCOUNTING  48 TO 76 CREDITS

Area I: Business Core 28 credits
- MBA5001 Organizational Behavior and Communication 4
- MBA5004 Managerial Economics 4
- MBA5005 Law and Ethics for Managers 4
- MBA5008 Quantitative Analysis and Decision Making 4
- MBA6010 Managerial Finance 4
- MBA6011 Strategic Marketing 4
- MBA6012 Operations and Supply Chain Management 4

Area II: Accounting Core 44 credits
- Required if a student does not possess a bachelor's business degree
- ACC5310 Accounting Information Systems 4
- ACC5320 Financial Accounting I 4
- ACC5325 Financial Accounting II 4
- ACC5328 Financial Accounting III 4
- ACC5335 Governmental and Not-for-profit Accounting 4
- ACC5340 Cost Accounting 4
- ACC5348 Advanced Financial Accounting 4
- ACC5350 Internal Auditing and Assurance 4
- ACC5370 Federal Taxation I 4
- ACC5372 Federal Taxation II 4
- MBA5015 Business and Commercial Law 4

Area III: Accounting Capstone Choose One 4 credits
- ACC5311 Advanced Accounting Information Systems 4
- ACC5315 Accounting Services Consulting 4
- ACC5330 Advanced Financial Reporting 4
- ACC6342 Corporate Controllership 4
- ACC6345 Intermediate Cost Management 4
- ACC6350 Internal Auditing and Assurance 4
- ACC6362 Forensic and Fraud Auditing 4
- ACC6394 Advanced Taxation 4

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

BACHELOR OF BUSINESS ADMINISTRATION

The Bachelor of Business Administration degree program focuses on preparing students with the knowledge and skills they will need to pursue entry-level positions in business. With courses such as Strategic Management, Advanced Operations Management and Global Business Management students can discover how to adapt business strategies to accommodate changing marketplace conditions. Courses that include Managerial Communications, Dynamic Decision Making and Leadership are designed to provide students with opportunities to understand and apply effective leadership skills. Through case studies and intensive projects, students will have the opportunity to gain the ability to assess organizational needs and implement effective improvement scenarios.

The BBA degree program culminates in a capstone project, a two-course sequence that focuses on the students’ area of emphasis and allows the student to apply the concepts and skills he or she has learned in real and simulated business situations.

Program Outcomes

- Students will demonstrate an understanding of the functional areas in business: accounting, marketing, finance, economics, law, and management. They will be able to integrate these functional areas to solve problems and address ethical issues in the business environment.
- Students will be able to identify and assess business opportunities and threats and develop action plans to address the issues for a competitive advantage in the marketplace.
- Students will demonstrate knowledge of the evolving business environment and understand how change is necessary to compete in the global marketplace.
- Students will apply effective and professional communication skills, both orally and in writing.
• They will demonstrate persuasive communications as it relates to working with key stakeholders in an organization.
• Students will demonstrate relevant skills and abilities in proficient use of information technology in problem solving, decision making, and communication across functional areas.
• Students will demonstrate effective teamwork and leadership skills when working with team members with diverse backgrounds and abilities to achieve important business objectives.
• Students will apply quantitative analysis and critical thinking skills to analyze business problems within and across functional business disciplines to positively affect financial performance.
• Students will demonstrate attainment of discipline-specific knowledge (area of specialization) and the practical skills to be effective in entry-level positions.

**BACHELOR OF BUSINESS ADMINISTRATION 180 CREDITS**

<table>
<thead>
<tr>
<th>Area I General Education Requirements</th>
<th>64 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>ITS1000 Computer and Internet Literacy</td>
</tr>
<tr>
<td></td>
<td>UVC1000 Strategies for Success</td>
</tr>
<tr>
<td>Basic Communications</td>
<td>ENG1001 Composition I</td>
</tr>
<tr>
<td></td>
<td>ENG1003 Composition II/Literature</td>
</tr>
<tr>
<td></td>
<td>ENG2001 Composition III</td>
</tr>
<tr>
<td></td>
<td>SPC1026 Public Speaking</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>MAT2058 Statistics</td>
</tr>
<tr>
<td></td>
<td>Choose two additional courses from the following:</td>
</tr>
<tr>
<td></td>
<td>MAT1001 College Algebra I</td>
</tr>
<tr>
<td></td>
<td>MAT1005 College Algebra II</td>
</tr>
<tr>
<td></td>
<td>MAT1000 College Mathematics</td>
</tr>
<tr>
<td></td>
<td>MAT2000 Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td>MAT2101 Calculus I</td>
</tr>
<tr>
<td></td>
<td>MAT2102 Calculus II</td>
</tr>
<tr>
<td>Natural Sciences (choose two)</td>
<td>BIO1020 Biology I</td>
</tr>
<tr>
<td></td>
<td>BIO1021 Biology II</td>
</tr>
<tr>
<td></td>
<td>CHM1010 General Chemistry</td>
</tr>
<tr>
<td>Arts and Humanities (choose two)</td>
<td>ENG2002 World Literature I</td>
</tr>
<tr>
<td></td>
<td>ENG2003 World Literature II</td>
</tr>
<tr>
<td></td>
<td>HIS1010 U.S. History I: Colonial to 1865</td>
</tr>
<tr>
<td></td>
<td>HIS1012 U.S. History II: 1865 to present</td>
</tr>
<tr>
<td></td>
<td>HUM1001 History of Art through the Middle Ages</td>
</tr>
<tr>
<td></td>
<td>HUM1002 History of Art from the Middle Ages to Modern Times</td>
</tr>
<tr>
<td></td>
<td>HUM2101 World Civilization I: Prehistory – 1500 C.E.</td>
</tr>
<tr>
<td></td>
<td>HUM2102 World Civilization II: 1500 – Present</td>
</tr>
<tr>
<td></td>
<td>PHI201 Introduction to Philosophy</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>ECO2071 Principles of Macroeconomics</td>
</tr>
<tr>
<td></td>
<td>ECO2072 Principles of Macroeconomics</td>
</tr>
<tr>
<td></td>
<td>Choose one additional course from the following:</td>
</tr>
<tr>
<td></td>
<td>PSY1001 General Psychology</td>
</tr>
<tr>
<td></td>
<td>SOC1001 Introduction to Sociology</td>
</tr>
<tr>
<td></td>
<td>SOC2010 Social Problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II Foundation Requirements</th>
<th>36 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC101 Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACC102 Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACC103 Accounting III</td>
<td>4</td>
</tr>
<tr>
<td>BUS1086 Business Law I</td>
<td>4</td>
</tr>
<tr>
<td>BUS1101 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>BUS2023 Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>FIN2030 Introduction to Finance</td>
<td>4</td>
</tr>
<tr>
<td>MGT2037 Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT2040 Principles of Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area III Major Requirements</th>
<th>48 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>BUS3055 Business Law for Commercial Transactions*</td>
</tr>
<tr>
<td></td>
<td>BUS3059 Quantitative Business Analysis</td>
</tr>
<tr>
<td></td>
<td>BUS4101 Quality Management</td>
</tr>
<tr>
<td></td>
<td>FIN3030 Corporate Finance</td>
</tr>
<tr>
<td></td>
<td>FIN4000 Financial Statement Analysis</td>
</tr>
<tr>
<td></td>
<td>MGT3069 Operations Management</td>
</tr>
<tr>
<td></td>
<td>MGT3002 Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>MGT3102 Leadership</td>
</tr>
<tr>
<td></td>
<td>MGT3035 Fundamentals of Project Management</td>
</tr>
<tr>
<td></td>
<td>MKT3010 Marketing Management</td>
</tr>
</tbody>
</table>

| MGT4070 Strategic Management | 4 |
| BUS4068 Business Simulation | 4 |

**Elective Pool (eight courses or 32 credit hours)**

Transfer students may transfer any course to fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transferred and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor’s consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

<table>
<thead>
<tr>
<th>Choose eight courses from the following list:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS3041 Managerial Communications</td>
<td>4</td>
</tr>
<tr>
<td>BUS3101 Dynamic Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>MGT3010 Application of Management Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>MGT2400 Fundamentals of Strategic Negotiations</td>
<td>4</td>
</tr>
<tr>
<td>MGT2405 Human Resources Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT2427 Global Business Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT4095 Advanced Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>MKT4106 Advertising and Promotion</td>
<td>4</td>
</tr>
</tbody>
</table>

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above. Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS1010 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1010 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS1010 or HIS1102), and, One additional four-credit courses selected from Mathematics and Statistics, National Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident’s total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1010 and BIO1012 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1011 and BIO1013 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

**BACHELOR OF BUSINESS ADMINISTRATION ACCOUNTING SPECIALIZATION**

The Bachelor of Business Administration, Accounting specialization (BBA/ACC) at South University is designed to prepare students for entry-level positions in corporate and/or public accounting. Additional graduate level coursework may be required to qualify to take the Certified Public Accounting (CPA) Examination in the states where South University has campuses offering the program. Students should familiarize themselves with the requirements of the State Board of Accountancy in the particular state in which they wish to take the exam. South University does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to South University.

**BACHELOR OF BUSINESS ADMINISTRATION ACCOUNTING SPECIALIZATION 180 CREDITS**

<table>
<thead>
<tr>
<th>Area I General Education Requirements</th>
<th>64 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>ITS1000 Computer and Internet Literacy</td>
</tr>
<tr>
<td></td>
<td>UVC1000 Strategies for Success</td>
</tr>
<tr>
<td>Basic Communications</td>
<td>ENG1001 Composition I</td>
</tr>
<tr>
<td></td>
<td>ENG1003 Composition II/Literature</td>
</tr>
<tr>
<td></td>
<td>ENG2001 Composition III</td>
</tr>
<tr>
<td></td>
<td>SPC1026 Public Speaking</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>MAT2058 Statistics</td>
</tr>
<tr>
<td></td>
<td>Choose two additional courses from the following:</td>
</tr>
<tr>
<td></td>
<td>MAT1001 College Algebra I</td>
</tr>
<tr>
<td></td>
<td>MAT1005 College Algebra II</td>
</tr>
<tr>
<td></td>
<td>MAT1000 College Mathematics</td>
</tr>
<tr>
<td></td>
<td>MAT2000 Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td>MAT2101 Calculus I</td>
</tr>
<tr>
<td></td>
<td>MAT2102 Calculus II</td>
</tr>
</tbody>
</table>

| MAT2103 Calculus III | 4 |
| MAT2104 Calculus IV | 4 |
| MAT2105 Calculus V | 4 |
| MAT2106 Calculus VI | 4 |

**Area II Foundation Requirements**

| ACC101 Accounting I | 4 |
| ACC102 Accounting II | 4 |
| ACC103 Accounting III | 4 |
| BUS1086 Business Law I | 4 |
| BUS1101 Introduction to Business | 4 |
| BUS2023 Business Communications | 4 |
| FIN2030 Introduction to Finance | 4 |
| MGT2037 Principles of Management | 4 |
| MGT2040 Principles of Marketing | 4 |

<table>
<thead>
<tr>
<th>Area III Major Requirements</th>
<th>48 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>BUS3055 Business Law for Commercial Transactions*</td>
</tr>
<tr>
<td></td>
<td>BUS3059 Quantitative Business Analysis</td>
</tr>
<tr>
<td></td>
<td>BUS4101 Quality Management</td>
</tr>
<tr>
<td></td>
<td>FIN3030 Corporate Finance</td>
</tr>
<tr>
<td></td>
<td>FIN4000 Financial Statement Analysis</td>
</tr>
<tr>
<td></td>
<td>MGT3069 Operations Management</td>
</tr>
<tr>
<td></td>
<td>MGT3002 Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>MGT3102 Leadership</td>
</tr>
<tr>
<td></td>
<td>MGT3035 Fundamentals of Project Management</td>
</tr>
<tr>
<td></td>
<td>MKT3010 Marketing Management</td>
</tr>
</tbody>
</table>

| MGT4070 Strategic Management | 4 |
| BUS4068 Business Simulation | 4 |
Natural Sciences (choose two)
- BIO1020 Biology I  4
- BIO1021 Biology II  4
- CHM1010 General Chemistry  4

Arts and Humanities (choose two)
- ENG2002 World Literature I  4
- ENG2003 World Literature II  4
- HIS1101 U.S. History I: Colonial to 1865  4
- HIS1102 U.S. History II: 1865 to present  4
- HUM1001 History of Art through the Middle Ages  4
- HUM1002 History of Art from the Middle Ages to Modern Times  4
- HIS2101 World Civilization I: Prehistory – 1500 C.E.  4
- HIS2102 World Civilization II: 1500 – Present  4
- PH2301 Introduction to Philosophy  4

Social and Behavioral Sciences
- ECC207 Social Psychology  4
- ECC207 Principles of Microeconomics  4
- ECC207 Principles of Macroeconomics  4

Area I General Education Requirements
- ACC1001 Accounting I  4
- ACC1002 Accounting II  4
- ACC1023 Accounting III  4
- BUS1008 Business Law I  4
- BUS1009 Introduction to Business  4
- BUS2023 Business Communications  4
- FIN2030 Introduction to Finance  4
- MG2070 Principles of Management  4

Area I general education requirements 40 credits
- ACC1001 Accounting I  4
- ACC1002 Accounting II  4
- ACC1023 Accounting III  4
- BUS1008 Business Law I  4
- BUS1009 Introduction to Business  4
- BUS2023 Business Communications  4
- FIN2030 Introduction to Finance  4
- MG2070 Principles of Management  4

Area II Foundation Requirements 36 Credits
- ACC1001 Accounting I  4
- ACC1002 Accounting II  4
- ACC1003 Accounting III  4
- BUS1008 Business Law I  4
- BUS1009 Introduction to Business  4
- BUS2023 Business Communications  4
- FIN2030 Introduction to Finance  4
- MG2070 Principles of Management  4

Area II Foundation Requirements 36 Credits
- ACC1001 Accounting I  4
- ACC1002 Accounting II  4
- ACC1003 Accounting III  4
- BUS1008 Business Law I  4
- BUS1009 Introduction to Business  4
- BUS2023 Business Communications  4
- FIN2030 Introduction to Finance  4
- MG2070 Principles of Management  4

Area III Major Requirements 80 Credits
- ACC3010 Accounting Information Systems  4
- ACC3020 Intermediate Financial Accounting I  4
- ACC3025 Intermediate Financial Accounting II  4
- ACC3028 Intermediate Financial Accounting III  4
- ACC3040 Cost Accounting  4
- ACC4010 Federal Taxation I  4
- ACC4020 Federal Taxation II  4
- ACC4060 Internal Auditing and Assurance  4
- BUS3041 Managerial Communications  4
- BUS3060 Business Law for Commercial Transactions  4
- FIN3090 Corporate Finance  4
- MG3002 Organizational Behavior  4
- MG3102 Leadership  4
- MKT3010 Marketing Management  4
- MG4070 Strategic Management  4
- BUS4098 Business Simulation  4

Elective Pool (four courses or 16 credit hours)
Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transferred and Non-transferred Work policy found in the Academic Affairs section of this catalog.
Non-transfer students, with their advisor’s consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.
A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
Choose four courses from the following list:
- ACC3045 Intermediate Cost Management  4
- ACC4025 Government and Not-for-profit Accounting  4
- MAT2101 Dynamic Decision Making  4
- MAT3058 Statistics II  4
- MIS3101 Application of Management Information Systems  4
- MG2050 Fundamentals of Strategic Negotiations  4
- MG3055 Fundamentals of Project Management  4
- MG3045 Human Resources Management  4
- MG4027 Global Business Management  4
- PUB1011 Introduction to Public Administration  4
- PRL2100 Introduction to Public Relations  4

Associate of Science in Accounting* The Associate of Science in Accounting degree program is designed to provide students with the appropriate background, knowledge, and skills they need for entry into the field of accounting and bookkeeping. Graduates are prepared to seek entry-level employment in such diverse sectors as business, health, government, education, manufacturing, and social services. To acquire the broad based flexibility to enter these areas, students have the opportunity to learn the accounting cycle, accounting procedures for merchandising, and the basics of cost accounting. In addition, they can learn how to work with balance sheets, income statements, and statements of changes in financial position and how to prepare a statement of cash flow. The program provides a strong academic foundation to seek entry into the Bachelor of Business Administration degree program upon graduation.

Program Outcomes
- Students will demonstrate an awareness of how culture, society, ethics, law, politics, technology, and economic principles impact the actions and decisions of accounting professionals.
- Students will demonstrate an ability to use accounting procedures for entry-level financial and cost accounting. They will be able to prepare a balance sheet, an income statement, and a statement of cash flow from financial accounting procedures and internal decision-making reports from cost accounting procedures.
- Students will demonstrate an ability to use accounting software in organizational operations.
- Students will demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common accounting problems.
- Students will demonstrate proficient use of information technology in an accounting environment.
- Students will demonstrate effective teamwork skills in an accounting environment.
- Students will demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze accounting problems.

Associate of Science in Accounting 92 Credits

Area I General Education Requirements 40 Credits
- Professional Development
  - ITS1050 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
- SPC1009 Public Speaking  4

Mathematics and Statistics
- MAT1001 College Algebra I  4
- MAT1005 College Algebra II  4
- MAT1500 College Mathematics  4
- MAT2000 Pre-Calculus  4
- MAT2008 Statistics  4
- MAT2101 Calculus I  4
- MAT2102 Calculus II  4

Natural Sciences
- BIO1020 Biology I  4
- BIO1021 Biology II  4
- CHM1010 General Chemistry  4

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill the South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements. One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102), and one additional four-credit courses selected from Mathematics and Statistics, Natural Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident’s total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

*2013-2014 ACADeMIC CATALOG
Program Outcomes

- Students will demonstrate an awareness of how culture, society, ethics, law, politics, technology, and economic principles impact the actions and decisions of business professionals.
- Students will demonstrate a general knowledge of the principles of accounting, finance, management, economics, law, and marketing.
- Students will demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common business problems.
- Students will demonstrate proficient use of information technology in a business environment.
- Students will demonstrate effective teamwork skills in a business environment.
- Students will demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze business problems.

ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>Area I General Education Requirements</th>
<th>40 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>ITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
<tr>
<td>Basic Communications</td>
<td></td>
</tr>
<tr>
<td>ENG1001 Composition I</td>
<td>4</td>
</tr>
<tr>
<td>ENG1002 Composition II/Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td>SPC1026 Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics and Statistics (choose one)</td>
<td></td>
</tr>
<tr>
<td>MAT1001 College Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>MAT1005 College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MAT1500 College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2000 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT2056 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2101 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT2102 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences (choose one)</td>
<td></td>
</tr>
<tr>
<td>BIO1020 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO1021 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM1010 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Humanities (choose one)</td>
<td></td>
</tr>
<tr>
<td>ENG2002 World Literature I</td>
<td>4</td>
</tr>
<tr>
<td>ENG2003 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>HIS1101 U.S. History I: Colonial to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS1102 U.S. History II: 1865 to present</td>
<td>4</td>
</tr>
<tr>
<td>HUM1001 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM1002 History of Art from the Middle Ages to Modern Times</td>
<td>4</td>
</tr>
<tr>
<td>HUM101 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM2101 World Civilization I: Prehistory – 1500 C.E.</td>
<td>4</td>
</tr>
<tr>
<td>PH1201 Introduction to Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>ECO2071 Principles of Microeconomics</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II Foundation Requirements</th>
<th>16 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC1001 Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>BUS1011 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>BUS2023 Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>ECO2072 Principles of Macroeconomics</td>
<td>4</td>
</tr>
</tbody>
</table>

| Area III Major Requirements     | 36 Credits |
| Core                             | 20 Credits |
| ACC1002 Accounting II           | 4         |
| ACC1003 Accounting III          | 4         |
| BUS1036 Business Law I          | 4         |
| FIN2030 Introduction to Finance | 4         |
| MKT2004 Principles of Management| 4         |

| Specialization Areas (choose one)| 16 Credits |
| General (non-specialized)        |           |
| BUS2038 Business Law II          | 4         |
| MAT2010 Principles of Marketing  | 4         |
| MKT2020 Principles of Marketing  | 4         |
| Area I and Area III credits.     |           |
| MAT1001 College Algebra I        | 4         |
| MAT1005 College Algebra II       | 4         |
| MAT1500 College Mathematics      | 4         |
| MAT2000 Pre-Calculus             | 4         |
| MAT2056 Statistics               | 4         |

ASSOCIATE OF SCIENCE IN ACCOUNTING

<table>
<thead>
<tr>
<th>Area I General Education Requirements</th>
<th>40 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>ITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
<tr>
<td>Basic Communications</td>
<td></td>
</tr>
<tr>
<td>ENG1001 Composition I</td>
<td>4</td>
</tr>
<tr>
<td>ENG1002 Composition II/Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td>SPC1026 Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics and Statistics (choose one)</td>
<td></td>
</tr>
<tr>
<td>MAT1001 College Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>MAT1005 College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MAT1500 College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2000 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT2056 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences (choose one)</td>
<td></td>
</tr>
<tr>
<td>BIO1020 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO1021 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM1010 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Humanities (choose one)</td>
<td></td>
</tr>
<tr>
<td>ENG2002 World Literature I</td>
<td>4</td>
</tr>
<tr>
<td>ENG2003 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>HIS1101 U.S. History I: Colonial to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS1102 U.S. History II: 1865 to present</td>
<td>4</td>
</tr>
<tr>
<td>HUM1001 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM1002 History of Art from the Middle Ages to Modern Times</td>
<td>4</td>
</tr>
<tr>
<td>HUM101 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM2101 World Civilization I: Prehistory – 1500 C.E.</td>
<td>4</td>
</tr>
<tr>
<td>PH1201 Introduction to Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>ECO2071 Principles of Microeconomics</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II Foundation Requirements</th>
<th>16 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC1001 Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>BUS1011 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>BUS2023 Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>ECO2072 Principles of Macroeconomics</td>
<td>4</td>
</tr>
</tbody>
</table>

| Area III Major Requirements     | 36 Credits |
| Core                             | 20 Credits |
| ACC1002 Accounting II           | 4         |
| ACC1003 Accounting III          | 4         |
| BUS1036 Business Law I          | 4         |
| FIN2030 Introduction to Finance | 4         |
| MKT2004 Principles of Management| 4         |

| Specialization Areas (choose one)| 16 Credits |
| General (non-specialized)        |           |
| BUS2038 Business Law II          | 4         |
| MAT2010 Principles of Marketing  | 4         |
| MKT2020 Principles of Marketing  | 4         |
HEALTHCARE ADMINISTRATION/MANAGEMENT

MASTER OF BUSINESS ADMINISTRATION, HEALTHCARE ADMINISTRATION

The Master of Business Administration, Healthcare Administration degree program is designed to prepare students for a leadership role in the healthcare delivery system. The program is founded with the philosophy that healthcare leaders require strong business competencies and management skills to be successful. The curriculum is designed to prepare students with a sound foundation in business analysis and decision-making, followed by a specialization in healthcare administration.

The business foundation is achieved through a foundation and core that is common to all students in the MBA degree program regardless of their specialization. The foundation courses are designed to provide a firm grounding in economics, decision-making, behavioral sciences, and strategic environment. The MBA degree program core presents a functional approach to the long run and short run decisions that must be made to deliver goods and services. The Healthcare Administration specialization core is designed to provide specialized management and capstone courses specific to the healthcare field.

By the end of the program the student should be able to:
- Demonstrate mastery of management, business and leadership skills, concepts and principles specific to the field of healthcare administration.
- Demonstrate ability to research, critically analyze, evaluate, and utilize data in problem solving, decision-making and case study analysis.
- Demonstrate exceptional communication skills including appropriate referencing of sources.

ACCELERATED MASTER OF BUSINESS ADMINISTRATION, HEALTHCARE ADMINISTRATION

The Accelerated Master of Business Administration, Healthcare Administration degree program is designed to prepare students for a leadership role within the healthcare industry. This is an intensive program presented from a management perspective and designed to be completed in one year. Weekend classes held 24 Saturdays per year are supplemented with Internet-mediated coursework and synchronized conference calls and web-based meetings. The program is founded on the philosophy that healthcare leaders require strong business competencies and management skills to be successful. The curriculum is designed to prepare students with a sound foundation in business analysis and decision-making, in addition to a specialization in healthcare administration.

The business foundation is achieved through a core group of business courses. These courses are designed to provide a firm grounding in economics, decision-making, behavioral sciences, and strategic environment. The MBA courses present a functional approach to the long run and short run decisions that must be made to deliver goods and services. The Healthcare Administration specialization courses are designed to provide specialized management courses specific to the healthcare field. The Accelerated MBA, Healthcare Administration program is offered in Columbia, Savannah, and Atlanta.

ACCELERATED MASTER OF BUSINESS ADMINISTRATION, HEALTHCARE ADMINISTRATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHC6305 Financial Management of Healthcare Organizations</td>
<td>4</td>
</tr>
<tr>
<td>MBA6011 Strategic Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MBA6012 Operational and Supply Chain Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Business Administration Courses
- MBA5001 Organizational Behavior and Communication | 4
- MBA5005 Law and Ethics for Managers | 4
- MBA5008 Quantitative Analysis and Decision Making | 4
- MBA5009 Managerial Environment | 4
- MBA6011 Strategic Marketing | 4
- MBA6012 Operations and Supply Chain Management | 4

Healthcare Administration Courses
- MHC6301 Healthcare Structure, Organization and Governance | 4
- MHC6302 Public Health Organization and Management | 4
- MHC6303 Quality Performance and Management | 4
- MHC6304 Health Policy | 4
- MHC6305 Financial Management of Healthcare Organizations | 4
- MHC6306 Human Resource Management in Healthcare Organizations | 4

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT

The Bachelor of Science in Healthcare Management degree program is designed to provide a strong foundation in both general education and business, with a special concentration in healthcare management. The program begins with general education courses in written and verbal communication, quantitative skills, critical thinking, history, philosophy, economics, math, science, and information management and technology.
Students then work to develop skills and knowledge in basic management theory and practice through courses in management, accounting, finance, organization behavior and human resource management. Health services management courses include public health issues, the structure and function of health organizations, leadership in healthcare organizations, health finance, health ethics and law, health economics and healthcare marketing and strategy. Students receive practical experience through an internship program with healthcare facilities that might include hospitals, nursing homes, ambulatory care facilities, physician practices, and pharmaceutical and medical equipment companies.

The Bachelor of Science in Healthcare Management degree program is based on the premise that successful healthcare managers need to have superb business skills. Therefore, the curriculum includes several business courses during the first two years followed by specialized courses in healthcare management in the second two years.

By the end of the program the student should be able to:

- Demonstrate ability to discuss and apply knowledge of terminology, concepts and principles specific to the healthcare management field.
- Demonstrate ability to research, critically analyze, appropriately interpret and utilize data in problem solving, decision-making and case study analysis within the healthcare management environment.
- Utilize appropriate and professional communication skills including appropriate referencing of sources.

### BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT 180-184 CREDITS

#### Area I General Education Requirements 64-68 Credits

**Professional Development**
- UVC1000 Computer and Internet Literacy 4
- ITS1000 Strategies for Success 4

**Basic Communications**
- ENG1001 Composition I 4
- ENG1002 Composition II / Literature 4
- ENG2001 Composition III 4
- SPC1026 Public Speaking 4

**Mathematics and Statistics**
- MAT2058 Statistics 4
- Choose two additional courses from the following:
  - MAT1001 College Algebra I 4
  - MAT1002 College Algebra II 4
  - MAT1005 College Mathematics 4
  - MAT2000 Pre-Calculus 4
  - MAT2101 Calculus I 4
  - MAT2102 Calculus II 4

**Natural Sciences (choose two)**
- BIO1020 Biology I 4
- BIO1021 Biology II 4
- CHM1010 General Chemistry 4
- BIO1011 Anatomy and Physiology I* 4
  (must be taken concurrently with BIO1012 Anatomy and Physiology II Lab)
- BIO1012 Anatomy and Physiology II Lab 2
- BIO1013 Anatomy and Physiology II* 4
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab 2

*NOTE: If a B.S. Healthcare Management student chooses to take an Anatomy and Physiology course, only BIO1011 and BIO1013 satisfy the Natural Sciences requirement.

### Arts and Humanities

**PHI2001 Introduction to Philosophy** 4

Choose one additional course from the following:
- ENG2002 World Literature I 4
- ENG2003 World Literature II 4
- HIS1101 U.S. History I: Colonial to 1865 4
- HIS1102 U.S. History II: 1865 to present 4
- HUM1001 History of Art through the Middle Ages 4
- HUM1002 History of Art from the Middle Ages to Modern Times 4
- HUM2101 World Civilization I: Prehistory – 1500 C.E. 4
- HUM2102 World Civilization II: 1500 – Present 4

#### Area II Foundation Requirements 28 Credits

**Core**
- HCM2001 Issues in Public Health 4
- HCM2006 Healthcare Delivery and Organization 4
- HCM3002 Economics of Healthcare 4
- HCM3004 Ethics and Law for Administrators 4
- HCM3005 Healthcare Finance 4
- HCM3006 Healthcare Marketing and Strategy 4
- HCM3008 Health Information Management Systems 4
- HCM4002 Risk Management in Healthcare Settings 4
- HCM4004 Research Topics in Health Administration 4
- HCM4007 Leadership in Healthcare Organizations 4
- HSC3010 Long Term Care 4
- MGT3045 Human Resources Management 4

**Elective Pool (eight courses or 32 credit hours)**

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcribed and Non-transcribed Work policy found in the Academic Affairs section of this catalog.

#### Area III Major Requirements 88 Credits

**Core**
- HCM2001 Issues in Public Health 4
- HCM2006 Healthcare Delivery and Organization 4
- HCM3002 Economics of Healthcare 4
- HCM3004 Ethics and Law for Administrators 4
- HCM3005 Healthcare Finance 4
- HCM3006 Healthcare Marketing and Strategy 4
- HCM3008 Health Information Management Systems 4
- HCM4002 Risk Management in Healthcare Settings 4
- HCM4004 Research Topics in Health Administration 4
- HCM4007 Leadership in Healthcare Organizations 4
- HCM4008 Management in Healthcare Organizations – Internship 4
- HCM4010 Organizational Behavior (not available online) 4
- HCS3020 Managed Care 4
- HSC3030 Federal and State Healthcare Programs 4
- EDM2010 Fundamentals of Emergency and Disaster Management 4
- MGT2002 Organizational Behavior 4
- BUS3041 Managed Communications 4
- BUS4010 Quality Management 4
- PRL2001 Introduction to Public Relations 4
- PUB2001 Introduction to Public Administration 4
- MIS3011 Application of Management Information Systems 4
- **PSY2010 Abnormal Psychology** 4
- **SOC2010 Social Problems** 4
- **PHE3000 Public Health Policy** 4

**Requires a prerequisite that may or may not satisfy Area I. If not, then prerequisite must be selected as an elective.**

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above. Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Mississippi education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102), and; One additional four-credit courses selected from Mathematics and Statistics, National Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident’s total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
Graduates of the Master of Science in Information Systems and Technology degree program will be prepared for a career in, or advancement within, a range of positions that manage information and technology in the digital organization. This program is designed for both professionals in the field and continuing students with an undergraduate degree in a computer or management information systems field. For other academic or professional training, some existing knowledge of computer information systems is recommended. This program offers students knowledge of the business and technical side of bringing organizations into the current age of technology and specializes in designing, developing, deploying, and guiding information systems solutions. All students will take the foundational courses specializing in how information technology architecture can support business operations and how to deploy and manage information systems within that framework.

Throughout this program, students will have the opportunity to demonstrate mastery of skills in the areas of theoretical and applied computing as well as in managerial principles and practices to effectively solve a variety of real life problems in the digital organization. Students will also have the opportunity to develop the skills necessary to understand their roles in a technical team and the necessary components of effective planning and teamwork. One of the outcomes of this program is the ability to design, develop, analyze, and evaluate information infrastructure and systems solutions. Before graduation, each student will be required to demonstrate attainment of discipline specific knowledge and applications of management and operations skills in an Information Systems and Technology organization through a Capstone course.

For students with a non-technical degree or background, IST5070 Network and System Fundamentals can provide the foundational knowledge of how information systems work and communicate with each other. This course is not part of the credit requirements for this degree but may be helpful to students if they are unprepared for the technical knowledge expected in the IST 6000 level courses.

Program Outcomes
- Students will demonstrate an awareness of how information systems impact businesses and organizations and demonstrate an ability to manage, create, or modify information systems based on their chosen specialization.
- Students will demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common technology problems.
- Students will demonstrate attainment of discipline-specific knowledge as follows:
  - An ability to apply knowledge of computing and mathematics appropriate to the discipline;
  - Students will demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze and solve technology problems.
  - An ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs.
  - An ability to function effectively on teams to accomplish a common goal.

- An understanding of professional, ethical, legal, security, and social issues and responsibilities.
- Students will demonstrate effective teamwork and communication skills when working with team members with diverse backgrounds and abilities.
- An ability to analyze the local and global impact of computing on individuals, organizations and society.
- Recognition of the need for, and an ability to engage in, continuing professional development.
- An understanding of processes that support the delivery and management of information systems within a specific application environment.

### MASTER OF SCIENCE IN INFORMATION SYSTEMS AND TECHNOLOGY

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>16 Credits</td>
</tr>
<tr>
<td>IST5010 Information Technology Infrastructure</td>
<td>4</td>
</tr>
<tr>
<td>IST5020 Information Systems Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>LEA5100 Leadership, Organization and Change</td>
<td>4</td>
</tr>
<tr>
<td>MBA5001 Organizational Behavior and Communication</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>28 Credits</td>
</tr>
<tr>
<td>IST6000 Principles of Systems Development</td>
<td>4</td>
</tr>
<tr>
<td>IST6010 Project Management</td>
<td>4</td>
</tr>
<tr>
<td>IST6020 Corporate Information Systems Management</td>
<td>4</td>
</tr>
<tr>
<td>IST6160 Information Design and Usability</td>
<td>4</td>
</tr>
<tr>
<td>IST6161 Human Computer Interaction</td>
<td>4</td>
</tr>
<tr>
<td>IST6163 Cognitive Software Design</td>
<td>4</td>
</tr>
<tr>
<td>IST6262 Networks Operation Management</td>
<td>4</td>
</tr>
<tr>
<td>Capstone</td>
<td>4 Credits</td>
</tr>
<tr>
<td>IST6995 Information Systems Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

### BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

The Bachelor of Science in Information Technology degree program focuses on preparing students with the knowledge and skills needed to understand the theoretical and applied uses of information technology in various business settings. This program is designed to provide a foundation for understanding the function and process of computer programming, database design, network design, information security, and software engineering. Case studies and hands-on projects can help students gain the communication skills, critical thinking and technical competencies required in the current technology oriented workplace. Students will have the opportunity to grow from a basic knowledge of information systems operations and how they support a business to the inner workings of how they are designed, how they are implemented, how they communicate with other systems, and how they are deployed and maintained. This degree program is recommended for any student interested in an entry level position in Network Administration, Software Engineering, Database Administration, the technical side of Web Development, or any related field in putting IT in action.

Students are able to tailor their degree studies to a specific career path by selecting from four areas of specialization: Database Administration, Information Systems Security, Network Administration and Web Management. These specializations represent the variety of information technology fields that students will be prepared to pursue upon graduation from the program. Students can select courses from any of the disciplines to complete their elective requirements, making it possible to customize the learning experience.
The Bachelor of Science in Information Technology degree program culminates in a capstone project, a two-course sequence that focuses on the student’s overall course of study and allows the student the opportunity to apply the concepts and skills he or she has learned in real and simulated business situations. For students taking courses at a South University campus, ITS4103 and ITS4199 involve an ongoing project designed by the student and his or her faculty mentor to demonstrate the capabilities acquired throughout the degree. Completion of this project is necessary for graduation and gives the student an excellent example of work to aid in the hiring process. ITS 4194 can also be taken in place of ITS4199 with a documented and approved internship for which students have been authorized to receive credit; this will involve coordination between the student and the supervising faculty member with the permission of the campus Program Director or Dean.

Areas of Specialization

Database Development and Administration
This specialization presents students with the opportunity to acquire the skills and experience needed to control data, design solutions for data storage (including backup and recovery operations) and transfer database information to physical devices such as wireless units.

Information Systems Security
Students will have the opportunity to learn the fundamentals of how to secure operating systems and networks as well as defensive design for software applications. This is supported by a case studies course that allows students to decide how they would respond to real-world documented security scenarios.

Multimedia and Web Development
This specialization focuses coursework on a variety of Web tools and technologies (such as multimedia, graphics, scripting, authoring tools, imaging tools and animation tools) for use in ecommerce and networking applications.

Network Administration and Management
Students can learn to design, install, configure, problem solve and troubleshoot enterprise networks, while achieving business goals by building and maintaining security solutions, LANs, and private and public networks.

Program Outcomes
- Students will demonstrate an ability to manage, create, or modify information systems based on their chosen specialization.
- Students will demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common technology problems. Demonstration will illustrate advanced critical thinking application.
- Students will demonstrate attainment of discipline-specific knowledge including a thorough understanding of the terminology, applied usage, application to business problems, and deployment of technology resources to support each of the following areas:
  - Ability to apply knowledge of computing and mathematics appropriate to the discipline. This includes computations in binary, prediction of software run-time, and the ability to follow programming logic through complex calculations.
  - Ability to apply quantitative analysis and critical thinking skills to analyze and solve technology problems.
  - Ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs.

- Ability to function effectively on teams to accomplish a common goal.
- Understanding of professional, ethical, legal, security, and social issues and responsibilities in relation to the use and deployment of technology.
- Effective teamwork and communication skills when working with team members with diverse backgrounds and abilities.
- Ability to analyze the local and global impact of computing on individuals, organizations and society.
- Recognition of the need for, and an ability to engage in, continuing professional development to stay current with technology innovations and advancements either through graduate study or progression in a chosen career path.
- Ability to use current techniques, skills, and tools necessary for computing practices.
- Ability to use and apply current technical concepts and practices in the core information technologies.
- This includes the areas of networking, database design and development, web-based applications, human-computer interface, computer security, and software design and development.
- An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.
- An ability to effectively integrate IT-based solutions into the user environment.
- An understanding of best practices and standards in computing and information technology and their application.
- An ability to assist in the creation of an effective project plan. This includes a thorough understanding of the software development lifecycle (SDLC) and the application of technology resources to the solution of business problems.

<table>
<thead>
<tr>
<th>BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY</th>
<th>180 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area I General Education Requirements</strong></td>
<td>64 Credits</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>IITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
<tr>
<td>Basic Communications</td>
<td></td>
</tr>
<tr>
<td>ENG1001 Composition I</td>
<td>4</td>
</tr>
<tr>
<td>ENG1002 Composition II/Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td>SPC1026 Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td></td>
</tr>
<tr>
<td>MAT2058 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Choose two additional courses from the following:</td>
<td></td>
</tr>
<tr>
<td>MAT1001 College Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>MAT1005 College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MAT1500 College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2002 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT2101 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT2102 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences (choose two)</td>
<td></td>
</tr>
<tr>
<td>BID1020 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BID1021 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM1010 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Humanities (choose two)</td>
<td></td>
</tr>
<tr>
<td>ENG2002 World Literature I</td>
<td>4</td>
</tr>
<tr>
<td>ENG2003 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>HIS1101 U.S. History I: Colonial to 1985</td>
<td>4</td>
</tr>
<tr>
<td>HIS1102 U.S. History II: 1865 to present</td>
<td>4</td>
</tr>
<tr>
<td>HUM1001 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM1002 History of Art from the Middle Ages to Modern Times</td>
<td>4</td>
</tr>
<tr>
<td>HUM2101 World Civilization I: Prehistory – 1500 C.E.</td>
<td>4</td>
</tr>
<tr>
<td>HUM2102 World Civilization II: 1500 – Present</td>
<td>4</td>
</tr>
<tr>
<td>PHI2301 Introduction to Philosophy</td>
<td>4</td>
</tr>
</tbody>
</table>
Networking Administration and management (choose four)

- ITS4105 Network Administration I
- ITS4106 Network Administration II
- ITS4107 Designing and Maintaining Network Implementations
- ITS4108 Network Programming
- ITS4109 Server Technology

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above. Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102), and one additional four-credit courses selected from Mathematics and Statistics, National Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident's total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students should work with their academic advisor or counselor to be sure they are taking appropriate courses.

ASSOCIATE OF SCIENCE IN INFORMATION TECHNOLOGY

The Associate of Science degree program in Information Technology is designed to prepare students with entry-level knowledge and skills needed to understand the theoretical and applied uses of information technology in various business applications. The technical skills covered in the ASIT curriculum beyond the foundational courses include basic web design, introductory database design, network architecture and protocols, and computer programming. This curriculum is designed to help students when they enter an entry-level position where computing technology is used and applied. An affinity for logic and algebraic math is recommended for students entering this program; no prior technical knowledge is assumed for the incoming student but an affinity for technology and its uses is necessary to succeed. Courses in the associate's degree program are transferable to the Bachelor of Science in Information Technology degree program.

Program Outcomes

- Students will demonstrate an awareness of how information systems impact businesses and organizations.
- Students will demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common technology problems. Demonstration will illustrate basic critical thinking application.
- Students will demonstrate attainment of discipline-specific knowledge as follows:
  - An ability to apply knowledge of computing and mathematics appropriate to the discipline;
  - Students will demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze and solve technology problems.
  - An ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs.
  - An ability to function effectively on teams to accomplish a common goal.
  - An understanding of professional, ethical, legal, security, and social issues and responsibilities.
  - Students will demonstrate effective teamwork and communication skills when working with team members with diverse backgrounds and abilities.
  - An ability to analyze the local and global impact of computing on individuals, organizations and society.
  - Recognition of the need for, and an ability to engage in, continuing professional development.
  - An understanding of processes that support the delivery and management of information systems within a specific application environment.

ASSOCIATE OF SCIENCE IN INFORMATION TECHNOLOGY

92 CREDITS
**LEADERSHIP**

**Masters of Science in Leadership**

The Master of Science in Leadership program provides students the opportunity to develop skills in leadership, communication, problem solving and teamwork for use in a broad range of organizations. These skills are critical for successfully managing and leading organizations in today’s dynamic organizational environment.

The 12-course (48 credits) program is designed for experienced professionals seeking to advance in their careers and for individuals with limited professional experience seeking to develop skills that will prepare them to successfully manage and lead individuals, teams, departments and organizations.

**Program Outcomes**

Upon completion of the Master of Science in Leadership program, students will be capable of the following:

- Demonstrate an awareness of how individuals, cultures, society, ethics, and psychological principles provide a context for and affect the actions and decisions of organizational leaders and professionals.
- Apply effective communication skills in influencing others, and create sustained, coherent arguments or explanations and reflections in their work for both general and specialized audiences.
- Demonstrate their ability to apply effective leadership and teamwork skills to influence individuals and organizations.
- Demonstrate the ability to determine the extent of information needed, access the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.
- Use critical thinking as they examine both qualitative and quantitative data, then synthesize and evaluate the information for use in problem recognition and problem solving.
- Demonstrate their deep understanding of individuals and groups, accompanied with a holistic view of leadership and organizations. They will practice the skills used by effective leaders and managers across organizations, industries, and countries.

**Area I General Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS5101 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ITS1101 Foundations of Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>ITS1103 Ethics and Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>ITS1105 Theory of Computation</td>
<td>4</td>
</tr>
</tbody>
</table>

**Area II Foundation Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS2001 Spreadsheet and Database Applications</td>
<td>4</td>
</tr>
<tr>
<td>BUS2023 Business Communication</td>
<td>4</td>
</tr>
<tr>
<td>MAT2058 Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>MGT2037 Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT2040 Fundamentals of Strategic Negotiations</td>
<td>4</td>
</tr>
<tr>
<td>PRL2100 Introduction to Public Relations</td>
<td>4</td>
</tr>
</tbody>
</table>

**Area III Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITS2103 Networking Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>ITS2104 Programming Logic</td>
<td>4</td>
</tr>
<tr>
<td>ITS2105 Programming I</td>
<td>4</td>
</tr>
<tr>
<td>ITS2108 Human Computer Interface</td>
<td>4</td>
</tr>
<tr>
<td>ITS2110 Database Design and Development</td>
<td>4</td>
</tr>
<tr>
<td>ITS2111 Multimedia Web Development</td>
<td>4</td>
</tr>
</tbody>
</table>

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above. Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102); and, One additional four-credit course selected from Mathematics and Statistics, Natural Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident’s total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

**Master of Science in Leadership Degree Program**

**Foundation: Personal Leadership**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA5001 Organizational Behavior and Communication</td>
<td>4</td>
</tr>
<tr>
<td>LEA5100 Leadership, Organization Theory and Change</td>
<td>4</td>
</tr>
<tr>
<td>LEA5126 Leadership Ethics, Culture, and Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Core: Organizational Leadership**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA5130 Team Building and Group Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>LEA5140 Emotional Intelligence and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>LEA6150 Coaching and Professional Development</td>
<td>4</td>
</tr>
<tr>
<td>MBA501 Strategic Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MBA508 Organizational Development and Change Management</td>
<td>4</td>
</tr>
<tr>
<td>LEA6175 International Leadership</td>
<td>4</td>
</tr>
<tr>
<td>LEA6180 Strategic Negotiations</td>
<td>4</td>
</tr>
<tr>
<td>LEA6185 International Negotiations</td>
<td>4</td>
</tr>
</tbody>
</table>

**Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA6899 Strategic Leadership and Implementation</td>
<td>4</td>
</tr>
</tbody>
</table>

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration degree program at South University is designed to address the needs of students for applied coursework in areas of critical importance to local, state, and national governmental and non-profit organizations. The program covers a broad range of governmental and non-profit topics to help develop each student's knowledge, skills, and abilities. This degree program integrates knowledge from other areas to provide a combination of general and specialized information in a multi-disciplinary approach.

Program Outcomes

- Students will demonstrate a thorough understanding of the political, social, institutional, and organizational setting in which practitioners in public administration function.
- Students will demonstrate a thorough understanding of non-profit and government requirements and an ability to develop a comprehensive operating budget with multiple funding streams and varied contract periods and terms.
- Students will critically assess decision-making processes, describe possible ethical dilemmas, and evaluate the resulting conflicts in government and non-profit settings.
- Students will apply effective communication skills in influencing others. They will create sustained, coherent arguments or explanations and reflections in their work for both general and specialized audiences.
- Students will demonstrate the ability to determine the extent of information needed, access the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.
- Students will demonstrate their ability to apply effective leadership and teamwork skills to influence individuals and organizations.
- Students will use critical thinking as they examine both qualitative and quantitative data, then synthesize and evaluate the information for use in problem recognition and problem solving.
- Students will demonstrate mastery of discipline-specific knowledge (area of specialization) and the practical skills to be effective in public administration leadership positions.

MASTER OF PUBLIC ADMINISTRATION 48 CREDITS

Core 44 Credits

- MBA6501 Strategic Human Resource Management 4
- MPA5001 Foundations of Public Administration 4
- MPA5005 Public and Nonprofit Organizational Behavior 4
- MPA5010 Public and Nonprofit Budgeting and Accounting 4
- MPA6101 Research and Data Analysis in Public Administration 4
- MPA6100 Non-profit Fundraising and Volunteer Development 4
- MPA6105 Grant Writing and Contract Administration 4
- MPA6110 Management of Non-profit Organizations 4
- MPA6115 Program Evaluation of Public and Non-profit Organizations 4
- MPA6801 State and Local Government and Intergovernmental Relations 4
- MPA6805 Legislative and Judicial Process 4

Capstone 4 Credits

- MPA6999 Strategic Challenges in Public Administration 4

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
The College of Health Professions offers degrees at the master’s, bachelor’s, and associate’s levels. Programs are designed to provide academic, administrative, technical, clinical, and ethical training for a variety of healthcare professions.

Ever mindful of the need to seek the highest degree of professionalism, the faculty strives to blend the teaching of theory, clinical application, and high ethical standards. Graduates of South University’s health professions programs are prepared to seek entry-level employment in hospitals, private physician practices, community clinics and agencies, research organizations, pharmaceutical firms, and academic institutions.

All baccalaureate- and associate-level degree programs are built on a strong foundation of general studies including mathematics, physical sciences, language arts and social sciences. The master’s degree programs are designed to help prepare students to deliver professional services. All programs are geared toward educating individuals for successful careers in public, private and governmental healthcare and counseling services.

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

**ANESTHESIOLOGIST ASSISTANT**

**MASTER OF MEDICAL SCIENCE IN ANESTHESIOLOGIST ASSISTANT**

This program is offered at the Savannah campus.

The mission of South University, Savannah’s Anesthesiologist Assistant Program is to prepare competent entry-level Anesthesiologist Assistants who will practice in the anesthesia care team model. Students will learn to provide safe and efficacious anesthesia care to patients of all ages and degrees of illness for a complete range of surgical procedures.

The program strives to enhance the overall knowledge and practice of the anesthesia care team by providing students with proficiencies in physiology, pharmacology, patient monitoring, anesthesia equipment and the principles of safe anesthesia care.

The program provides education in current practices in anesthesia and seeks to instill the highest standards of professionalism and service to patients and the community. The **Anesthesiologist Assistant Program will accomplish this mission as follows:**

- Providing the necessary foundation in biomedical and anesthesia sciences for understanding the basis of safe and efficacious delivery of anesthesia care.
- Facilitating development of the fundamental skills and judgment necessary for safe and efficacious delivery of anesthesia care.
- Promoting effective communication skills for patient care and interaction with other members of the healthcare team.
- Promoting scientific literacy by encouraging students to acquire and evaluate medical information effectively, efficiently, and critically.
- Providing a humane atmosphere that promotes a scholarly approach to learning.
- Promoting ethical and moral behavior.
- Encouraging lifelong learning.
- Providing an environment of academic and clinical excellence.

**MASTER OF MEDICAL SCIENCE IN ANESTHESIOLOGIST ASSISTANT**

<table>
<thead>
<tr>
<th>Quarter I Summer 13 weeks</th>
<th>161 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 hours clinical experience</td>
<td>14 Credits</td>
</tr>
<tr>
<td>ANS5001 Clinical Anesthesia I (pass/fail)</td>
<td>1</td>
</tr>
<tr>
<td>ANS5020 Medical Terminology (Self Study) (pass/fail)</td>
<td>1</td>
</tr>
<tr>
<td>ANS5040 Introduction to Cardiovascular Anatomy and Physiology</td>
<td>1</td>
</tr>
<tr>
<td>ANS5080 Introduction to Pulmonary Anatomy and Physiology</td>
<td>1</td>
</tr>
<tr>
<td>ANS5081 Principles of Airway Management I</td>
<td>2</td>
</tr>
<tr>
<td>ANS5100 Physics of Anesthesia</td>
<td>2</td>
</tr>
<tr>
<td>ANS5120 Introduction to Anesthesia Delivery Systems and Equipment</td>
<td>2</td>
</tr>
<tr>
<td>ANS5160 Introduction to Clinical Anesthesia</td>
<td>3</td>
</tr>
<tr>
<td>ANS5181 Anesthesia Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>Basic life support certification will be accomplished during Quarter I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter II Fall 14 weeks</th>
<th>20 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>144 hours clinical experience</td>
<td></td>
</tr>
<tr>
<td>ANS5002 Clinical Anesthesia II</td>
<td>4</td>
</tr>
<tr>
<td>ANS5082 Principles of Airway Management II</td>
<td>1</td>
</tr>
<tr>
<td>ANS5182 Anesthesia Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>ANS5201 Cardiovascular Physiology for Anesthesia Practice I</td>
<td>2</td>
</tr>
<tr>
<td>ANS5221 Principles of Instrumentation and Patient Monitoring I</td>
<td>2</td>
</tr>
<tr>
<td>ANS5345 Anesthesia Principles and Practice I</td>
<td>3</td>
</tr>
<tr>
<td>ANS5901 Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>ANS5921 Physiology I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter III Winter 11 weeks</th>
<th>20 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 hours clinical experience</td>
<td></td>
</tr>
<tr>
<td>ANS5003 Clinical Anesthesia III</td>
<td>3</td>
</tr>
<tr>
<td>ANS5182 Anesthesia Laboratory III</td>
<td>1</td>
</tr>
<tr>
<td>ANS5202 Cardiovascular Physiology for Anesthesia Practice II</td>
<td>3</td>
</tr>
<tr>
<td>ANS5222 Principles of Instrumentation and Patient Monitoring II</td>
<td>2</td>
</tr>
<tr>
<td>ANS5300 Pulmonary Physiology for Anesthesia Practice</td>
<td>2</td>
</tr>
<tr>
<td>ANS5346 Anesthesia Principles and Practice II</td>
<td>3</td>
</tr>
<tr>
<td>ANS5922 Physiology II</td>
<td>2</td>
</tr>
<tr>
<td>PHA5001 General Pharmacology I</td>
<td>4</td>
</tr>
</tbody>
</table>
A Comprehensive Examination covering the material from the first five quarters will be administered to determine the preparedness of each student to advance to senior clinical. Failure to successfully master the exam will result in remediation and necessary extension of the student's program by at least one Quarter.

Quarter IV Spring 12 weeks 19 Credits
- ANS5004 Clinical Anesthesia IV 4
- ANS5164 Anesthesia Laboratory IV 1
- ANS5302 Pulmonary Physiology for Anesthesia Practice II 2
- ANS5347 Anesthesia Principles and Practice III 3
- ANS5420 Renal Physiology for Anesthesia Practice 1
- ANS5421 Pharmacology in Anesthesia Practice I 2
- PHA5002 General Pharmacology II 4
- ANS5601 Regional Anesthesia Practice I 2

Quarter V Summer 13 weeks 20 Credits
- 200 hours clinical experience
- ANS5505 Clinical Anesthesia V 6
- ANS5348 Anesthesia Principles and Practice IV 3
- ANS5422 Pharmacology in Anesthesia Practice II 2
- ANS5520 Advanced Airway Management 2
- ANS5602 Advanced Anesthesia Systems and Monitoring 2
- ANS5140 Pre-anesthetic Evaluation 3
- ANS5603 Regional Anesthesia Practice II 2
- Advanced Cardiac Life Support and PALS certification will be obtained during this quarter.

Quarter VI Fall 14 weeks 18 Credits
- 648 hours clinical experience
- ANS6001 Clinical Anesthesia I 16
- ANS6021 Senior Seminar 1
- ANS6041 Anesthesia Review I 1

Quarter VII Winter 11 weeks 16 Credits
- 540 hours clinical experience
- ANS6002 Clinical Anesthesia II 14
- ANS6022 Senior Seminar 1
- ANS6042 Anesthesia Review II 1

Quarter VIII Spring 12 weeks 16 Credits
- 540 hours clinical experience
- ANS6003 Clinical Anesthesia III 14
- ANS6023 Senior Seminar 1
- ANS6043 Anesthesia Review III 1

Quarter IX Summer 13 weeks 18 Credits
- 640 hours clinical experience
- ANS6004 Clinical Anesthesia IV 16
- ANS6024 Senior Seminar 1
- ANS6044 Anesthesia Review IV 1

The program is designed to enable its graduates to achieve all initial eligibility criteria to become licensed in their state and certified as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC). The length of the Clinical Mental Health Counseling program varies in accord with the licensing requirements of the states in which the program is offered. As a result, the program may not meet the licensing requirements of all states. The student should contact the licensing board in the state in which they anticipate seeking licensure to determine the appropriate program. By way of illustration, the track offered at the Columbia campus is 91 credit hours and meets current state requirements for counseling programs in South Carolina. The program is 90 hours at the Montgomery campus, which meets the current state licensure requirements for counseling programs in Alabama. The program is 91 hours at the Austin, Richmond, Savannah and Virginia Beach campuses, which meets current licensure requirements for counseling programs in Texas, Georgia and Virginia. The program is 92 hours at the Novi campus, which meets the current licensure requirements for counseling programs in Michigan. The state of Florida offers licensure for Counselors in Mental Health Counseling and also requires extra classes in Human Sexuality and Treatment of Substances Abuse. Therefore, the track offered at the West Palm Beach campus is 99 hours, which meets current state licensure requirements. After becoming licensed as a Mental Health Counselor in Florida for three years, dual licensure can be pursued through attaining a License as a Marriage and Family Therapist by taking the LMFT state exam.

The delivery structure of the program provides the opportunity for students who wish to balance the rigors of work and home while pursuing their master's degree. Although delivery will vary by campus location, classes generally meet each Saturday and weeknights as needed. The program is designed for students to complete the curriculum in 8 quarters. Each quarter, classes will be held on a weekly basis for a 10 week period with the 11th week designated for final exams.
Students who enroll in the program will be taught via two primary modes of instruction. The majority of the program will involve didactic and experiential classroom instruction. The second mode of instruction will focus on supervised field experiences. Students will be placed in actual counseling settings in the community and will practice counseling under the auspices of an onsite supervisor. Students in field placements will also receive weekly individual and group supervision from qualified faculty supervisors.

The objectives of the South University Clinical Mental Health Counseling program are to recruit eligible students from all areas and provide fair and equitable admissions criteria; make available a variety of instructional models and resources to provide the student with the most effective learning arrangements and to provide appropriate learning opportunities for counseling students that will prepare them to perform their expected competencies in an ethical, legal, safe, and effective manner upon graduation; prepare counseling students to communicate effectively; instill the importance and value of continued education and involvement in appropriate professional and community affairs after graduation; and encourage the counseling students to recognize their own strengths and limitations.

- Students will demonstrate knowledge, comprehension, synthesis, and application of the major theories comprising the foundation of counseling from a historical and contemporary perspective.
- Students will demonstrate an awareness and comprehension of the normal and abnormal mechanisms of change within individuals across the lifespan.
- Graduates will demonstrate an ability to properly identify, assess, conceptualize, diagnose, and treat mental disorders in the context of the accepted diagnostic nomenclature.
- Students will gain an understanding and appreciation of the contributions of quantitative and qualitative research and the synergy among the theoretical, clinical and scientific components of the field.
- Students will explore and understand the impact of their personal view as it relates to their world view and the multidimensional nature of cultural influences as a Counselor Educator.
- Students will develop effective verbal and written communication skills necessary to interface with various constituents including clients, treatment teams, and public entities.
- Students will demonstrate an appropriate level of professional development as evidenced by the knowledge and understanding of pertinent ethical and legal principles in the profession, in addition to current/emerging issues in the field.
- Students will achieve an appreciation and level of proficiency concerning the knowledge, skills, and competencies deemed appropriate for use in the profession as identified by the ongoing need for education and training beyond graduation.

Courses are taught according to the matriculation sequences provided by each campus and at the discretion of the School. Courses must be attempted in the curriculum sequence as defined by each campus. Curriculum content and sequence are subject to change with notification.


(CURRICULUM FOR AUSTIN, COLUMBIA, RICHMOND, SAVANNAH, AND VIRGINIA BEACH CAMPUSES ONLY; 10 QUARTER PROGRAM)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>CNS6002</td>
<td>Counseling Theory</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6313</td>
<td>Professional Orientation &amp; Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6500</td>
<td>Lifespan Development</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7901</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q1-total</td>
<td></td>
<td></td>
<td>13.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>CNS6018</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6161</td>
<td>Counseling Techniques</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6565</td>
<td>Multicultural Foundations</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7901</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q2-total</td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3</td>
<td>CNS6051</td>
<td>Diagnostics of Psychopathology and Treatment</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6353</td>
<td>Clinical Mental Health Appraisal I</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6425</td>
<td>Clinical Mental Health Counseling</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7902</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8100</td>
<td>Preliminary Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q3-total</td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4</td>
<td>CNS6529</td>
<td>Research and Statistical Evaluation</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6509</td>
<td>Group Dynamics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7010</td>
<td>Practicum IA (100 hours)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CNS7903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8101</td>
<td>Preliminary Didactic Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q4-total</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5</td>
<td>CNS6901</td>
<td>Diagnosis and Treatment of Addictive Disorders</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6602</td>
<td>Lifestyle and Career Development</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7011</td>
<td>Practicum IB (100 hours)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CNS7904</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8201</td>
<td>Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q5-total</td>
<td></td>
<td></td>
<td>9.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6</td>
<td>CNS7950</td>
<td>Child/Adolescent Psychopathology and Treatment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7951</td>
<td>Internship IA (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7905</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8202</td>
<td>Didactic Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q6-total</td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q7</td>
<td>CNS7970</td>
<td>Clinical Mental Health Appraisal IIA</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS8565</td>
<td>Psychopharmacology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7810</td>
<td>Internship IIA (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7906</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q7-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8</td>
<td>CNS7609</td>
<td>Couples, Marital, and Family Dynamics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7675</td>
<td>Counseling Administration, Advocacy, and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7611</td>
<td>Internship II (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7907</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q8-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING PROGRAM (CURRICULUM FOR AUSTIN, COLUMBIA, RICHMOND, SAVANNAH, AND VIRGINIA BEACH CAMPUSES ONLY; 10 QUARTER PROGRAM)**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>CNS6002</td>
<td>Counseling Theory</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6313</td>
<td>Professional Orientation &amp; Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7900</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q1-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>CNS6018</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6161</td>
<td>Counseling Techniques</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7901</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q2-total</td>
<td></td>
<td></td>
<td>8.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3</td>
<td>CNS6051</td>
<td>Diagnostics of Psychopathology and Treatment</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6050</td>
<td>Lifespan Development</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7902</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8100</td>
<td>Preliminary Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q3-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4</td>
<td>CNS6565</td>
<td>Multicultural Foundations</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6509</td>
<td>Group Dynamics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q4-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5</td>
<td>CNS6535</td>
<td>Clinical Mental Health Appraisal I</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6425</td>
<td>Clinical Mental Health Counseling</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7904</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q5-total</td>
<td></td>
<td></td>
<td>8.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6</td>
<td>CNS6529</td>
<td>Research and Statistical Evaluation</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7010</td>
<td>Practicum IA (100 hours)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CNS8101</td>
<td>Preliminary Didactic Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS7906</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q6-total</td>
<td></td>
<td></td>
<td>9.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q7</td>
<td>CNS6602</td>
<td>Lifestyle and Career Development</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6850</td>
<td>Psychopharmacology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7011</td>
<td>Practicum IB (100 hours)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CNS7906</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8201</td>
<td>Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q7-total</td>
<td></td>
<td></td>
<td>9.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8</td>
<td>CNS7950</td>
<td>Child/Adolescent Psychopathology and Treatment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7951</td>
<td>Internship IA (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7907</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8202</td>
<td>Didactic Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q8-total</td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>
### 2013-2014 Academic Catalog

#### Master of Arts in Clinical Mental Health Counseling Program (Curriculum for Montgomery Campus Only) 90 Credits

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>CNS7970</td>
<td>Clinical Mental Health Appraisal and Treatment II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5001</td>
<td>Diagnosis and Treatment of Addictive Disorders</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5100</td>
<td>Practicum IA (100 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5908</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q1-total</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Q2</td>
<td>CNS6709</td>
<td>Couples, Marital, and Family Dynamics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6775</td>
<td>Counseling Administration, Advocacy, and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5111</td>
<td>Practicum IB (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7909</td>
<td>Clinical and Professional Development Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Q2-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

#### Master of Arts in Clinical Mental Health Counseling Program (Curriculum for Novi Campus Only) 91 Credits

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>CNS6002</td>
<td>Counseling Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6314</td>
<td>Professional Orientation and Ethics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6523</td>
<td>Lifespan Development</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5900</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q1-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Q2</td>
<td>CNS6020</td>
<td>Psychopathology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6161</td>
<td>Counseling Techniques</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6566</td>
<td>Multicultural Foundations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5901</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q2-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Q3</td>
<td>CNS6029</td>
<td>Diagnostics of Psychopathology and Treatment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6538</td>
<td>Clinical Mental Health Appraisal I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6425</td>
<td>Clinical Mental Health Counseling</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5902</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8100</td>
<td>Preliminary Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q3-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Q4</td>
<td>CNS6530</td>
<td>Research and Statistical Evaluation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6510</td>
<td>Group Dynamics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5110</td>
<td>Practicum IA (100 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8201</td>
<td>Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q4-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Q5</td>
<td>CNS6901</td>
<td>Diagnosis and Treatment of Addictive Disorders</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6803</td>
<td>Lifestyle and Career Development</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5111</td>
<td>Practicum IB (100 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS8201</td>
<td>Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q5-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Q6</td>
<td>CNS7960</td>
<td>Child/Adolescent Psychopathology and Treatment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5110</td>
<td>Internship IA (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6800</td>
<td>Human Sexuality</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5905</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS5802</td>
<td>Didactic Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q6-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Q7</td>
<td>CNS7970</td>
<td>Clinical Mental Health Appraisal and Treatment II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6850</td>
<td>Psychopharmacology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5110</td>
<td>Internship IA (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q7-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Q8</td>
<td>CNS6709</td>
<td>Couples, Marital, and Family Dynamics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6752</td>
<td>Consultation, Management, Advocacy, and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6761</td>
<td>Internship IB (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7907</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q8-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

#### Master of Arts in Clinical Mental Health Counseling Program (Curriculum for Novi Campus Only, 10 Quarter Program) 91 Credits

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>CNS6022</td>
<td>Research and Statistical Evaluation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS5904</td>
<td>Group Dynamics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7010</td>
<td>Practicum IA (100 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7903</td>
<td>Clinical and Professional Development Seminar</td>
<td>4.5</td>
</tr>
<tr>
<td>Q1-total</td>
<td></td>
<td></td>
<td>8.5</td>
</tr>
<tr>
<td>Q2</td>
<td>CNS6018</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6161</td>
<td>Counseling Techniques</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7901</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q2-total</td>
<td></td>
<td></td>
<td>8.5</td>
</tr>
<tr>
<td>Q3</td>
<td>CNS6051</td>
<td>Diagnostics of Psychopathology and Treatment</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6565</td>
<td>Multicultural Foundations</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7904</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS7903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q3-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Q4</td>
<td>CNS6529</td>
<td>Research and Statistical Evaluation</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS5904</td>
<td>Group Dynamics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7010</td>
<td>Practicum IA (100 hours)</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q4-total</td>
<td></td>
<td></td>
<td>9.5</td>
</tr>
<tr>
<td>Q5</td>
<td>CNS6796</td>
<td>Child/Adolescent Psychopathology &amp; Treatment</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7510</td>
<td>Internship IA (200 hours)</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7904</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q5-total</td>
<td></td>
<td></td>
<td>9.5</td>
</tr>
<tr>
<td>Q6</td>
<td>CNS6018</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6161</td>
<td>Counseling Techniques</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q6-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Q7</td>
<td>CNS6850</td>
<td>Psychopharmacology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7011</td>
<td>Practicum IB (100 hours)</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS8201</td>
<td>Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q7-total</td>
<td></td>
<td></td>
<td>9.5</td>
</tr>
<tr>
<td>Q8</td>
<td>CNS6709</td>
<td>Couples, Marital, and Family Dynamics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6752</td>
<td>Consultation, Management, Advocacy, and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6761</td>
<td>Internship IB (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7907</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q8-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### 2013-2014 Academic Catalog
### MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING PROGRAM (CURRICULUM FOR WEST PALM BEACH CAMPUS ONLY) 8 QUARTER PROGRAM  99 CREDITS

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>CNS6002</td>
<td>Counseling Theory</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6013</td>
<td>Professional Orientation &amp; Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6050</td>
<td>Lifespan Development</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7900</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q1-total</td>
<td></td>
<td></td>
<td>13.5</td>
</tr>
<tr>
<td>Q2</td>
<td>CNS6018</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6161</td>
<td>Counseling Techniques</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6656</td>
<td>Multicultural Foundations</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7901</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q2-total</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Q3</td>
<td>CNS6051</td>
<td>Diagnostics of Psychopathology and Treatment</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6330</td>
<td>Clinical Mental Health Appraisal I</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6425</td>
<td>Clinical Mental Health Counseling</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7902</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8100</td>
<td>Preliminary Clinical Evaluation</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q3-total</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Q4</td>
<td>CNS6539</td>
<td>Research and Statistical Evaluation</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6509</td>
<td>Group Dynamics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6800</td>
<td>Human Sexuality</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7010</td>
<td>Practicum IA (100 hours)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CNS7903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8101</td>
<td>Preliminary Didactic Evaluation</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q4-total</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Q5</td>
<td>CNS6901</td>
<td>Diagnosis and Treatment of Addictive Disorders</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6802</td>
<td>Lifestyle and Career Development</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7011</td>
<td>Practicum IB (100 hours)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CNS7904</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8201</td>
<td>Clinical Evaluation</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q5-total</td>
<td></td>
<td></td>
<td>9.5</td>
</tr>
<tr>
<td>Q6</td>
<td>CNS7900</td>
<td>Child/Adolescent Psychopathology and Treatment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7610</td>
<td>Internship IA (200 hours)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CNS7905</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8202</td>
<td>Didactic Evaluation</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q6-total</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Q7</td>
<td>CNS7970</td>
<td>Clinical Mental Health Appraisal and Treatment II</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7980</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS8100</td>
<td>Preliminary Clinical Evaluation</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q7-total</td>
<td></td>
<td></td>
<td>13.5</td>
</tr>
<tr>
<td>Q8</td>
<td>CNS6709</td>
<td>Couples, Marital, and Family Dynamics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6775</td>
<td>Counseling Administration, Advocacy, and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7621</td>
<td>Internship IB (300 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7909</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q8-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING PROGRAM (CURRICULUM FOR CLEVELAND* CAMPUS ONLY, 10 QUARTER PROGRAM) 92 CREDITS

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>CNS6002</td>
<td>Counseling Theory</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6315</td>
<td>Professional Orientation &amp; Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6050</td>
<td>Lifespan Development</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7900</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q1-total</td>
<td></td>
<td></td>
<td>13.5</td>
</tr>
<tr>
<td>Q2</td>
<td>CNS6043</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6162</td>
<td>Counseling Techniques</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6514</td>
<td>Social and Cultural Fundamentals</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7901</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q2-total</td>
<td></td>
<td></td>
<td>13.5</td>
</tr>
<tr>
<td>Q3</td>
<td>CNS6041</td>
<td>Diagnostics of Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6936</td>
<td>Clinical Mental Health Appraisal I</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6428</td>
<td>Clinical Mental Health Counseling and Interventions</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7902</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8100</td>
<td>Preliminary Clinical Evaluation</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q3-total</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Q4</td>
<td>CNS6524</td>
<td>Research and Statistical Evaluation</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6509</td>
<td>Group Dynamics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7010</td>
<td>Practicum IA (100 hours)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CNS7903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8101</td>
<td>Preliminary Didactic Evaluation</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q4-total</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Q5</td>
<td>CNS6108</td>
<td>Advanced Counseling Skills, Interventions, and Treatment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6062</td>
<td>Lifestyle and Career Development</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7012</td>
<td>Practicum IB (100 hours)</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>CNS7904</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8201</td>
<td>Clinical Evaluation</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q5-total</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Q6</td>
<td>CNS6910</td>
<td>Treatment Planning and Implementation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7610</td>
<td>Internship IA (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7905</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8202</td>
<td>Didactic Evaluation</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q6-total</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Q7</td>
<td>CNS7970</td>
<td>Clinical Mental Health Appraisal and Treatment II</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7980</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7901</td>
<td>Practicum IA (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7906</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q7-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Q8</td>
<td>CNS6704</td>
<td>Couples, Marital, and Family Intervention</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6776</td>
<td>Counseling Administration, Advocacy, and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7611</td>
<td>Internship IB (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7907</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q8-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING PROGRAM (CURRICULUM FOR CLEVELAND* CAMPUS ONLY, 10 QUARTER PROGRAM) 92 CREDITS

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Code</th>
<th>Course Names</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>CNS6002</td>
<td>Counseling Theory</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6315</td>
<td>Professional Orientation &amp; Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6050</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7900</td>
<td>Clinical and Professional Development Seminar</td>
<td>0/P/F</td>
</tr>
<tr>
<td>Q1-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Quarter</td>
<td>Code</td>
<td>Course Names</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Q2</td>
<td>CNS6043</td>
<td>Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6182</td>
<td>Counseling Techniques</td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td>CNS7901</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q2-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Q3</td>
<td>CNS6041</td>
<td>Diagnostics of Psychopathology</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6950</td>
<td>Lifespan Development</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7902</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8110</td>
<td>Preliminary Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q3-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Q4</td>
<td>CNS6514</td>
<td>Social and Cultural Fundamentals</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6509</td>
<td>Group Dynamics</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS7903</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q4-total</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Q5</td>
<td>CNS6835</td>
<td>Clinical Mental Health Appraisal I</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CNS6428</td>
<td>Clinical Mental Health Counseling and Interventions</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7804</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q5-total</td>
<td></td>
<td></td>
<td>8.5</td>
</tr>
<tr>
<td>Q6</td>
<td>CNS6524</td>
<td>Research and Statistical Evaluation</td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td>CNS6108</td>
<td>Advanced Counseling Skills, Interventions, and Treatment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7910</td>
<td>Practicum IA (100 hours)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CNS8101</td>
<td>Preliminary Didactic Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q6-total</td>
<td></td>
<td></td>
<td>8.5</td>
</tr>
<tr>
<td>Q7</td>
<td>CNS6802</td>
<td>Lifestyle and Career Development</td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td>CNS6950</td>
<td>Psychopharmacology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7912</td>
<td>Practicum IB (150 hours)</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>CNS7906</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8201</td>
<td>Clinical Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q7-total</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Q8</td>
<td>CNS6910</td>
<td>Treatment Planning and Implementation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7510</td>
<td>Internship IA (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7907</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td></td>
<td>CNS8202</td>
<td>Didactic Evaluation</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q8-total</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Q9</td>
<td>CNS6704</td>
<td>Couples, Marital, and Family Intervention and Therapy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6778</td>
<td>Counseling Administration, Advocacy, Consultation, and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6111</td>
<td>Internship IIB (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7909</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q9-total</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Q10</td>
<td>CNS6704</td>
<td>Couples, Marital, and Family Intervention and Therapy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6778</td>
<td>Counseling Administration, Advocacy, Consultation, and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS6111</td>
<td>Internship IIB (200 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CNS7909</td>
<td>Clinical and Professional Development Seminar</td>
<td>0-P/F</td>
</tr>
<tr>
<td>Q10-total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

*The Master of Arts in Clinical Mental Health Counseling degree program is designed to meet the standards for licensure in the state of Ohio. Licensing information for the state of Ohio can be obtained from The Counselor, Social Work, and Marriage and Family Therapist Board: CSWMFT Board, 50 West Broad Street, Suite 1075, Columbus, Ohio 43215-9119, Phone: 614-466-0912, FAX: 614-728-7790, Email: cswmft.info@cswb.state.oh.us, Website: http://cswmft.ohio.gov/.

2013-2014 Academic Catalog
PHYSICIAN ASSISTANT STUDIES

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

This program is offered at the Savannah and Tampa campuses.

Physician assistants perform many medical functions under the supervision of a licensed physician, including, but not limited to, evaluation, monitoring, diagnostics, therapeutics, counseling, and referral. The scope of the practice varies according to state laws, the medical setting, and the training of the physician assistant.

The objectives of the South University Physician Assistant Studies (PA) program are to recruit qualified students from all areas and provide fair and equitable admissions criteria; make available a variety of instructional models and resources to provide the PA student with the most effective learning environments and opportunities; provide appropriate cognitive psychomotor and effective learning opportunities for PA students to achieve the necessary competency and proficiency levels expected and required of the physician assistant; provide appropriate learning opportunities for PA students that will prepare them to perform their expected competencies in an ethical, legal, safe, and effective manner upon graduation; prepare PA 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 PA students to recognize their own strengths and limitations and interpret for others the scope and function of a physician assistant.

The Master of Science degree in Physician Assistant Studies is supported by a community-wide network of hospitals, clinics, health agencies, and private medical practices that serve as clinical settings.

PA Certification

Graduation from an accredited physician assistant program permits students to sit for the Physician Assistant National Certifying Examination (PANCE), administered by the National Commission on Certification of Physician Assistants, Inc. (NCCPA)*. The PANCE is designed to assess essential medical and surgical knowledge of graduate PA's in conducting a variety of healthcare functions normally encountered in practice.

Successful completion of the PANCE allows PA's to become eligible for licensure. Examinees will be awarded a certificate that certifies that the examinee passed the NCCPA exam and satisfied all requirements for initial NCCPA certification. Examinees must then apply for licensure in the state in which they plan to practice. Currently 50 states have enacted some type of regulatory requirement for PA's. Eligibility for the Master of Science in Physician Assistant Studies degree at South University includes the following:

A comprehensive summative evaluation of each student is conducted before program completion to assure students meet defined program expectations for knowledge, technical skills, and professionalism. The student must successfully complete the summative evaluation to be eligible for graduation.

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.

Physician Assistant Learning Outcomes

The South University Physician Assistant Studies program expects the following outcomes for each graduate of the program. The program uses achievement of these outcomes as metrics for student competence and program effectiveness.

- Students will obtain the knowledge and skills to evaluate and manage patient complaints across the range of disease states in a diverse patient population.
- Students will demonstrate the ability to provide patient care that is effective, patient-centered, efficient, and equitable for the treatment of health problems and the promotion of wellness.
- Students will demonstrate the ability to work effectively as part of an interdisciplinary healthcare team.
- Students will be able to demonstrate verbal, nonverbal, and written communication skills that provide effective information exchange with patients, patients’ families, and other members of the healthcare team.
- Students will develop and demonstrate characteristics of professionalism essential to be an effective physician assistant.

Comprehensive Exams

Completion of the didactic phase of the curriculum requires completion of a formative evaluation. The formative evaluation, consisting of both written, skills performance, and professionalism components, is administered at the end of the didactic training period. This evaluation is used to identify individual and collective weaknesses within the cohort that should be remediated and strengthened during the clinical phase of the program.

Successful completion of the program requires satisfactory completion of a comprehensive summative evaluation. The comprehensive summative evaluation consisting of written, skills performance, and professionalism evaluation components is administered up to 12 weeks before the completion of the clinical training period. The test is designed to evaluate students mastery of multiple student learning outcomes in the cognitive, psychomotor, and affective domains. This evaluation is used to identify competence for entry into the PA profession and thus eligibility for graduation.

Master of Science in Physician Assistant Studies Prerequisite Courses

Applicants to the South University PA master’s degree program must have an earned bachelor’s degree with an overall minimum cumulative GPA of 2.80 (on a 4.00 scale) and a recommended science GPA of 3.00 (on a 4.00 scale). The courses listed below are collegiate level prerequisites and must be completed before acceptance into the program. All prerequisites must have been taken at a regionally accredited U.S. college or university. No grade below a C will be accepted for any course.

<table>
<thead>
<tr>
<th>PHYSICIAN ASSISTANT UNDERGRADUATE PREREQUISITE COURSES</th>
<th>SEMESTERS OR QUARTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy</td>
<td>1*</td>
</tr>
<tr>
<td>Human Physiology</td>
<td>1*</td>
</tr>
<tr>
<td>General Biology</td>
<td>2+</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>2+</td>
</tr>
<tr>
<td>Biochemistry or Organic Chemistry</td>
<td>1*</td>
</tr>
<tr>
<td>Microbiology</td>
<td>1*</td>
</tr>
</tbody>
</table>

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

+Basic science courses should be those for science majors. Only courses with an associated lab fulfill prerequisite requirements. In the event that a laboratory is not offered with a prerequisite course, applicants may request that lab requirement for that course be waived.
Clinical Experience
Clinical experience that includes direct patient care is strongly recommended for applicants and selection into the program; however, there is no requirement for a predetermined number of hours (or months) of healthcare experience to be earned by an applicant. Clinical experiences should provide the applicant with a knowledge of and orientation to the presentation, signs, and symptoms of a variety of ill or injured patients. Such experiences are evaluated on an individual basis with regard to time spent with PAs or physicians observing or caring for patients.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES DEGREE  176 CREDITS

Didactic Phase
Physician Assistant Course Sequence
1st Quarter  17 Credits
PASS5102 Medical Interviewing and Documentation  3
PASS5103 Physical Assessment I  3
PASS5210 Physical Assessment I Lab  1
PASS5125 Medical Anatomy and Physiology I  4
PASS5225 Medical Anatomy and Physiology I Lab  1
PASS5156 Laboratory Diagnostics  3
PASS5172 Professional Seminar I  2

2nd Quarter  21 Credits
PASS5111 Physical Assessment II  3
PASS5211 Physical Assessment II Lab  1
PASS5126 Medical Anatomy and Physiology II  4
PASS5226 Medical Anatomy and Physiology II Lab  1
PASS5180 Clinical Medicine and Pharmacotherapeutics I  8
PASS5280 Clinical Medicine and Pharmacotherapeutics I Lab  1
PASS5175 Issues in Contemporary Medicine  2
PASS5291 Applied Learning Experience I  1

3rd Quarter  21 Credits
PASS5181 Clinical Medicine and Pharmacotherapeutics II  8
PASS5281 Clinical Medicine and Pharmacotherapeutics II Lab (sections 1-8)  1
PASS5147 Clinical Procedures  2
PASS5124 Essentials of Behavioral Medicine  3
PASS5166 Musculoskeletal Care  5
PASS5292 Applied Learning Experience II  2

4th Quarter  21 Credits
PASS5182 Clinical Medicine and Pharmacotherapeutics III  8
PASS5282 Clinical Medicine and Pharmacotherapeutics III Lab  1
PASS5148 Fundamentals of Surgery  1
PASS5105 Epidemiology and Biostatistics  3
PASS5130 Diagnostic Methods  4
PASS5280 Clinical Medicine and Pharmacotherapeutics I Lab  1
PASS5171 Professional Seminar I  2
PASS5294 Applied Learning Experience IV  1

5th Quarter  22 Credits
PASS5132 Essentials of Clinical Genitourinary System  4
PASS5183 Clinical Medicine and Pharmacotherapeutics IV  8
PASS5283 Clinical Medicine and Pharmacotherapeutics IV Lab  1
PASS5180 Essentials of Emergency Medicine  4
PASS5184 Applied Learning Experience V  1
PASS5111 Medical Interviewing and Documentation  3
PASS5172 Professional Seminar I  1

Didactic Curriculum  102 Credits
Clinical Phase
PASS6200 Clinical Rotation I  8
PASS6205 Clinical Rotation II  8
PASS6210 Special Topics in Clinical Practice I  2
PASS6215 Clinical Rotation III  8
PASS6280 Special Topics in Clinical Practice II  2
PASS6220 Clinical Rotation IV  8
PASS6225 Clinical Rotation V  8
PASS6340 Special Topics in Clinical Practice III  2
PASS6230 Clinical Rotation VII  8
PASS6235 Clinical Rotation VIII  8
PASS6390 Senior Seminar  4

Total Credits  74
Required Program Total Credits  176

No physician assistant credits from another institution may transfer into the didactic or clinical year. MSPAS students must complete the entire 27 month program (176 credit hours) at South University.
BACHELOR OF ARTS IN PSYCHOLOGY

The Bachelor of Arts in Psychology degree program is designed to provide students with a broad background in general education, and to provide initial training and quality instruction for students seeking entry-level positions in psychology or a graduate degree in the behavioral sciences.

- Students will demonstrate knowledge of the major theories and content areas comprising the foundation of psychology.
- Students will actively engage in the process of critically evaluating concepts, theories, research, and applications in the field.
- Students will demonstrate an awareness and understanding of cultural factors impacting the field of Psychology according to historical and current issues.
- Students will develop effective verbal and written communication skills necessary in the field. Specifically, students will demonstrate an ability to write and present psychological concepts including an ability to communicate clearly and effectively using APA style.
- Students will apply the principles of scientific methodology according to human, social, and applied context.
- Students will demonstrate awareness and understanding of current and future professional issues in the field of Psychology including an understanding of The Ethical Principles of Psychologists and Code of Conduct.
- Students will demonstrate an understanding and articulate a need for continued professional growth in the field.
- Students will understand and articulate the connection between theory, concepts, research and clinical application in the field for current and emerging issues.

General Concentration

The program includes the required general education courses and completion of a core of required psychology courses covering a general foundation stressing the scientific study of human behavior. Additionally, students complete upper-level advanced courses in many disciplines in the field of psychology.

Behavioral Health Concentration

This program includes the required general education courses and completion of a core of required psychology courses covering a broad foundation stressing the scientific study of human behavior. Students will have an opportunity to learn advanced strategies in order to investigate and analyze mental health issues in the field and in the context of an individualized project. This concentration aids the preparation of students pursuing a career in the areas of Psychiatric Technician, Psychological Technician, Behavioral Specialist, Research Assistant, and those pursuing graduate school in the area of mental health.

Experimental/Research Concentration

This program includes the required general education courses and completion of a core of required psychology courses covering a broad foundation stressing the scientific study of human behavior. Students will have an opportunity to learn advanced strategies to investigate and analyze trends in human behavior (e.g., consumers). This concentration will also prepare students to understand the most effective methods of developing assessment strategies through quantitative and qualitative methodology while using multimedia technology. This concentration aids the preparation of students pursuing a career in the areas of Personnel Analyst, Market Researcher, Research Assistant, and those pursuing graduate school in Psychology.

BACHELOR OF ARTS IN PSYCHOLOGY

180-184 CREDITS

GENERAL CONCENTRATION

Area I General Education Requirements

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>64 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
</tbody>
</table>

Basic Communications

<table>
<thead>
<tr>
<th>ENG1001 Composition I</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG1002 Composition II/Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td>SPC1026 Public Speaking</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics and Statistics

<table>
<thead>
<tr>
<th>MAT2058 Statistics</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two additional courses from the following:</td>
<td></td>
</tr>
<tr>
<td>MAT1001 College Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>MAT1005 College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MAT1500 College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT2000 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT2101 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT2102 Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

Natural Sciences (choose two)

<table>
<thead>
<tr>
<th>BI0102 Biology I</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI0101 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM1010 General Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

Arts and Humanities (choose two)

<table>
<thead>
<tr>
<th>ENG2002 World Literature I</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG2003 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>HIS101 U.S. History I: Colonial to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS1102 U.S. History II: 1865 to present</td>
<td>4</td>
</tr>
<tr>
<td>HUM1001 History of Art through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>HUM1002 History of Art from the Middle Ages to Modern Times</td>
<td>4</td>
</tr>
<tr>
<td>HUM2101 World Civilization I: Prehistory – 1500 C.E.</td>
<td>4</td>
</tr>
<tr>
<td>HUM2102 World Civilization II: 1500 – Present</td>
<td>4</td>
</tr>
<tr>
<td>PHI201 Introduction to Philosophy</td>
<td>4</td>
</tr>
</tbody>
</table>

Social and Behavioral Sciences

<table>
<thead>
<tr>
<th>ECO2021 Principles of Microeconomics</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO2072 Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>Choose one additional course from the following:</td>
<td></td>
</tr>
<tr>
<td>PSY1001 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC1001 Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC2010 Social Problems</td>
<td>4</td>
</tr>
</tbody>
</table>

Area II Foundation Requirements:

32 Credits

Elective Pool (eight courses or 32 credit hours)

Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcribed and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor’s consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Area III Major Program Requirements

64 Credits

<table>
<thead>
<tr>
<th>Core</th>
<th>44 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY2007 Statistics for Behavioral Sciences</td>
<td>4</td>
</tr>
<tr>
<td>(must be taken concurrently with PSY2008 Statistics Lab)</td>
<td></td>
</tr>
<tr>
<td>PSY2008 Statistics for Behavioral Sciences Lab</td>
<td>2</td>
</tr>
<tr>
<td>PSY2010 Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY2201 Human Growth and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY2050 History and Systems</td>
<td>4</td>
</tr>
<tr>
<td>PSY2060 Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>(must be taken concurrently with PSY2061 Research Methods Lab)</td>
<td></td>
</tr>
<tr>
<td>PSY2061 Research Methods Lab</td>
<td>2</td>
</tr>
<tr>
<td>PSY3001 Cognitive</td>
<td>4</td>
</tr>
<tr>
<td>(must be taken concurrently with PSY3002 Cognitive Lab)</td>
<td></td>
</tr>
<tr>
<td>PSY3002 Cognitive Lab</td>
<td>2</td>
</tr>
<tr>
<td>PSY3010 Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>(must be taken concurrently with PSY3011 Social Psychology Lab)</td>
<td></td>
</tr>
<tr>
<td>PSY3011 Social Psychology Lab</td>
<td>2</td>
</tr>
<tr>
<td>PSY4030 Multicultural Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY1430 Psychology and Gender</td>
<td>4</td>
</tr>
</tbody>
</table>

General Track Concentration

40 Credits

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS300 Personality</td>
<td>4</td>
</tr>
<tr>
<td>PSY4001 Addictions</td>
<td>4</td>
</tr>
<tr>
<td>PSY4220 Psychology and the Media</td>
<td>4</td>
</tr>
<tr>
<td>PSY4300 Anxiety Disorders</td>
<td>4</td>
</tr>
<tr>
<td>PSY4040 Human Sexuality</td>
<td>4</td>
</tr>
<tr>
<td>PSY4570 Mood Disorders</td>
<td>4</td>
</tr>
</tbody>
</table>
Concentration Electives

- 3000 Level Electives (choose two)
- PSY3400 Sensation and Perception
- PSY3520 Child/Adolescent Development
- PSY3530 Adult Development
- PSY3640 Elderly Development
- 4000 Level Electives (choose two)
- PSY4410 Child and Adolescent Disorders
- PSY4420 Health Psychology
- PSY4470 Psychology and Law
- PSY4480 Psychology of Religion
- PSY4490 Biological Psychology
- PSY4540 Introduction to Professional Counseling
- PSY4550 Introduction to Psychological Testing and Assessment
- PSY4560 Industrial/Organizational Psychology
- PSY4800 Senior Seminar I

BACHELOR OF ARTS IN PSYCHOLOGY

BEHAVIORAL HEALTH CONCENTRATION 180-184 CREDITS

Area I General Education Requirements 64-68 Credits

Professional Development
- ITS1000 Computer and Internet Literacy
- UVC1000 Strategies for Success

Basic Communications
- ENG1001 Composition I
- ENG1002 Composition II/Literature
- ENG2001 Composition III
- SPC1026 Public Speaking

Mathematics and Statistics
- MAT2058 Statistics
  Choose two additional courses from the following:
  - MAT1001 College Algebra I
  - MAT1002 College Mathematics
  - MAT2000 Pre-Calculus
  - MAT2101 Calculus I
  - MAT2102 Calculus II

Natural Sciences (choose two)
- BIO1011 Anatomy and Physiology I*
  (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
- BIO1012 Anatomy and Physiology I Lab
- BIO1013 Anatomy and Physiology II*
  (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
- BIO1014 Anatomy and Physiology II Lab
- BIO1020 Biology I
- BIO1021 Biology II
- CHM1010 General Chemistry

*NOTE: If a BA Psychology student chooses to take an Anatomy and Physiology course, only BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students electing this option for their Natural Sciences requirement will complete 184 credit hours of work for their degree, depending on their exact choice.

Arts and Humanities
- PHI2001 Introduction to Philosophy
  Choose one additional course from the following:
  - ENG2002 World Literature I
  - ENG2002 World Literature II
  - HIS1101 U.S. History I: Colonial to 1865
  - HIS1102 U.S. History II: 1865 to Present
  - HUM1001 History of Art through the Middle Ages
  - HUM1002 History of Art from the Middle Ages to Modern Times
  - HUM2101 World Civilization I: Prehistory – 1500 C.E.
  - HUM2102 World Civilization II: 1500 – Present

Social and Behavioral Sciences
- POL2076 American Government
- PSY1001 General Psychology
- SOC1001 Introduction to Sociology

Area II Foundation Requirements: 32 Credits

Choose three courses from the following:
- ACC1001 Accounting I
- AHS1001 Medical Terminology
- BUS1101 Introduction to Business
- BUS1102 Business Law I
- CRJ1101 Introduction to Criminal Justice and Law Enforcement
- CRJ1102 Introduction to the Criminal Courts and Corrections
- CRJ2004 Ethics in Criminal Justice
- CRJ2006 Criminal Procedures
- CRJ3004 Race, Class, and Gender in Criminal Justice
- CRJ3007 Law Enforcement Structure and Process
- *CRJ3012 Introduction to Juvenile Delinquency
- *CRJ3014 Criminal Justice and the Media
- CRJ3015 White Collar Crime
- ECO2071 Principles of Microeconomics
- ECO2072 Principles of Macroeconomics

*Requires a prerequisite that must be selected as an elective.

Elective Pool (five courses or 20 credit hours)
Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcribed and Non-transcribed Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor’s consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Area III Major Program Requirements: 42 Credits

Behavioral Health Concentration

Core
- PSY4401 Addictions
- PSY4530 Anxiety Disorders
- PSY4550 Introduction to Psychological Testing and Assessment
- PSY4570 Mood Disorders
- PSY4901 Field Placement I
- PSY4902 Field Placement II

Choose one additional course from the following:
- PSY4540 Introduction to Professional Counseling
- PSY4541 Introduction to Clinical Psychology

Concentration Electives

- 3000 Level Electives (choose two)
- PSY3300 Personality
- PSY3520 Child/Adolescent Development
- PSY3530 Adult Development
- PSY3540 Elderly Development
- PSY3602 Statistics for Behavioral Sciences I
- PSY3603 Statistics for Behavioral Sciences II
- PSY3652 Research Methods II
- PSY3653 Research Methods III
- 4000 Level Electives (choose two)
- PSY4340 Human Sexuality
- PSY4400 Psychology and the Media
- PSY4400 Child and Adolescent Disorders
- PSY4420 Health Psychology
- PSY4470 Psychology and Law
- PSY4480 Psychology of Religion
- PSY4480 Biological Psychology
- PSY4560 Industrial/Organizational Psychology
- PSY4851 Senior Thesis I
- PSY4852 Senior Thesis II

BACHELOR OF ARTS IN PSYCHOLOGY

EXPERIMENTAL/RESEARCH CONCENTRATION 180-184 CREDITS

Area I General Education Requirements 64-68 Credits

Professional Development
- ITS1000 Computer and Internet Literacy
- UVC1000 Strategies for Success

Basic Communications
- ENG1001 Composition I
- ENG1002 Composition II/Literature
- ENG2001 Composition III
- SPC1026 Public Speaking

Mathematics and Statistics
- MAT2058 Statistics
  Choose two additional courses from the following:
  - MAT1001 College Algebra I
  - MAT1002 College Mathematics
  - MAT2000 Pre-Calculus
  - MAT2101 Calculus I
  - MAT2102 Calculus II

2013-2014 ACADEMIC CATALOG
Natural Sciences (choose two)
BIO1011 Anatomy and Physiology I* 4
(must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
BIO1012 Anatomy and Physiology I Lab 2
BIO1013 Anatomy and Physiology II* 4
(must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
BIO1014 Anatomy and Physiology II Lab 2
BIO1021 Biology II 4
BIO1021 Biology II Lab 4
CHM1010 General Chemistry 4

*Note: If a BA Psychology student chooses to take an Anatomy and Physiology course, only BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students electing this option for their Natural Sciences requirement will complete 184 credit hours of work for their degree, depending on their exact choice.

Arts and Humanities
PHI2001 Introduction to Philosophy 4
Choose one additional course from the following:
ENG2002 World Literature I 4
ENG2003 World Literature II 4
HIS1011 U.S. History I: Colonial to 1865 4
HIS1012 U.S. History II: 1865 to present 4
HUM1001 History of Art through the Middle Ages 4
HUM1002 History of Art from the Middle Ages to Modern Times 4
HUM2101 World Civilization I: Prehistory – 1500 C.E. 4
HUM2102 World Civilization II: 1500 – Present 4

Social and Behavioral Sciences
POL2076 American Government 4
PSY1001 General Psychology 4
SOC1001 Introduction to Sociology 4

Area II Foundation Requirements: 36 Credits
BUS1101 Introduction to Business 4
MKT2001 Principles of Marketing 4
ITS1001 Foundations of Information Technology 4
ITS2111 Multimedia and Web Development 4

Elective Pool (five courses or 20 credit hours)
Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripts and Non-transcripted Work policy found in the Academic Affairs section of this catalog.
Non-transfer students, with their advisor’s consultation and approval, may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Area III Major Program Requirements 84 Credits
Core
PSY2007 Statistics for Behavioral Sciences (must be taken concurrently with PSY2008 Statistics Lab) 4
PSY2008 Statistics for Behavioral Sciences Lab 2
PSY2010 Abnormal Psychology 4
PSY2022 Human Growth and Development 4
PSY2050 History and Systems 4
PSY2060 Research Methods (must be taken concurrently with PSY2061 Research Methods Lab) 4
PSY2061 Research Methods Lab 2
PSY3001 Cognitive 4
(must be taken concurrently with PSY3002 Cognitive Lab) 4
PSY3002 Cognitive Lab 2
PSY3010 Social Psychology 4
PSY3011 Social Psychology Lab 2
PSY4030 Multicultural Psychology 4
PSY4320 Psychology and Gender 4

Experimental/Research Concentration 36 Credits
Core
PSY3602 Statistics for Behavioral Sciences II 4
PSY3603 Statistics for Behavioral Sciences III 4
PSY3652 Research Methods II 4
PSY3653 Research Methods III 4
PSY3700 Multimedia Assessment and Psychometrics 4
PSY4200 Psychology and the Media 4

Concentration Electives
3000 Level Electives (choose one) 4
PSY2300 Personality 4
PSY3400 Sensation and Perception 4
PSY3500 Motivation 4
PSY3520 Child/Adolescent Development 4
PSY3530 Adult Development 4
PSY3840 Elderly Development 4
4000 Level Electives (choose two) 4
PSY4440 Human Sexuality 4
PSY4470 Psychology and Law 4
PSY4480 Psychology of Religion 4
PSY4490 Biological Psychology 4
PSY4560 Industrial/Organizational Psychology 4
PSY4580 Senior Thesis I 4
PSY4582 Senior Thesis II 4

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above. Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102), and; One additional four-credit courses selected from Mathematics and Statistics, Natural Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident’s total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING
This program is offered at the Savannah, Montgomery, and Columbia campuses.

Medical assistants are multi-skilled allied health professionals who perform a wide range of roles in physicians’ offices, clinics, and other healthcare settings. They are proficient in a multitude of clinical and administrative tasks and are widely viewed by doctors as vital members of the healthcare delivery team.

The medical assisting program is devoted to a competency-based education with emphasis on the students’ mastery of clinical and administrative competencies. These competencies are validated through performance on tests, terminal performance objectives, and a clinical externship. Their training culminates in a required 200-hour, unpaid, supervised practicum at a local medical practice during their last quarter of study.

• Demonstrate the effective utilization of communication and interpersonal relationship skills.
• Demonstrate knowledge of basic math and science skills.
• Identify skills required to develop and maintain professionalism.
• Demonstrate knowledge of medical assisting administration procedures.
• Demonstrate knowledge of medical assisting clinical procedures.
• Demonstrate knowledge of anatomy, physiology, and pathophysiology principles.
• Demonstrate knowledge of medical terminology and its application.
• Demonstrate application of psychology principles.
• Demonstrate knowledge of medical law and ethics.

ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING 92 CREDITS

Area I General Education Requirements 42 Credits
Professional Development
ITS3000 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

ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING 92 CREDITS

Area I General Education Requirements 42 Credits
Professional Development
ITS3000 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

MEdICAL ASSISTING
The Occupational Therapy Assistant works under the supervision of the Occupational Therapist to help individuals regain or accommodate to decreased range of motion, muscle strength, coordination, perception and activities of daily living, which includes dressing, eating, toileting, hygiene and home management.

The Associate of Science degree in the Occupational Therapy Assistant Program is dedicated to providing educational opportunities of the intellectual, social and professional development of a diverse student population. Through its carefully balanced and sequenced curricular design over eight quarters, the Occupational Therapy Assistant Program prepares qualified students to become successful occupational therapy practitioners. The program prepares students with knowledge and skills for competent entry-level practice in a variety of contexts for an ever-changing world. The Occupational Therapy Assistant Program further seeks to lead the profession and community through its contributions in educational leadership, community and professional service, lifelong learning, and scholarship.

Program Goal (program threads in parentheses)
The OTA Program goals address student competency in the following areas:

1. Prepare occupational therapy assistants who appreciate and adapt to diverse and alternative cultures, settings, systems, processes, and ideas. (adaptation thread)
2. Foster student skill in accessing relevant literature and information, using research-based evidence to make informed decisions in occupational therapy practice. (information literacy thread)
3. Cultivate student skill in effective critical thinking, problem-solving, and clinical reasoning with clients across the lifespan in diverse practice settings. (critical thinking thread)
4. Foster development of student’s communication skills to promote effective, appropriate interaction with all stakeholders. (professionalism thread)
5. Instill in the student the values, attitudes and behaviors consistent with the occupational therapy profession’s philosophy, standards and ethics. (professionalism thread)
6. Provide the student with opportunities to acquire skills in advocacy for the profession of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, professional associations and the public. (professionalism thread)
7. Provide the student with a challenging curriculum that prepares students to deliver occupational therapy assistant services with entry-level competency under the supervision of an occupational therapist in a variety of practice settings. (professionalism and critical thinking threads)
8. Impart to the student a passion for lifelong professional development to meet changing societal needs. (lifelong learning thread)
9. Provide ongoing opportunities for stakeholders in the OTA Program to have input into the development and evaluation of the OTA Program to ensure the Program remains true to its mission and philosophy. (information literacy thread)

Developing Program Status
The Occupational Therapy Assistant programs in Tampa and West Palm Beach have applied for accreditation and have been granted Developing Program Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3448. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA. Once accreditation of each program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

ASSOCIATE OF SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT

This program is offered at the Tampa and West Palm Beach campuses.

The Occupational Therapy Assistant Program is offered at the Tampa and West Palm Beach campuses.

The occupational therapy assistant program leads students to become qualified students to become professional occupational therapy practitioners. The program prepares students with knowledge and skills for competent entry-level practice in a variety of contexts for an ever-changing world. The Occupational Therapy Assistant Program further seeks to lead the profession and community through its contributions in educational leadership, community and professional service, lifelong learning, and scholarship.

Program Goal (program threads in parentheses)
The OTA Program goals address student competency in the following areas:

1. Prepare occupational therapy assistants who appreciate and adapt to diverse and alternative cultures, settings, systems, processes, and ideas. (adaptation thread)
2. Foster student skill in accessing relevant literature and information, using research-based evidence to make informed decisions in occupational therapy practice. (information literacy thread)
3. Cultivate student skill in effective critical thinking, problem-solving, and clinical reasoning with clients across the lifespan in diverse practice settings. (critical thinking thread)
4. Foster development of student’s communication skills to promote effective, appropriate interaction with all stakeholders. (professionalism thread)
5. Instill in the student the values, attitudes and behaviors consistent with the occupational therapy profession’s philosophy, standards and ethics. (professionalism thread)
6. Provide the student with opportunities to acquire skills in advocacy for the profession of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, professional associations and the public. (professionalism thread)
7. Provide the student with a challenging curriculum that prepares students to deliver occupational therapy assistant services with entry-level competency under the supervision of an occupational therapist in a variety of practice settings. (professionalism and critical thinking threads)
8. Impart to the student a passion for lifelong professional development to meet changing societal needs. (lifelong learning thread)
9. Provide ongoing opportunities for stakeholders in the OTA Program to have input into the development and evaluation of the OTA Program to ensure the Program remains true to its mission and philosophy. (information literacy thread)

Developing Program Status
The Occupational Therapy Assistant programs in Tampa and West Palm Beach have applied for accreditation and have been granted Developing Program Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3448. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA. Once accreditation of each program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

ASSOCIATE OF SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT

114 Credits

<table>
<thead>
<tr>
<th>Area</th>
<th>Core Curriculum</th>
<th>30 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
<td>AHS1001 Medical Terminology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENG1001 Composition</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PSY1001 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
<tr>
<td>2nd Quarter</td>
<td>BIO1011 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>must be taken concurrently with BIO1012 Anatomy and Physiology I Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MAT1001 or MAT1005 Math Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENG2001 Composition III</td>
<td>4</td>
</tr>
<tr>
<td>3rd Quarter</td>
<td>BIO1012 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>must be taken concurrently with BIO1014 Anatomy and Physiology II Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SPC1026 Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>OTA1001 Introduction to Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OTA1002 Human Occupation through the Lifespan</td>
<td>2</td>
</tr>
<tr>
<td>4th Quarter</td>
<td>OTA1010 Medical Conditions</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>OTA1020 Occupational Analysis I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>OTA1030 Occupational Therapy in Mental Health</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>OTA1035 Professional Issues I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>OTA1040 Professional Documentation</td>
<td>1</td>
</tr>
<tr>
<td>5th Quarter</td>
<td>OTA2020 Occupational Analysis II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>OTA2030 Occupational Therapy for Children and Adolescents</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>OTA2035 Professional Issues II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>OTA2040 Movement for Human Occupation</td>
<td>3</td>
</tr>
</tbody>
</table>
State licensure is a requirement for a graduate to work as a PTA 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 work. Complete information on practice acts and regulations can be obtained from individual state licensing boards.

ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT 110–114 CREDITS

Area I Core Curriculum 36–40 Credits

Mathematics/Science
- BIO1011 Anatomy and Physiology I 4
- BIO1012 Anatomy and Physiology I Lab 2
- BIO1013 Anatomy and Physiology II 4
- BIO1014 Anatomy and Physiology II Lab 2
- Math Elective (MAT1001, MAT1005 or MAT1500) 4

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

 Social Sciences
- AHS1001 Medical Terminology 4
- Approved Social Science Elective (PSY1001 or SOC1001) 4
- UVC1000 Strategies for Success* 4
  *Required if the student is also required to take MAT0099

Area II Major Curriculum 74 Credits

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

4th Quarter
- PTA1001 Introduction to Physical Therapist Assistant 4
- PTA1003 Pathophysiology 4
- PTA1005 Kinesiology 6

5th Quarter
- PTA1006 Testing and Measurement for the Physical Therapist Assistant 6
- PTA2000 Habilitation/Rehabilitation 6

6th Quarter
- PTA1008 Modalities 6
- PTA2021 Therapeutic Exercise and Orthopedic Applications 6

7th Quarter
- PTA2046 Advanced Habilitation Rehabilitation 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
- PTA2069 Clinical Externship II 12

All other campuses follow an 8-quarter sequence of courses:

Area II Major Curriculum 74 Credits

3rd Quarter
- PTA1001 Introduction to Physical Therapist Assistant 4

4th Quarter
- PTA1003 Pathophysiology 4
- PTA1005 Kinesiology 6
- PTA1006 Testing and Measurement for the Physical Therapist Assistant 6

5th Quarter
- PTA2000 Habilitation/Rehabilitation 6
- PTA2047 Essentials of Clinical Care 2
- PTA1008 Modalities 6

6th Quarter
- PTA2021 Therapeutic Exercise and Orthopedic Applications 6
- PTA2046 Advanced Habilitation/Rehabilitation 6
- PTA2050 Professional Seminar 4

7th Quarter
- PTA2048 Clinical Externship I 8
- PTA2049 Current Rehabilitation Issues 4

8th Quarter
- PTA2069 Clinical Externship II 12
Developing program: Austin
Effective April 24, 2013, South University, Austin has been granted Candidate for Accreditation Status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical courses and that the program is progressing toward accreditation. Candidate for Accreditation is not accreditation status nor does it ensure eventual accreditation.

Developing program: Cleveland
Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; is necessary for eligibility to sit for the licensure examination, which is required in all states.

South University Cleveland is seeking accreditation of a new physical therapist assistant education program from CAPTE. The program will submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Developing program: Novi:
Effective July 31, 2012, South University, Novi has been granted Candidate for Accreditation Status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical courses and that the program is progressing toward accreditation. Candidate for Accreditation is not accreditation status nor does it ensure eventual accreditation.

Developing program: Richmond
Effective November 7, 2012, South University, Richmond has been granted Candidate for Accreditation Status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical courses and that the program is progressing toward accreditation. Candidate for Accreditation is not accreditation status nor does it ensure eventual accreditation.

Developing program: Virginia Beach
Effective November 7, 2012 South University, Virginia Beach has been granted Candidate for Accreditation Status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical courses and that the program is progressing toward accreditation. Candidate for Accreditation is not accreditation status nor does it ensure eventual accreditation.
South University will be able to obtain licensure or certification. The student completion does not imply or guarantee that a student acceptance into a South University nursing program or prerequisite courses and all admission requirements. (Please consider for selection after successful completion of all Nursing is a limited access program. Qualified applicants are considered for selection after successful completion of all prerequisite courses and all admission requirements. (Please refer to Procedure for Admission to the Nursing Program). The nursing program supports the South University policy of nondiscrimination.

Acceptance into a South University nursing program or its completion does not imply or guarantee that a student will be able to obtain licensure or certification. The student should contact the state licensing board of nursing and/or the respective national professional certification body for specific requirements regarding application and the application process.

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, Master of Science in Nursing, RN to Master of Science in Nursing, Bachelor of Science in Nursing, Nursing Completion (RN to BSN), Public Health, Health Sciences, Allied Health Sciences

**DEVELOPMENT OF THE NURSING PROGRAM TO THE PRESENT**
In 1999, the Florida Board of Nursing granted preliminary approval for South College (later South University) to develop a pre-licensure nursing program. South University nursing faculty created a curriculum based on five conceptual framework pillars: caring, critical thinking, communication, professionalism and holism, which support integration of nursing theory with professional nursing practice. Nursing graduates from South University are prepared to enter practice or expands their practice with the knowledge, clinical proficiency, technical skill, and confidence requisite to meet the ever-changing healthcare needs of the local and global community.

Nursing at South University is growing rapidly, as the University addresses the American nursing shortage through contemporary, industry-standard programs in Montgomery, AL; Tampa and West Palm Beach, FL; Columbia, SC; and Richmond and Virginia Beach, VA. Each campus is authorized by their respective state boards of nursing to provide the pre-licensure nursing program.

In the various implementation plans of clinical agencies relative to Health Care Reform, South University pre-licensure graduates are well-positioned to address future projections and expansion of quality services requiring the skill sets of baccalaureate-educated prepared nurses. Nationally and locally, these stakeholders emphasize several realities regarding the level of preparation of new nurses: (1) an environment that increasingly demands the skill set of BSN-prepared nurses; (2) the Magnet Hospital requirement for a preponderance of BSN-prepared nurses within leadership and staff positions of clinical agencies in order for them to qualify for review; (3) the deepening shortage that will become evident once the economy improves and (4) the wait lists of the various schools which suggest that there are not enough seats for those who wish to enter nursing as a profession through a BSN mechanism.

The RN-BSN, RN-MSN, and Master’s offerings (Adult Health Nurse Practitioner, Family Nurse Practitioner, Nurse Administrator, Nurse Educator, and Nursing Informatics specializations) began as online offerings and are now provided at select on-campus locations.

**LIMITED ACCESS PROGRAM**
Nursing is a limited access program. Qualified applicants are considered for selection after successful completion of all prerequisite courses and all admission requirements. (Please refer to Procedure for Admission to the Nursing Program). The nursing program supports the South University policy of nondiscrimination.

Acceptance into a South University nursing program or its completion does not imply or guarantee that a student will be able to obtain licensure or certification. The student should contact the state licensing board of nursing and/or the respective national professional certification body for specific requirements regarding application and the application process.

**DOCTOR OF NURSING PRACTICE**
This program is offered at the Savannah and Tampa campuses and through online programs.

**Program Description**
The Doctor of Nursing Practice (DNP) program in the College of Nursing is designed as the highest degree for advanced practice nurses who wish to maintain nursing practice as their area of professional emphasis. The DNP program provides options for current nurse practitioners and other advanced practice nurses to incorporate progressive and thoughtful clinical practice, inquiry, and leadership competencies into their clinical practice repertoire.

The DNP program is offered as a post-master’s program, providing a pathway for master’s prepared advanced practice nurses to achieve doctoral level competencies consistent with a clinical program of study. Coursework in the program emphasizes advanced topics in nursing, field experiences, and capstone nursing experiences, while offering program electives drawn from a broad range of interdisciplinary fields from the South University College of Business and College of Health Professions. The program is offered in a hybrid format incorporating both online and on-ground educational experiences that support ongoing education for working nurses. Courses are provided online with the clinical component (i.e., advanced nursing field experiences which are guided by agency mentors) provided on-ground in the students’ geographical regions.

In 2004 the American Association of Colleges of Nursing (AACN) endorsed the DNP degree and proposed that the DNP is the terminal degree for nursing practice. As a nationally-recognized provider of online education, South University offers four advanced practice nursing specialties. The South University College of Nursing is uniquely qualified to provide the framework for this new practice doctorate degree. As an integrated, national system of higher education, the exposure to outstanding faculty, coupled with state-of-the-art online coursework and industry-standard clinical opportunities in the student’s geographical area provides a dynamic environment for DNP students to grow into new leadership roles and clinical arenas.

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
For more information about the Doctor of Nursing Practice within the nursing profession, please visit the American Association of Colleges of Nursing website at http://www.aacn.nche.edu/DNP/index.htm.

**Program Outcomes**
The objectives of the South University College of Nursing DNP program are to prepare nurses who, using leadership and collaboration will:

- Provide the highest level of nursing practice through integration of advanced competencies in leadership, ethics and the practice sciences, including biophysical, psychosocial, analytical, organizational, and public health sciences.
- Demonstrate organizational and care systems leadership for quality and safety.
- Use contemporary healthcare science to address and resolve complex healthcare problems and disparities.
- Evaluate scientific findings for clinical applicability and potential to affect transformative care.
- Integrate information technology and informatics to provide scalable solutions for real-world systems problems.
- Use strategies of risk reduction/illness prevention, health promotion, and health maintenance to improve the care of individuals, families, and populations.
- Partner in the generation of healthcare policy to shape financing, regulation, access, and delivery of health services.

Ultimately, the DNP degree provides practicing clinicians with the depth and breadth of clinical skill, leadership, and clinical inquiry competencies essential to achieving the highest level of clinical excellence.

**Doctor of Nursing Practice**

<table>
<thead>
<tr>
<th>DOCTOR OF NURSING PRACTICE</th>
<th>52-66 CREDITS</th>
</tr>
</thead>
</table>

**Foundation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG7000</td>
<td>Organizational and Systems Leadership for Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG7005</td>
<td>Clinical Prevention and Population Health</td>
<td>4</td>
</tr>
<tr>
<td>NSG7010</td>
<td>Healthcare Policy</td>
<td>4</td>
</tr>
<tr>
<td>NSG7015</td>
<td>Financial Management and Resource Utilization</td>
<td>4</td>
</tr>
<tr>
<td>NSG7020</td>
<td>Evidence, Effectiveness, and Clinical Quality</td>
<td>4</td>
</tr>
<tr>
<td>PHE6015</td>
<td>Principles of Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>PHE6020</td>
<td>Biostatistical Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

**Specializations (Students select Two or Four Courses*)**

<table>
<thead>
<tr>
<th>Specialization</th>
<th>8-16 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHC6501 Healthcare Structure, Organization and Governance</td>
<td>4</td>
</tr>
<tr>
<td>MHC8302 Public Health Organization and Management</td>
<td>4</td>
</tr>
<tr>
<td>MHC8303 Quality Performance and Management</td>
<td>4</td>
</tr>
<tr>
<td>MPA6501 Foundations of Public Administration</td>
<td>4</td>
</tr>
<tr>
<td>MPA6505 Public and Nonprofit Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MPA6510 Public and Non-profit Budgeting and Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MPA6515 Research and Data Analysis in Public Administration</td>
<td>4</td>
</tr>
<tr>
<td>MPA6510 Grant Writing and Contract Administration</td>
<td>4</td>
</tr>
<tr>
<td>LEA5115 Program Evaluation T&amp;H for Public and Non-profit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>LEA5101 State and Local Government and Intergovernmental Relations</td>
<td>4</td>
</tr>
<tr>
<td>LEA5105 Legislative and Judicial Process</td>
<td>4</td>
</tr>
<tr>
<td>IST6520 Legal Environment of Public Administration</td>
<td>4</td>
</tr>
</tbody>
</table>

**Information Technology Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IST6010</td>
<td>Information Technology Infrastructure</td>
<td>4</td>
</tr>
<tr>
<td>IST6020</td>
<td>Information Systems Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>IST6000</td>
<td>Principles of Systems Development</td>
<td>4</td>
</tr>
<tr>
<td>IST6105</td>
<td>Project Management</td>
<td>4</td>
</tr>
<tr>
<td>IST6109</td>
<td>Corporate Information Systems Management</td>
<td>4</td>
</tr>
<tr>
<td>IST6101</td>
<td>Web Technologies</td>
<td>4</td>
</tr>
</tbody>
</table>

**Leadership Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA5100</td>
<td>Leadership, Organization Theory and Change</td>
<td>4</td>
</tr>
<tr>
<td>LEA5125</td>
<td>Leadership Ethics, Culture, and Politics</td>
<td>4</td>
</tr>
<tr>
<td>LEA5130</td>
<td>Team Building and Group Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>LEA5175</td>
<td>International Leadership</td>
<td>4</td>
</tr>
<tr>
<td>LEA5185</td>
<td>International Negotiations</td>
<td>4</td>
</tr>
<tr>
<td>LEA5140</td>
<td>Emotional Intelligence and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>LEA5150</td>
<td>Coaching and Professional Development</td>
<td>4</td>
</tr>
<tr>
<td>LEA5180</td>
<td>Strategic Negotiations</td>
<td>4</td>
</tr>
</tbody>
</table>

**Project Management Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMC6601</td>
<td>Foundations of Project Management</td>
<td>4</td>
</tr>
<tr>
<td>PMC6605</td>
<td>Managing Project Scope, Requirements, and Quality</td>
<td>4</td>
</tr>
<tr>
<td>PMC6610</td>
<td>Project Time and Cost Management</td>
<td>4</td>
</tr>
<tr>
<td>PMC6615</td>
<td>Project Communications and Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>PMC6620</td>
<td>Strategic Management Across Projects</td>
<td>4</td>
</tr>
</tbody>
</table>

**Public Health Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE6200</td>
<td>Program Planning and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>PHE6210</td>
<td>Health Promotion and Disease Prevention</td>
<td>4</td>
</tr>
<tr>
<td>PHE6220</td>
<td>Evidence-based Public Health Practice</td>
<td>4</td>
</tr>
<tr>
<td>PHE6201</td>
<td>Public Health Policy Research</td>
<td>4</td>
</tr>
<tr>
<td>PHE6401</td>
<td>Public Health Administration and Policy</td>
<td>4</td>
</tr>
<tr>
<td>PHE6402</td>
<td>Public Health Law and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>PHE6404</td>
<td>Grant and Contract Proposal Writing in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE6405</td>
<td>Health Economics</td>
<td>4</td>
</tr>
<tr>
<td>PHE6110</td>
<td>Epidemiology of Chronic Diseases</td>
<td>4</td>
</tr>
<tr>
<td>PHE6502</td>
<td>Violence Prevention</td>
<td>4</td>
</tr>
<tr>
<td>PHE6503</td>
<td>Equity in Healthcare</td>
<td>4</td>
</tr>
<tr>
<td>PHE6504</td>
<td>Public Health Surveillance</td>
<td>4</td>
</tr>
</tbody>
</table>

*Students are required to complete 2 program elective courses (8 credits). Students may also elect to complete 4 courses (16 credits) across the different program elective areas to earn a General specialization or to complete 4 courses within a single program elective area to earn an Administration, Information Technology, Leadership, Project Management, or Public Health specialization. In all cases, students should work closely with their Academic Counselor and Faculty Mentor to select appropriate coursework that meets their career needs and course prerequisites.

**Clinical Field Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG7200</td>
<td>Advanced Nursing Field Experience</td>
<td>4</td>
</tr>
<tr>
<td>NSG7205</td>
<td>Advanced Nursing Field Experience II</td>
<td>4</td>
</tr>
<tr>
<td>NSG7210</td>
<td>Advanced Nursing Field Experience III</td>
<td>4</td>
</tr>
</tbody>
</table>

**Students entering the DNP program with 640 or more hours of documented, post-baccalaureate clinical experience must take the DNP Clinical Field Experience coursework at 4 credits each. Students entering the DNP program with less than 480 hours of documented, post-baccalaureate clinical experience must take prior to their enrollment in NSG7200 to reach the minimum 460 hours of documented, post-baccalaureate clinical experience. NSG7220 may be repeated up to three times. In all cases, students should work closely with their Academic Counselor and Faculty Mentor to schedule the appropriate clinical and field experience coursework needed to reach the total minimum required 1,000 documented hours of post-baccalaureate clinical experience required upon completion of the DNP program.

**Capstone in Applied Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG8100</td>
<td>Capstone in Applied Practice</td>
<td>1</td>
</tr>
<tr>
<td>NSG8105</td>
<td>Capstone in Applied Practice II</td>
<td>1</td>
</tr>
<tr>
<td>NSG8110</td>
<td>Capstone in Applied Practice III</td>
<td>1</td>
</tr>
<tr>
<td>NSG8115</td>
<td>Capstone in Applied Practice IV</td>
<td>1</td>
</tr>
</tbody>
</table>

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
**POST GRADUATE CERTIFICATES IN NURSING**

**ADULT HEALTH NURSE PRACTITIONER POST GRADUATE CERTIFICATE**

This program is offered at the Savannah and Tampa campuses.

**Program Description**

The Post Graduate Certificate in Adult Health Nurse Practitioner is a 32-credit hour program designed for individuals who hold a master’s degree in nursing that has prepared them for practice in another advanced role or in an advanced nursing specialty. The certificate program provides students the knowledge and decision making skills to provide direct advanced practice nursing health care services to adults (ages 18+).

Post-master’s students must successfully complete graduate didactic and clinical requirements of the master’s specialization and are expected to master the same outcome competencies as master’s students pursuing the specialization in Adult Health Nurse Practitioner, including the master’s core competencies and the specialization competencies.

Courses may be waived if the individual's master’s transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

**Program Outcomes**

Upon completion of the Post Graduate Certificate in Adult Health Nurse Practitioner, students should be able to:

- Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality health care services to individuals, populations and systems.
- Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in Primary Care.
- Integrate professional nursing standards, values and accountability into role and self-development as an advanced practice nurse.
- Utilize information technology and an evidence-based research approach development of nursing knowledge and design of health care services for clients, populations and systems.
- Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.

**ADULT HEALTH NURSE PRACTITIONER POST GRADUATE CERTIFICATE 32 CREDITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG600S</td>
<td>Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>NSG6020</td>
<td>Advanced Health and Physical Assessment</td>
<td>6</td>
</tr>
<tr>
<td>NSG6320</td>
<td>Practicum I: Adult Health – Adults &amp; Gerontology</td>
<td>6</td>
</tr>
<tr>
<td>NSG6330</td>
<td>Practicum II: Adult Health – Women’s Health</td>
<td>6</td>
</tr>
<tr>
<td>NSG6340</td>
<td>Practicum III: Adult Health – Primary Care</td>
<td>6</td>
</tr>
<tr>
<td>NSG6999</td>
<td>Graduate Project in Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

**FAMILY NURSE PRACTITIONER POST GRADUATE CERTIFICATE**

This program is offered at the Savannah and Tampa campuses.

**Program Description**

The Post Graduate Certificate in Family Nurse Practitioner is a 38-credit hour program designed for individuals who hold a master’s degree in nursing that has prepared them for practice in another advanced role or in an advanced nursing specialty. The certificate program provides students the knowledge and decision making skills to provide direct advanced practice nursing health care services to individuals across the life span.

Post-master’s students must successfully complete graduate didactic and clinical requirements of the master’s specialization and are expected to master the same outcome competencies as master’s students pursuing the specialization in Family Nurse Practitioner, including the master’s core competencies and the specialization competencies.

Courses may be waived if the individual’s master’s transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

**Program Outcomes**

Upon completion of the Post Graduate Certificate in Family Nurse Practitioner, students should be able to:

- Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality health care services to individuals, families, populations and systems.
- Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in Primary Care.
- Integrate professional nursing standards, values and accountability into role and self-development as an advanced practice nurse.
- Utilize information technology and an evidence-based research approach development of nursing knowledge and design of health care services for clients, populations and systems.
- Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.

**FAMILY NURSE PRACTITIONER POST GRADUATE CERTIFICATE 38 CREDITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG6005</td>
<td>Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>NSG6020</td>
<td>Advanced Health and Physical Assessment</td>
<td>6</td>
</tr>
<tr>
<td>NSG6420</td>
<td>Practicum I: Family Health – Adult &amp; Gerontology</td>
<td>6</td>
</tr>
<tr>
<td>NSG6430</td>
<td>Practicum II: Family Health – Women’s Health</td>
<td>6</td>
</tr>
<tr>
<td>NSG6495</td>
<td>Practicum III: Family Health – Pediatrics</td>
<td>6</td>
</tr>
<tr>
<td>NSG6440</td>
<td>Practicum IV: Family Health – Primary Care</td>
<td>6</td>
</tr>
<tr>
<td>NSG6999</td>
<td>Graduate Project in Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
**NURSE EDUCATOR POST GRADUATE CERTIFICATE**

This program is offered at the Savannah and Tampa campuses.

**Program Description**

The Post-graduate Certificate Program in Nursing with a Specialization in Nurse Educator is a 24-credit hour program comprised of courses in teaching and learning strategies, curriculum development, evaluation, and two practicum courses. Under the guidance of an approved preceptor, the practicum courses provide an opportunity for the student to enact the role of the nurse educator in clinical and academic settings. Post-master’s students must successfully complete graduate didactic and clinical requirements of the master's specialization and are expected to master the same outcome competencies as master’s students pursuing the specialization in Nurse Educator, including the master’s core competencies and the specialization competencies.

Courses may be waived if the individual’s master’s transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

**Program Outcomes**

Upon completion of the Post-graduate Certificate Program in Nursing with a Specialization in Nurse Educator, students should be able to:

- Instructional Method Design: Create a variety of successful instructional methods to meet the needs of targeted learner populations.
- Curriculum, Pedagogy, and Evaluation Strategies: Develop plans of study in nursing education based on appropriate curricular principles, pedagogical principles and strategies, and learning assessment strategies.
- Clinical Expertise: Apply appropriate clinical expertise when conducting educational experiences.

**NURSE EDUCATOR POST GRADUATE CERTIFICATE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG6003</td>
<td>Teaching and Learning Strategies in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG6102</td>
<td>Evaluation of Educational Outcomes in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG6103</td>
<td>Curriculum Design &amp; Evaluation in Nursing Education</td>
<td>4</td>
</tr>
<tr>
<td>NSG6201</td>
<td>Practicum in Nursing Education I</td>
<td>4</td>
</tr>
<tr>
<td>NSG6202</td>
<td>Practicum in Nursing Education II</td>
<td>4</td>
</tr>
<tr>
<td>NSG6999</td>
<td>Graduate Project in Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

**MASTER OF SCIENCE IN NURSING**

The Master of Science in Nursing degree program (MSN) is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue advanced positions in today’s challenging healthcare environment. The program, based on the American Association of Colleges of Nursing Master’s Essentials, blends nursing theory with advanced practice concepts that prepare students to work within a healthcare organization or educational setting.

All applicants to the Master’s program must hold a current and unencumbered license in the state in which they are completing program requirements. Additionally, all applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional personal testing.

The program consists of six core courses and courses in an area of specialization in education, administration, informatics, and various nurse practitioner programs. The program includes practica and experiences in areas of specialization.

Courses may be waived if the individual’s master’s transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined on the written request of individual students through a transcript analysis as determined by the Program Director, Chair, or College Dean.

**Program Outcomes**

Students graduating from the MSN degree program will demonstrate acquisition of competencies and proficiencies related to the following:

- Theoretical Foundations: Synthesize theories and concepts from nursing and other disciplines for application in advanced nursing roles.
- Evidence-Based Practice: Analyze current scientific research for application of findings to initiate change and to improve practice.
- Health Promotion, Disease Prevention, and Human Diversity: Create comprehensive plans of action that address the health promotion and disease prevention needs of individual, family, and community populations.
- Healthcare Policy, Organization and Finance: Formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
- Ethics: Apply an ethical decision-making process in professional practice and an analysis of systems of healthcare.
- Professional Role Development: Model a professional leadership role that fosters improvement of healthcare and advocates scholarly activities to advance self and profession.
- Informatics and Technology: Employ informatics and technology in various aspects of the advanced nursing leadership role.
- Advanced Nursing Role: Practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of advanced nursing practice.

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
SPECIALIZATION IN NURSE ADMINISTRATOR

The 21st century nurse administrator will transform care of patients and communities through ethical nursing leadership that is evidence-based, outcome-oriented and focused on nursing excellence. The Specialization in Nurse Administrator from South University prepares the next generation of nursing leaders through innovative, blended coursework delivered online. The program is targeted to the working professional nurse who seeks to develop the knowledge, skills and abilities to practice within a role of leadership such as a Chief Nursing Officer, Associate Chief Nursing Officer, Director of Nursing or Nurse Manager. The student will complete 240 practicum hours during progression through the program.


Upon completion of the Master of Science in Nursing program with a specialization in Nurse Administrator, students should be able to:

1. Apply concepts and theories of organizational management and nursing administration to the design of complex healthcare delivery systems.
2. Incorporate the use of technology, contemporary practice, ethics, and professional standards into the ongoing delivery of healthcare.
3. Integrate concepts of health policy, regulation, and financing to the organization of healthcare delivery, with a focus on parsimonious and responsible use of resources.
4. Lead efforts in designing innovative patient safety and quality improvement efforts and effective evaluation of nursing outcome measures.
5. Employ evidence-based practice in the care of patients with chronic and/or acute illnesses across the lifespan, or in structuring nursing interventions designed to promote health.
6. Facilitate the professional development and socialization of diverse nurse populations.
7. Function as change agents and leaders in healthcare settings domestically and abroad.
8. Contribute to the development of the science of nursing by engaging in scholarly activities and by promoting the translation of nursing science into patient care outcomes.

Mandatory of science in nursing specialization in nurse administrator

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG5000 Role of the Advanced Practice Nurse</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG5002 Advanced Theoretical Perspectives for Nursing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG5003 Advanced Pathophysiology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG5001 Advanced Nursing Practice I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG6002 Advanced Nursing Practice II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG60101 Nursing Research Methods</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Specilaization in nurse educator

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG6201 Practicum I: Quantitative Skills in Nursing Administration</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG6202 Practicum II: Qualitative Skills in Nursing Administration</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG5999 Graduate Project in Nursing</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

*Students wishing to further develop their advanced practice skills should take NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, and NSG6002 Advanced Nursing Practice II.

Nurse educators combine clinical expertise and a passion for teaching into rich and rewarding careers. These professionals, who work in the classroom and the practice setting, are responsible for preparing and mentoring current and future generations of nurses. Nurse educators play a pivotal role in strengthening the nursing workforce, serving as role models and providing the leadership needed to implement evidence-based practice.

Nurse educators are responsible for designing, implementing, evaluating and revising academic and continuing education programs for nurses. These include formal academic programs that lead to a degree or certificate, or more informal continuing education programs designed to meet individual learning needs. Students will complete 176 practicum hours during progression through the program.

In addition to the MSN degree program goals and outcomes, students completing the Nurse Educator specialization will have demonstrated their acquisition of competencies and proficiencies related to:

1. Instructional Method Design: Create a variety of successful instructional methods to meet the needs of targeted learner populations.
3. Clinical Expertise: Integrate clinical expertise with appropriate strategies of instruction when engaged in educational experiences.

Specialization in nurse educator

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG6003 Role of the Advanced Practice Nurse</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG5002 Advanced Theoretical Perspectives for Nursing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG5003 Advanced Pathophysiology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG6001 Advanced Nursing Practice I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG6002 Advanced Nursing Practice II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NSG6101 Nursing Research Methods</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

SPECIALIZATION IN NURSE INFORMATICS

The 21st century nurse informaticist will transform care of patients and communities by optimizing information management and communication. These activities include the design and use of informatics solutions and technology to support all areas of nursing practice, including the direct provision of care, establishing effective administrative systems, designing useful decision support systems, managing and delivering educational experiences, enhancing lifelong learning, and supporting nursing research.

The Master of Science in Nursing program with a specialization in Nursing Informatics from South University prepares...
the next generation of nursing leaders to develop the knowledge, skills, and abilities to develop and implement information management systems in a variety of settings including home health and hospice agencies, nursing homes, public and community health agencies, physician offices, ambulatory care centers, medical device vendors, large and small software companies, web content providers, disease management companies, and government agencies. Students will complete 240 practicum hours during progression through the program. Program curriculum for the specialization in Nursing Informatics includes key attributes from the American Association of Colleges of Nursing (AACN) Essentials of Masters Education for Advanced Practice Nursing (2011), the Alliance for Nursing Informatics (2010), and the ANA Scope and Standards of Practice (2008). Students completing this program will be eligible to sit for the AACC certification examination.

**Specialization Outcomes**

Upon completion of the Master of Science in Nursing program with a specialization in Nursing Informatics, students should be able to:

- Evaluate information requirements for nursing practice.
- Use principles of database management to collect and analyze the comprehensive data, information, and knowledge pertinent to a situation in nursing practice.
- Use principles of project management to develop and implement a plan that prescribes strategies, alternatives, and recommendations to attain expected nursing informatics outcomes.
- Integrate current theories of technology implementation to influence the identified plan, enhance the abilities of other professionals, and effect change in nursing practice.
- Analyze computer and information technologies for their application to nursing practice.
- Collaborate with professionals in other informatics-related disciplines to develop informatics solutions to nursing problems.
- Develop strategies for introducing, modifying, and evaluating information systems for nursing practice.

---

**NURSE PRACTITIONER SPECIALIZATIONS**

In addition to the MSN degree program goals and outcomes, students completing the Nurse Practitioner specialization demonstrate acquisition of the following competencies and proficiencies:

1. **Integrate specialty standards of advanced practice nursing** to deliver culturally competent, quality healthcare services to individuals, families, populations and systems.
2. **Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in primary care.**
3. **Integrate professional nursing standards, values and accountability into role and self development as an advanced practice nurse.**
4. Utilize information technology and an evidence-based research approach in the development of nursing knowledge and design of healthcare services for clients, populations and systems.
5. **Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.**

---

**SPECIALIZATION IN ADULT HEALTH NURSE PRACTITIONER**

Adult Health Nurse Practitioner (ANP) education encompasses graduate-level health sciences theory as well as supervised, in-depth clinical preparation and experience. The focus of the South University College of Nursing program is industry-standard community-based care, with an emphasis on at-risk and vulnerable populations. Adult health nurse practitioners are certified through a national certification examination process (ANCC; AANP) in independent management of adolescent and adult healthcare, including elder care, with special emphasis on health promotion, risk reduction, disease prevention, and primary healthcare management. Nurse practitioners diagnose and treat common health problems by: conducting health histories and providing complete physical examinations; interpreting laboratory results and diagnostic procedures; prescribing and managing medications and other therapies; engaging in health teaching and support with particular reference to prevention of illness and health maintenance; and referring patients to other health professionals where indicated.

South University’s College of Nursing Adult Health Nurse Practitioner Program meets the core competencies for Adult Health Nurse Practitioners as outlined by the National Organization for Nurse Practitioner Faculties (NONPF). These competencies include:

3. Diagnosing health status.
4. Creating a plan of care and implementation of treatment
5. Ensuring a professional, collegial, and collaborative approach to care.
6. Serving as a teacher and coach to patients.
7. Committing to advancing the profession.
8. Assisting patients in managing and negotiating the healthcare delivery system.
9. Monitoring and ensuring high quality healthcare practice.
10. Demonstrating cultural competence.

The plan of study and required courses for the Adult Health Nurse Practitioner Program include the Master’s Core requirements (24 credits) with the addition of the following clinical course requirements (32 credits):
The South University College of Nursing Family Nurse Practitioner Program meets the Core Competencies for Family Nurse Practitioners outlined by the National Organization for Nurse Practitioner Faculties (NONPF). Upon graduation and entry into practice, family nurse practitioners are proficient in the following areas:

3. Diagnosing health status.
5. Ensuring a professional, collegial, and collaborative approach to care.
6. Serving as a teacher and coach to patients.
7. Committing to advancing the profession.
8. Assisting patients in managing and negotiating the healthcare delivery system.
9. Monitoring and ensuring high quality healthcare practice.
10. Demonstrating cultural competence

The plan of study and required courses for the Family Nurse Practitioner Program include the Master’s Core requirements (24 credits) with the addition of the following clinical course requirements (38 credits):

**MASTER OF SCIENCE IN NURSING**
**SPECIALIZATION IN FAMILY NURSE PRACTITIONER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG6000</td>
<td>Role of the Advanced Practice Nurse:</td>
<td>4</td>
</tr>
<tr>
<td>NSG6002</td>
<td>Transformational Leadership in Advanced Practice</td>
<td>4</td>
</tr>
<tr>
<td>NSG6003</td>
<td>Advanced Theoretical Perspectives for Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG6001</td>
<td>Advanced Nursing Practice I</td>
<td>4</td>
</tr>
<tr>
<td>NSG6002</td>
<td>Advanced Nursing Practice II</td>
<td>4</td>
</tr>
<tr>
<td>NSG6101</td>
<td>Nursing Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>NSG6005</td>
<td>Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>NSG6020</td>
<td>Advanced Health and Physical Assessment</td>
<td>6</td>
</tr>
<tr>
<td>NSG6320</td>
<td>Practicum I: Adult Health – Adults and Gerontology</td>
<td>6</td>
</tr>
<tr>
<td>NSG6330</td>
<td>Practicum II: Adult Health – Women’s Health</td>
<td>6</td>
</tr>
<tr>
<td>NSG6340</td>
<td>Practicum III: Adult Health – Primary Care</td>
<td>6</td>
</tr>
<tr>
<td>NSG6999</td>
<td>Graduate Project in Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

Students are required to complete a minimum of 600 hours in four supervised clinical practicum courses that are designed to provide the opportunity for skill development and practice in the Family Nurse Practitioner role.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

**SPECIALIZATION IN FAMILY NURSE PRACTITIONER**

Family Nurse Practitioner (FNP) education prepares advanced practice nurses for the current and evolving primary healthcare system. The South University College of Nursing program focuses on advanced health sciences knowledge and skills to prepare advanced clinicians to deliver leading edge, community-based primary healthcare to individuals and families across the lifespan. The program places a strong emphasis on health promotion as well as the development of positive health behaviors for clients at different developmental and age stages. FNP students share course content with fellow students in the Adult Nurse Practitioner (ANP) programs where appropriate. This structure exposes students to a variety of expert specialty faculty and supports development of inter-specialty relationships in client management.

The South University program prepares graduates to provide the full range of primary care services to individuals during the ante-partum period, infancy, childhood and adolescence through the adult lifespan. Competencies include provision of preventive care to children and adults as well as the diagnosis and management of common acute and chronic health problems. In addition to direct patient care, family nurse practitioner students also participate in clinical translational efforts, education, and policy activities relevant to advanced practice nursing and diverse population healthcare issues. National certification is available upon program completion through the national certifying bodies (ANCC; AANP).
The RN to Master of Science in Nursing program allows students with strong academic backgrounds to reduce the number of courses required in the undergraduate component of the program. Students substitute certain graduate courses for undergraduate nursing courses. The program includes integrated practicum experience, didactic instruction, and a summative project to assess individual student learning outcomes.

Students who successfully complete all requirements of RN to Master of Science in Nursing program will be awarded both the Bachelor of Science in Nursing degree and the Master of Science in Nursing degree.

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.

---

### RN TO MASTER OF SCIENCE IN NURSING** MAJOR CURRICULUM 213-233 CREDITS

<table>
<thead>
<tr>
<th>General Education</th>
<th>90 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Nursing (46 transfer + 30 from South University)</td>
<td></td>
</tr>
<tr>
<td>NSG3006 Professional Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NSG3012 Principles of Assessment for RNs</td>
<td>4</td>
</tr>
<tr>
<td>NSG3016 Caring for a Multicultural Society</td>
<td>2</td>
</tr>
<tr>
<td>NSG3028 Caring for the Community</td>
<td>4</td>
</tr>
<tr>
<td>NSG4026 Concepts of Teaching &amp; Learning</td>
<td>4</td>
</tr>
<tr>
<td>NSG4029 Leadership in a Diverse Society</td>
<td>4</td>
</tr>
<tr>
<td>NSG4044 Financial Management for Nurses</td>
<td>4</td>
</tr>
<tr>
<td>NSG4070 Legal and Ethical Issues in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Nursing Elective (choose one)</td>
<td>4</td>
</tr>
<tr>
<td>NSG4065 Complementary &amp; Alternative Methods</td>
<td></td>
</tr>
<tr>
<td>NSG4066 Palliative Care</td>
<td>4</td>
</tr>
<tr>
<td>NSG4067 Gerontological Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

### Graduate Nursing 48+ Credits 24 Credits

| Core                                                  |            |
|                                                      | 24 Credits |
| NSG5000 Role of the Advanced Practice Nurse:          |            |
| Transformational Leadership in Advanced Practice       | 4          |
| NSG5002 Advanced Theoretical Perspectives for Nursing | 4          |
| NSG5003 Advanced Pathophysiology*                     | 4          |
| NSG6001 Advanced Nursing Practice I*                   | 4          |
| NSG6002 Advanced Nursing Practice II                   | 4          |
| NSG6101 Nursing Research Methods                       | 4          |

### Specialization in Adult Health Nurse Practitioner 32 Credits

| NSG6005 Pharmacology*                                  | 4          |
| NSG6000 Advanced Health and Physical Assessment        | 6          |
| NSG6320 Practicum I: Adult Health – Adults and Gerontology | 6      |
| NSG6330 Practicum II: Adult Health – Women’s Health    | 6          |
| NSG6340 Practicum III: Adult Health – Primary Care     | 6          |
| NSG6999 Graduate Project in Nursing                    | 4          |

### Specialization in Family Nurse Practitioner 38 Credits

| NSG6005 Pharmacology                                  | 4          |
| NSG6020 Advanced Health and Physical Assessment       | 6          |
| NSG6420 Practicum I: Family Health – Adult and Gerontology | 6   |
| NSG6430 Practicum II: Family Health–Women’s Health    | 6          |
| NSG6435 Practicum III: Family Health–Pediatrics       | 6          |
| NSG6440 Practicum IV: Family Health – Primary Care    | 6          |
| NSG6999 Graduate Project in Nursing                   | 4          |

### Specialization in Nurse Administrator 28 Credits

| NSG6005 Pharmacology*                                  | 4          |
| NSG6601 Managing Complex Healthcare Systems            | 4          |
| NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations | 4 |
| MHC6306 Human Resource Management in Healthcare Organizations | 4 |
| NSG6620 Practicum I: Quantitative Skills in Nursing Administration | 4 |
| NSG6630 Practicum II: Qualitative Skills in Nursing Administration | 4 |
| NSG6999 Graduate Project in Nursing                    | 4          |

### Specialization in Nurse Educator 24 Credits

| NSG60003 Teaching and Learning Strategies in Nursing   | 4          |
| NSG6101 Evaluation of Educational Outcomes in Nursing | 4          |
| NSG6103 Curriculum Design and Evaluation in Nursing Education | 4 |
| NSG6201 Practicum in Nursing Education I               | 4          |
| NSG6202 Practicum in Nursing Education II              | 4          |
| NSG6999 Graduate Project in Nursing                    | 4          |

| Specialization in Nursing Informatics 28 Credits       |            |
| NSG6005 Pharmacology*                                  | 4          |
| ITSS510 Information Technology Infrastructure          | 4          |
| NSG6650 Introduction to Nursing Informatics            | 4          |
| NSG6652 Issues and Trends in Nursing Informatics       | 4          |
| NSG6670 Practicum I: Database Management in Nursing Informatics | 4 |
| NSG6680 Practicum II: Project Management in Nursing Informatics | 4 |
| NSG6999 Graduate Project in Nursing                    | 4          |

*Students wishing to further develop their advanced practice skills should take NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, and NSG6005 Pharmacology. Students wishing to further develop their management, administration, and technology skills may take LEA5100 Leadership, Organization Theory and Change, LEA5130 Team Building and Group Dynamics, ITSS510 Information Technology Infrastructure, and/or PMC6001 Foundations of Project Management in place of NSG5003, NSG6001, and/or NSG6005. In all cases students should work closely with their Academic Advisors or Academic Counselors to select appropriate coursework that meets their career needs and course prerequisites.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
**BACHELOR OF SCIENCE IN NURSING**

The BSN degree program is designed to provide students with a solid educational foundation that prepares individuals for entry into the nursing profession. The nursing graduate will be able to incorporate the concepts of caring, communication, critical thinking, professionalism, and holism to provide care for individuals, families and communities. The comprehensive theoretical and clinical practice components allow South University graduates to make a smooth transition into professional nursing practice. Graduates of the South University Nursing program are encouraged to continue the educational process and are prepared for the challenges of graduate study.

The BSN degree program is designed for the non-registered nurse student. Students may complete prerequisite courses in as few as six quarters and then apply for admission to the nursing program, which is taught over seven quarters. The program allows highly motivated full-time students to complete the program of study in nursing in a concentrated period of time. After successful completion of the nursing program, the graduate must pass the National Council Licensure Examination Registered Nurse (NCLEXRN) in order to obtain licensure and begin practice as a registered nurse.*

*South University does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to South University.

Students graduating from the Bachelor of Science in Nursing program will have demonstrated their acquisition of competencies and proficiencies related to the following:

- **Liberal Education for Baccalaureate Generalist Nursing Practice:** Synthesize knowledge from nursing, the physical and social sciences, arts, and humanities in the practice of professional nursing practice.
- **Basic Organizational and Systems Leadership for Quality Care and Patient Safety:** Apply critical thinking skills in establishing priorities, delegating responsibility, formulating decisions, and maintaining accountability in the practice of professional nursing through the application of nursing standards.
- **Scholarship for Evidence Based Practice:** Integrate care and concern for humanity, with scholarly research and systematic inquiry to deliver evidenced based, comprehensive, and holistic nursing care which promotes health and quality of life.
- **Information Management and Application of Patient Care Technology:** Utilize informatics and technology to adapt to the challenges of nursing practice of today and the future.
- **Health Care Policy, Finance, and Regulatory Environments:** Demonstrate professionalism by advocating for legal, ethical, financial and political issues involving healthcare.
- **Inter-professional Communication and Collaboration for Improving Patient Health Outcomes:** Communicate effectively and collaboratively within nursing and other healthcare disciplines to empower patients experiencing health challenges through education and promotion of health and well-being.
- **Clinical Prevention and Population Health:** Utilize the nursing process to collaborate with consumers and other health professionals to initiate improvements in healthcare and promote health and well-being in persons, families and communities.
- **Professionalism and Professional Values:** Demonstrate a self awareness of and commitment to excellence in nursing practice through the pursuit of community, educational, and organizational opportunities to enhance personal and professional growth.
- **Baccalaureate Generalist Nursing Practice:** Provide holistic care to diverse patient populations, across the lifespan in a variety of settings with technical proficiency that integrates foundational, discipline-specific and interdisciplinary knowledge essential for professional practice.

**BACHELOR OF SCIENCE IN NURSING PROGRAM**

<table>
<thead>
<tr>
<th>Area I General Education Requirements</th>
<th>68 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>ITS1000 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>Choose one additional course from either UVC1000 Strategies for Success or an advisor-approved general elective (4); Nursing students entering South University in their freshman year, may register for AHS1001 Medical Terminology which fulfills the elective requirement here. Transfer students may bring an elective from a prior program or complete an advisor-approved general elective. Montgomery transfer students should consider BIO2074 Principles of Genetics to fulfill this elective requirement.</td>
<td></td>
</tr>
</tbody>
</table>

**Basic Communications**

| ENG1002 Composition I                   | 4          |
| MAT1001 College Algebra I               | 4          |
| MAT1005 College Algebra I               | 4          |
| MAT1050 College Math                    | 4          |
| MAT2000 Pre-Calculus                    | 4          |
| MAT2101 Calculus I                      | 4          |
| MAT2102 Calculus II                     | 4          |

**Mathematics and Statistics**

| MAT2000 Pre-Calculus                    | 4          |
| MAT2101 Calculus I                      | 4          |
| MAT2102 Calculus II                     | 4          |

**Natural Sciences**

| BI0101 Anatomy and Physiology I         | 4          |
| BI0102 Anatomy and Physiology II        | 2          |
| BI0103 Anatomy and Physiology III       | 4          |
| BI0104 Anatomy and Physiology IV        | 2          |

**Arts and Humanities (choose two)**

| ENG2001 Composition I                   | 4          |
| ENG2002 World Literature I              | 4          |
| ENG2003 World Literature II             | 4          |
| HIS101 U.S. History I: Colonial to 1865 | 4          |
| HIS110 U.S. History I: 1865 to Present  | 4          |
| HUM1000 History of Art through the Middle Ages | 4          |
| HUM1002 History of Art from the Middle Ages to Modern Times | 4          |
| HUM2101 World Civilization I: Prehistory – 1500 C.E. | 4          |
| HUM2102 World Civilization II: 1500 – Present | 4          |
| PHI2001 Introduction to Philosophy      | 4          |

**Social and Behavioral Sciences**

| PSY1001 General Psychology             | 4          |
| SOC1001 Introduction to Sociology      | 4          |
| PSY2022 Human Growth and Development   | 4          |

**Area II Foundation Requirements**

<table>
<thead>
<tr>
<th>Area II Foundation Requirements</th>
<th>22 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI0205 Human Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>BI0207 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BI0207 Microbiology (on ground)</td>
<td>2</td>
</tr>
<tr>
<td>(required for BSN; RN to BSN students ONLY can take either)</td>
<td></td>
</tr>
<tr>
<td>OR BI0207 Microbiology Lab (online)</td>
<td>2</td>
</tr>
<tr>
<td>CHM100 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>NTR250 Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>General Education Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Students at the Novi, Michigan Campus will not be required to take the General Education Elective. Bringing the Bachelor of Science in Nursing program total to 198 credits.

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Master of Science in Nursing or the RN to Master of Science in Nursing.
Area III Major Requirements 102 Credits

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG3001 Introduction to the Profession of Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG3009 Principles of Assessment</td>
<td>3</td>
</tr>
<tr>
<td>(must be taken concurrently with NSG3011)</td>
<td></td>
</tr>
<tr>
<td>NSG3011 Principles of Assessment Lab</td>
<td>4</td>
</tr>
<tr>
<td>NSG3014 Critical Reading, Studying and Thinking in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NSG3022 Pharmacotherapeutics I</td>
<td>3</td>
</tr>
<tr>
<td>NSG3023 Fundamentals of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>(must be taken concurrently with NSG3024 and NSG3027)</td>
<td></td>
</tr>
<tr>
<td>NSG3024 Fundamentals of Nursing Skills Lab</td>
<td>4</td>
</tr>
<tr>
<td>NSG3027 Fundamentals of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NSG3032 Pharmacotherapeutics II</td>
<td>3</td>
</tr>
<tr>
<td>NSG3033 Caring for Adults I</td>
<td>5</td>
</tr>
<tr>
<td>(must be taken concurrently with NSG3034)</td>
<td></td>
</tr>
<tr>
<td>NSG3034 Caring for Nurses and Neonates – Practice</td>
<td>4</td>
</tr>
<tr>
<td>(must be taken concurrently with NSG3043)</td>
<td></td>
</tr>
<tr>
<td>NSG3043 Caring for Women and Neonates – Practice</td>
<td>5</td>
</tr>
<tr>
<td>NSG3044 Caring for Adults II</td>
<td>2</td>
</tr>
<tr>
<td>(must be taken concurrently with NSG3045)</td>
<td></td>
</tr>
<tr>
<td>NSG3045 Caring for Adults II – Practice</td>
<td>3</td>
</tr>
<tr>
<td>NSG4060 Caring for Children</td>
<td>4</td>
</tr>
<tr>
<td>(must be taken concurrently with NSG4061)</td>
<td></td>
</tr>
<tr>
<td>NSG4061 Caring for Children – Practice</td>
<td>5</td>
</tr>
<tr>
<td>NSG4062 Caring for Persons with Psychiatric Mental Health Problems</td>
<td>4</td>
</tr>
<tr>
<td>(must be taken concurrently with NSG4063)</td>
<td></td>
</tr>
<tr>
<td>NSG4063 Caring for Persons with Psychiatric Mental Health Problems – Practice</td>
<td>5</td>
</tr>
<tr>
<td>NSG4070 Legal and Ethical Issues in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NSG4071 Transition into Professional Nursing</td>
<td>6</td>
</tr>
<tr>
<td>(must be taken concurrently with NSG4072)</td>
<td></td>
</tr>
<tr>
<td>NSG4072 Transition into Professional Nursing Preceptorship</td>
<td>5</td>
</tr>
<tr>
<td>NSG3046 Caring for Diverse and Vulnerable Populations I*</td>
<td>4</td>
</tr>
<tr>
<td>NSG4069 Caring for Diverse and Vulnerable Populations I*</td>
<td>2</td>
</tr>
</tbody>
</table>

*Upon the advisement of the nursing program director, the course sequence NSG3069 and NSG4069 may be substituted for the course sequence NSG3016 and NSG3029. Both courses are required for the substitution and the curriculum sequence of courses may be altered for program completion.

APPLICATION PROCESS AND DEADLINE

The College of Nursing and Public Health admits two classes of students per year to each campus-based BSN programs. Application packets and deadlines are available on each campus. Fully completed application materials (including evidence of completion of all prerequisite courses) are due by the posted deadline, usually the first day of the quarter before admission (ex., first day of summer quarter for fall quarter program start). Incomplete or late applications will not be considered.

THE NURSING PROGRAM

Applicants will be selected for admission into the Nursing Program using a composite of: cumulative grade point average (GPA), core courses GPA, and entrance examinations.

SUGGESTED UPPER DIVISION NURSING CURRICULAR SEQUENCE

NOTE: Sequence of courses may vary by campus due to clinical scheduling requirements.

1st Quarter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG3001 Introduction to the Profession of Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG3009 Principles of Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NSG3011 Principles of Assessment Lab</td>
<td>4</td>
</tr>
<tr>
<td>NSG3014 Critical Reading, Studying and Thinking in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NSG3069 Caring for Diverse and Vulnerable Populations I</td>
<td>4</td>
</tr>
</tbody>
</table>

2nd Quarter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG3022 Pharmacotherapeutics I</td>
<td>3</td>
</tr>
<tr>
<td>NSG3023 Fundamentals of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG3024 Fundamentals of Nursing Skills Lab</td>
<td>2</td>
</tr>
<tr>
<td>NSG3027 Fundamentals of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NSG3069 Caring for Diverse and Vulnerable Populations II</td>
<td>2</td>
</tr>
</tbody>
</table>

3rd Quarter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG3032 Pharmacotherapeutics II</td>
<td>3</td>
</tr>
<tr>
<td>NSG3033 Caring for Adults I</td>
<td>5</td>
</tr>
<tr>
<td>NSG3034 Caring for Adults I – Practice</td>
<td>5</td>
</tr>
<tr>
<td>NSG3036 Introduction to Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

4th Quarter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG3042 Caring for Women and Neonates</td>
<td>4</td>
</tr>
<tr>
<td>NSG3043 Caring for Women and Neonates – Practice</td>
<td>5</td>
</tr>
<tr>
<td>NSG3044 Caring for Adults II</td>
<td>2</td>
</tr>
<tr>
<td>NSG3045 Caring for Adults II – Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

5th Quarter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG4060 Caring for Adults IV</td>
<td>2</td>
</tr>
<tr>
<td>NSG4061 Caring for Adults IV – Practice</td>
<td>3</td>
</tr>
<tr>
<td>NSG4062 Caring for Persons with Psychiatric/Mental Health Problems</td>
<td>4</td>
</tr>
<tr>
<td>NSG4063 Caring for Persons with Psychiatric/Mental Health Problems – Practice</td>
<td>5</td>
</tr>
</tbody>
</table>

6th Quarter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG4070 Legal and Ethical Issues in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NSG4071 Transition into Professional Nursing</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Nursing Curriculum Credits 102

For the BSN degree program for initial licensure, progression is also contingent upon completion of required assessment examinations. These examinations include:

1. Standardized achievement tests in course subjects as assigned.
2. Final pre-licensure examination. Students are required to obtain a minimum score on the pre-licensure examination. Students who fail to achieve the required minimum score must perform remediation activities and retest. Failure to achieve the required score within three attempts will delay program completion.
3. Math Competency Examinations. Junior level students (Quarters 1-3) must receive a score of 80 percent or higher on all math examinations. Senior level (Quarters 4-6) students must receive a score of 90 percent or higher on all math examinations. Quarter 7 students must receive a score of 100 percent on the math examination. A maximum of three opportunities are allowed to pass the math requirement each quarter. Failure to pass the math requirement will result in course failure and prevent progression in the nursing program.

A student on provisional status who does not satisfactorily complete the requirements for removing provisional status will be dismissed from the nursing program.

All applicants to the RN to BSN Completion program must hold a current and unencumbered license in the state in which they are completing program requirements. Additionally, all BSN and RN to BSN applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional testing.

Assessment through Standardized Tests

The following policy describes the use of the Assessment Technologies Inc. (ATI) Comprehensive Assessment and Review Program (CARP) as a component of admission, progression, and graduation in nursing program at South University. This policy has been developed to facilitate the assessment of at-risk students and establish a review and remediation process to enhance their success in the program and on NCLEX-RN after graduation.

1. Admission: The ATI Test of Essential Academic Skills (TEAS) is used as a component of the admission process. The TEAS is used to determine academic preparedness of entry-level nursing students in Reading, Math, Science, English, and Language Usage. Students’ performance will be ranked according to admission criteria.
Rationale: While ATI does not predict success for students based on their performance on the TEAS, composite scores are computed in each of the four areas. Sub scores are also generated to assess specific content mastery. In concert with ATI advice, the scores are to be used in conjunction with other affective and cognitive measures of performance and are not to be used as the sole criterion for admission decisions.

2. Progression: The ATI review and remediation Content Master Series is used as a Component of progression in the program. Students must provide documentation of completion of assigned unsecured (non-proctored) ATI Content Mastery and/or Targeted Medical Surgical Assessment Series exams at the Secured Proctored examination. Additionally, students are required to achieve 85 percent on targeted medical-surgical assessment modules applicable to course content for admission into the course/proctored exams. Students who fail to achieve a Level 2 or Level 3 on the Proctored Exam will be required to complete approved remediation activities. Required nursing courses and related RN ATI content mastery exams are listed below:

NSG3014 Critical Thinking Assessment (entrance) Nurse Logic
NSG3023 Fundamentals for Nursing Practice
NSG3032 Pharmacology for Nursing Practice
NSG3033 Targeted Medical Surgical Assessment Series: Perioperative, Cardiovascular, Respiratory, Gastrointestinal, Endocrine
NSG3044 Targeted Medical Surgical Assessment Series: Fluid, Electrolyte, and Acid-Base Balance
NSG3028
or
NSG4069 Community Health RN
NSG3042 Maternal-Newborn Nursing RN Nutrition for Nursing RN
NSG4050 Nursing Care of Children RN
NSG4052 Targeted Medical Surgical Assessment Series: Neurosensory, Renal and Urinary
NSG4062 Mental Health Nursing RN
NSG4060 Adult Medical-Surgical RN
NSG4071 Leadership and Management
NSG4071 RN Comprehensive Predictor
NSG4071 Critical Thinking Assessment (exit)

Rationale: The requirement for the non-proctored exams will provide students the opportunity for review of content and enhance their potential for doing well on the Secured exams. Scheduling examinations throughout the quarter could potentially reduce students’ stress due to procrastination in preparing for the Secured examination. While the ATI unsecured examinations are not required for certain courses, students will be encouraged to take the exams to take advantage of the opportunity for review and practice with the related course content.

3. Course Credit/Use of Proctored Mastery Exams: The ATI proctored exam must be taken as scheduled before the course final exam. Students taking ATI RN Content Mastery Assessment exams are expected to achieve a score that equates to a Proficiency Level 2 or higher. Students who score at Level Three or Level Two will be awarded performance points on designated course final examinations. One test attempt is allowed.

Student achievement levels and points:
• Level Three will earn 10 points
• Level Two will earn 5 points

Grading will be based on the achievement of Level 2 Proficiency. The required scores will be indicated on the relevant course syllabi.

Any student who scores at Level 1 or below Level 1 will be required to participate in a remediation program as prescribed by the instructor.

Rationale: Students must achieve a score at or above Proficiency Level 2 in order to receive performance points in the relevant course. According to ATI (2007), scores meeting proficiency Level 2 standard may be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX standards in this content area. ATI advises these students to engage in continuous review in order to improve their knowledge of this content.

4. Graduation: The proctored ATI RN Comprehensive Predictor Exam is a component of NSG4071. Students must pass the examination within three attempts during this course with a score commensurate with a 90 percent probability of passing NCLEX-RN on the first attempt. Required scores vary based on the version of the test taken (2.0 or 3.0). Students will be provided with the test score that must be achieved on the first attempt at the beginning of the semester and the scores required for the second attempt as needed. The first and second attempts must be completed by the scheduled deadline date. If student fails on the first attempt, remediation will be required before the second attempt. The faculty member/consultant will determine when the student is ready for re-testing. A third attempt will be provided if required. An additional fee, to be paid by the student, may be required for the third attempt of the RN Comprehensive Predictor Exam.

If a student fails to achieve the required passing score (90 percent prediction to pass NCLEX) on the first attempt ATI Predictor, the student must perform intensive remediation using ATI and other resources. The student will be afforded two more attempts at achieving the required passing score.

If a student fails to achieve the required passing score (90 percent prediction to pass NCLEX) on the first attempt ATI Predictor, the student must perform intensive remediation using ATI and other resources. The student will be afforded two more attempts at achieving the required passing score.

If the student is not successful after a total of 3 attempts at achieving the required passing score, the course grade for NSG4071 is calculated with a 60 percent for the ATI Assessment Exam score. If the 60 percent score results in failure of the course, the student must repeat the course. The student must meet all other requirements for graduation as listed in the catalog.

Remediation provides an opportunity for students to review and acquire additional knowledge about an area in which they are weak or lack full understanding of the content and its application to clinical practice. While the means by which students may remediate is optional, remediation itself is mandatory. Students failing to complete their remediation plans may be assigned an Incomplete Grade or a 0 on the assignment. Remediation is intended to help students recover important information that was missed on the initial test. Remediation strategies vary and may include but are not limited to the following:
1. **Small Group Review**
   A group session for remediation may be held with or without a faculty member present. Students are encouraged to review those topics commonly missed on any one of the tests administered during that quarter. Students may be required to retest at the completion of the group review to ensure that additional learning has occurred.

2. **Online Practice Test Remediation**
   Non-proctored exams may be taken online to demonstrate mastery of content and the ability to score at or above 90 percent.

3. **Short Answer Remediation**
   Individualized attention to those areas missed on a test can be addressed through short essays. To be considered remedial, a student must print out the ATI test results listing those items and topics missed. Using the review manuals provided by ATI, the student must then address each of the areas, writing a short paragraph discussing the essential content, and identifying the appropriate reference area in the book.

4. **Proctored Test Remediation**
   From the test results, identify those areas in need of remediation. Study and prepare to retake a proctored test in the content area. The student should schedule an appropriate time to repeat the testing with the instructor. All remediation will be time limited and completion of remediation should not be construed as a guarantee of future success in the program or on NCLEX.

5. **ATI on Campus Review**
   ATI may provide an on campus customized review at the request of the faculty. Reviews may be scheduled for 3 or 4 days for groups of 25 or more students.

6. **Virtual ATI Review**
   Experienced instructor assigned by ATI and will review all ATI reports, create a study plan, and provide advice on preparing for the NCLEX® as well as a detailed timeline to ensure adequate progress. Additional online practice assessments with customized diagnostic reports are available on completion.

---

**RN TO BSN DEGREE COMPLETION**

The RN to BSN Degree Completion program at South University is designed to enhance the professional knowledge and career scope for the licensed registered nurse. Concepts of nursing research and community health are key components of the curriculum. These educational experiences are designed to prepare professional nurses for practice today and well into the future. Graduates of the RN to BSN Degree Completion program meet the same program outcomes whether in the on-campus BSN program or the online RN to BSN Degree Completion program.

Potential students must be comfortable with technology, self-motivated, able to solve problems independently, have good organizational skills, good writing skills, and are prepared to invest time to their studies in both the on ground and online nursing programs. Forty-five quarter hours of nursing credit will be accepted toward the BSN degree based upon graduation from an accredited school of nursing.

**Program Outcomes**

Graduates of the RN to BSN Degree Completion program are expected to be practitioners of professional nursing who will:

- Provide nursing care in a multitude of settings with technical proficiency that integrates foundational, discipline specific and interdisciplinary knowledge essential for professional practice.
- Integrate caring and concern for humanity with scientific knowledge to promote health and quality of life.
- Utilize critical thinking skills to adapt to the challenges of nursing practice of today and the future.
- Apply critical thinking skills in establishing priorities, delegating responsibility, and formulating decisions.
- Utilize the nursing process to promote health and well being in persons, families and communities.
- Communicate effectively and collaboratively within nursing and other healthcare disciplines.
- Provide comprehensive holistic care to persons, families and communities in any healthcare setting.
- Collaborate with consumers and other health professionals to initiate improvements of healthcare and health promotion.
- Model professional behavior by accepting responsibility and accountability for individual nursing practice, and for commitment to personal and professional growth.
- Empower persons experiencing health challenges by providing education and promoting health and well-being.
- Demonstrate professionalism by advocating for legal, ethical, financial and political issues involving healthcare.

**Graduate Competencies**

Students who successfully complete the nursing program will have the following competencies:

- Apply critical thinking to formulate professional practice decisions by utilizing theoretical and empirical knowledge from scientific, humanistic and nursing disciplines.
- Utilize the nursing process, as a problem solving approach, in assessing and analyzing health problems in diverse clinical settings.
- Provide professional holistic nursing care based on knowledge derived from theory and research.
- Provide technically proficient, competent comprehensive care.
- Communicate effectively with all persons in need of care and persons who are part of the healthcare delivery system.
- Integrate discipline-specific and interdisciplinary knowledge to nursing practice in a complex highly technical, rapidly changing healthcare environment.
- Demonstrate professionalism and caring in nursing practice.
The Master of Public Health (MPH) program at South University is a 48-credit program designed to educate students about areas of critical importance to local, national, and international public health challenges. The MPH program is organized around a curriculum which consists of core competencies, specialization courses, electives, and a practicum experience or applied research proposal. This program covers a broad range of topics to help develop each student's knowledge, skills, and abilities as leading public health professionals. Specializations in Public Health Practice or Healthcare Management and Policy allow for in-depth exploration within the public health arena.

Program Outcomes
Upon completion of the MPH program, student should be able to:

- Articulate and utilize core public health concepts in the areas of biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health.
- Identify and assess the public health conditions, including assets and deficiencies, of populations.
- Demonstrate the ability to plan, implement, and evaluate programs and services designed to address public health conditions.
- Understand and employ an "ecological approach" to public health, with emphasis on the linkages and relationships among the multiple determinants of health to assure conditions that protect and promote the health of populations.
- Identify and analyze health disparities and design appropriate and culturally competent prevention and intervention strategies.
- Apply theory and knowledge in field-based settings, as evidenced by a competency level of knowledgeable to proficient across the eight competency domains for public health professionals:
  1. Analytical assessment.
  2. Policy development/program planning.
  3. Communication.
  5. Community dimension of practice.
  7. Financial planning and management.
  8. Leadership and systems thinking.
- Demonstrate skills in public health research and communication.
- Apply critical thinking skills within the context of public health policy, practice, and research.
- In addition to the overall program learning objectives, students completing the Public Health Practice specialization should be able to:
  - Apply evidence-based knowledge of health determinants to public health issues.
  - Understand the interrelationship among the organization, delivery, and financing of health-related services.
  - Communicate public health principles and concepts through various strategies across multiple sectors of the community.
  - Enact cultural competence and promote diversity in public health research and practice.
  - Evaluate reported studies in terms of rigor, importance, and relevance to professional practice.
  - Incorporate effective management approaches into public health settings.
  - Contribute to health behavior change in various populations.
  - Address environmental health issues in community, agency, and governmental settings.
  - Apply critical thinking skills to integrate theories, research, and experiential knowledge into advanced public health practice.

In addition to the overall program learning objectives, students completing the Healthcare Management and Policy specialization should be able to:

- Design and implement a cost-effective health care program or project, including obtaining and coordinating required financial and staff resources.
- Apply best practices of human resource management and supervision in a manner that is ethical, legally compliant, and responsive to the motivational and growth needs of an organization’s employees.
- Adopt a strategic management model and strategic perspective to the managerial or professional roles within an organization.
- Demonstrate the utility of tools and techniques of corporate finance applied to health care.
- Conduct an environmental analysis of the public health agency’s strengths and weaknesses (internal) and opportunities and threats (external), including identification of the agency’s key constituencies and accountabilities.
- Apply policy research tools and methods and analytical reasoning to evaluate the effects of a prevailing or proposed legislative or regulatory initiative.
- Apply economic analysis to assess the effectiveness of public health interventions in improving the health of populations.
- Apply critical thinking skills to analyze and influence the health policymaking process at the federal and state levels of government.
underpinnings for entry-level positions in the Public Health. The specialization in Public Health provides the educational health sciences.

The Core Curriculum of the University which is completed in the first two years of the program is designed to provide students with a foundation in the humanities, mathematics and science. During the second two years, the curriculum provides for a broad focus on essential business knowledge, the evolving healthcare delivery system in the United States, and knowledge development and utilization in the health sciences.

The Core Curriculum of the University which is completed in the first two years of the program is designed to provide students with a foundation in the humanities, mathematics and science. During the second two years, the curriculum provides for a broad focus on essential business knowledge, the evolving healthcare delivery system in the United States, and knowledge development and utilization in the health sciences.

The specialization in Public Health provides the educational underpinnings for entry-level positions in the Public Health profession. A variety of career paths exists for students completing the specialization in Public Health. While a portion of these students may obtain employment within for-profit entities, other individuals would likely seek entry-level employment within the public and not-for-profit sectors for which knowledge of and skills in Public Health are important.

The emphasis on specialized knowledge in Public Health at the upper division level allows for a compelling educational pathway from the undergraduate program in Health Science to graduate study, either at the master’s level or doctoral level, in Public Health. The specialization is designed to provide upper division coursework and expands the knowledge base, as well as beginning application skills, in the areas of policy, planning and evaluation, management and administration, and healthcare law.

After successful completion of the Health Sciences program, students receive a Bachelor of Science in Health Science degree. Completion of the first two years of the BS in Health Science degree program may provide students with the required prerequisite courses to apply for professional programs such as the Bachelor of Science in Nursing degree program. However, admission to these programs is competitive at most institutions (including South University) and is not guaranteed. Students interested in transferring credit must consult with the institution that they wish to attend in order to determine if and under what circumstances courses will transfer. This consultation should occur before taking the courses. Please be aware that some institutions will not accept online science and laboratory courses for transfer credit.

**Program Outcomes**

Upon completion of the Bachelor of Science in Health Sciences, each student should be able to:

- Utilize the principles and theories of the natural, social, behavioral, and health sciences to serve as competent and considerate healthcare professionals.
- Demonstrate effective and culturally sensitive written, oral and interpersonal communication skills with individuals, groups and peers in a variety of healthcare settings.
- Identify and apply exemplary ethical and professional behaviors in various healthcare positions and organizations.
- Analyze and understand the complex nature of healthcare delivery systems and public policy to safeguard and sustain the health of diverse communities and populations.
- Utilize the principles and theories of the natural, social, behavioral, and health sciences to serve as competent and considerate healthcare professionals.
- Demonstrate effective and culturally sensitive written, oral and interpersonal communication skills with individuals, groups and peers in a variety of healthcare settings.
- Identify and apply exemplary ethical and professional behaviors in various healthcare positions and organizations.
- Apply creative and critical thinking skills to identify, explore, and develop alternative solutions for a range of healthcare delivery system issues and challenges.
- Effectively search, analyze and report on healthcare related data through the application of information technology and health management information systems.
- Develop a quest for new knowledge throughout life for professional and personal achievement and satisfaction.
- Effectively apply organizational and management skills that incorporate knowledge of the political, financial, economic, and public health issues which impact the healthcare delivery system.
- In addition to the above program outcomes, upon completion of the specialization in Public Health, each student should be able to:

  - Describe the interaction between resource management, organizational theory, marketing and public policy to safeguard and sustain the public health of individuals and populations.
  - Apply principles of public health planning collaboratively with health service providers, policy makers, and healthcare consumers in the implementation and evaluation of health promotion programs.
  - Identify and analyze current and emerging issues facing the health of diverse communities and populations.
  - Describe and critically evaluate public health research questions to proactively develop and design innovative healthcare programs.
BACHELOR OF SCIENCE IN HEALTH SCIENCES 182 CREDITS

Area I General Education Requirements 68 Credits

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

Mathematics and Statistics
MAT1001 College Algebra I 4
MAT1005 College Algebra II 4
MAT2056 Statistics 4

Natural Sciences
BIO1011 Anatomy and Physiology I 4
(must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)
BIO1012 Anatomy and Physiology I Lab 2
BIO1013 Anatomy and Physiology II 4
(must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)
BIO1014 Anatomy and Physiology II Lab 2

Arts and Humanities (choose two)
ENG2002 World Literature I 4
ENG2003 World Literature II 4
HIS1101 U.S. History I: Colonial to 1850 4
HIS1102 U.S. History II: 1865 to present 4
HUM1001 History of Art through the Middle Ages 4
HUM1002 History of Art from the Middle Ages to Modern Times 4
HUM2101 World Civilization I: Prehistory – 1500 C.E. 4
HUM2102 World Civilization II: 1500 – Present 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 Major Foundation Requirements 16 Credits

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

Area III Major Requirements 98 Credits

Core
BIO2015 Human Pathophysiology 4
BIO2070 Microbiology 4
(must be taken concurrently with BIO2073 Microbiology Lab or BIO2071 Microbiology Lab)
OB 2
BIO2073 Microbiology Lab (on ground) (required for BSN; RN to BSN students ONLY can take either) 2
BIO2071 Microbiology Lab (online) 2
BIO3344 Principles of Genetics 4
HCM2005 Healthcare Delivery and Organization 4
HSC2010 Medical Sociology 4
HSC3000 Ethics in Healthcare 4
HSC3030 Federal and State Healthcare 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
Choose two courses from the following:
HSC3002 Environmental Health 4
HSC4000 Contemporary Issues in Aging 4
HSC4040 Emergency and Disaster Management 4

Elective Pool (five courses or 20 credit hours)
Transfer students may transfer any course to help fulfill the elective pool requirements, provided the course meets the standards of the Credit for Transcripted and Non-transcripted Work policy found in the Academic Affairs section of this catalog.

Non-transfer students, with their advisor’s consultation and approval may choose courses from any department recommended and listed course or more broadly from any course offered by South University. Work from other fields must include any required prerequisite courses in the elective field.

A course can be used to meet only one requirement in Area I, Area II, or Area III, but not simultaneously in two areas. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Recommended electives include:
HCM2001 Issues in Public Health 4
HCM2002 Economics of Healthcare 4
HSC3002 Environmental Health 4
HSC3004 Complementary and Alternative Health 4
HSC3005 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

Specializations (choose one) 24 Credits

Generalist Track
HCM3002 Economics of Healthcare 4
HSC3004 Complementary and Alternative Health 4
HSC3005 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

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above.

Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area other than HIS1101 or HIS1102, and: One additional four-credit courses selected from Mathematics and Statistics, National Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident's total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1011 and BIO1012 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
ASSOCIATE OF SCIENCE IN ALLIED HEALTH SCIENCES
The associate's degree program in Allied Health Sciences is designed to expose students to a broad education in general studies combined with an emphasis on life science subjects such as anatomy and physiology, chemistry, nutrition, and pathophysiology. It offers students interested in health careers a knowledge base from which they may achieve their professional goals. Students within this program may consider entry into the Bachelor of Science in Nursing, Physical Therapist Assistant or Medical Assisting degree programs upon graduation.

ASSOCIATE OF SCIENCE IN ALLIED HEALTH SCIENCES 90 CREDITS

Area I General Education Requirements

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>40 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITS1020 Computer and Internet Literacy</td>
<td>4</td>
</tr>
<tr>
<td>UVC1000 Strategies for Success</td>
<td>4</td>
</tr>
</tbody>
</table>

Basic Communications

| ENG1001 Composition I | 4 |
| ENG1002 Composition II/Literature | 4 |
| ENG2001 Composition III | 4 |
| SPC1026 Public Speaking | 4 |

Mathematics and Statistics

| MAT1005 College Algebra II | 4 |

Natural Sciences

| CHM1010 General Chemistry | 4 |

Arts and Humanities (choose one)

| ENG2002 World Literature I | 4 |
| ENG2003 World Literature II | 4 |
| HIS1101 U.S. History I | 4 |
| HIS1102 U.S. History II: 1865 to present | 4 |
| HUM1001 History of Art through the Middle Ages | 4 |
| HUM1002 History of Art from the Middle Ages to Modern Times | 4 |
| HUM2101 World Civilization I: Prehistory – 1500 C.E. | 4 |
| HUM2102 World Civilization II: 1500 – Present | 4 |

Social and Behavioral Sciences (choose one)

| ECO2071 Principles of Microeconomics | 4 |
| ECO2072 Principles of Macroeconomics | 4 |
| POL2006 American Government | 4 |
| SOC1001 Introduction to Sociology | 4 |
| SOC2010 Social Problems | 4 |

Area II Foundation Requirements

| 20 Credits |
| AHS1001 Medical Terminology | 4 |
| MAT2056 Statistics | 4 |

Choose one additional Mathematics (MAT) course (4 credits) other than MAT1005 College Algebra II or MAT2056 Statistics.

| PHI301 Introduction to Philosophy | 4 |
| PSY1001 General Psychology | 4 |

Area III Major Requirements

| 30 Credits |
| BIO1011 Anatomy and Physiology I (must be taken concurrently with BIO1012 Anatomy and Physiology I Lab) | 4 |
| BIO1012 Anatomy and Physiology I Lab | 2 |
| BIO1013 Anatomy and Physiology II (must be taken concurrently with BIO1014 Anatomy and Physiology II Lab) | 4 |
| BIO1014 Anatomy and Physiology II Lab 2 | 4 |
| BIO2015 Human Pathophysiology | 4 |
| BIO2070 Microbiology | 4 |
| BIO2073 Microbiology Lab (on ground) (required for BSN, RN to BSN students ONLY can take either) | 2 |
| OR | |
| BIO2071 Microbiology Lab (online) | 2 |
| NTR2050 Nutrition | 4 |
| OR | |
| PSY2022 Human Growth and Development | 4 |

State approval policies require residents of the State of Arkansas to enroll in specific courses within this program rather than the courses specified in the program description above. Residents of the State of Arkansas should contact their admissions representatives for specific courses required within this program.

State of Minnesota education requirements consider HIS1101 and HIS1102 to be Social Science coursework; therefore, Minnesota residents are advised to complete an Arts and Humanities course other than HIS1101 or HIS1102 to fulfill their South University Arts and Humanities General Education requirement. Minnesota residents must also complete the following courses to satisfy Minnesota education requirements: One additional four-credit course in the Arts and Humanities area (other than HIS1101 or HIS1102), and, One additional four-credit courses selected from Mathematics and Statistics, Natural Sciences, and Social and Behavioral Sciences areas. These additional courses will increase a Minnesota resident’s total credits required to graduate. If a student chooses to take an Anatomy and Physiology course, BIO1011 and BIO1013 satisfy the Natural Sciences requirement. Students enrolling in either course must, however, also take the related co-requisite lab courses: BIO1012 and BIO1014 respectively. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.
South University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, - 135 South LaSalle Street, Suite 4100, Chicago, IL 60603. TEL (312) 664-3575, FAX (312) 664-4652, www.acpeaccredit.org. The South University's Doctor of Pharmacy program is one of four Schools of Pharmacy in the state of Georgia and one of a few ACPE-accredited Doctor of Pharmacy degree programs in the country to offer an accelerated curriculum.

The South University School of Pharmacy has two locations: Savannah, GA, and Columbia, SC. The Savannah campus is conveniently located near historic downtown, shopping, the beaches of Tybee Island, and many other attractions. The Doctor of Pharmacy degree programs are designed to provide progressive, high-quality post-graduate education for the profession's future practitioners.

**School of Pharmacy Mission Statement**

The goal of South University School of Pharmacy is to prepare graduates for the practice of pharmaceutical care and lifelong learning, and to promote faculty research, scholarship, and service. Although the South University School of Pharmacy will prepare pharmacists for all areas of practice, special emphasis is placed on the community environment in which the majority of healthcare services, medication therapy management and other direct patient care services will be provided in the future.

**South University Campus and Affiliations with Healthcare Facilities**

South University School of Pharmacy in Savannah is a 40,000-square-foot, freestanding facility designed specifically to house a modern pharmacy school. The building provides excellent instructional, laboratory, and office facilities for pharmacy students, faculty and administrators. This facility also provides two large modern lecture halls and an adequate number of small classrooms to facilitate small group instruction.

A General Purpose Laboratory is located in the building. This laboratory includes rooms for patient counseling practice and teaching physical assessment. All rooms have videotape/playback capabilities. In addition, a sterile products room and a model pharmacy are available. This practice laboratory accommodates up to 34 students per class, and is designed to emulate real practice settings as well as to provide maximum use in the academic program. There is also a 32-station Analytical Chemistry Laboratory that is used for chemistry, pharmaceutics, and professional laboratory courses. A Drug Information Center on the first floor provides an active learning center in the School of Pharmacy.

Practice sites have been recruited to support the experiential component of the curriculum. Early activity will be focused on the introductory practice experiences. Students will be precepted at sites in all three phases of practice experience: introductory, intermediate and advanced. Experiential sites will include, but not be limited to, chain and independent community pharmacies, teaching and community hospitals, long term care facilities, managed care facilities, pharmaceutical companies, home infusion therapy companies, regulatory agencies, family practice clinics and a veterinary hospital, among others.

On June 14, 2010, South University opened the doors to the second campus offering the Doctor of Pharmacy Program. The School occupies a new building in Columbia, SC, on the existing South University campus. The building is complete with a pharmacy practice lab and mock pharmacy affording students the opportunity to develop dispensing, compounding, and intravenous admixture skills. An onsite Drug Information Center provides information to consumers and healthcare professionals as well as serves as an advanced rotation site for students.
With ten full-time and seven part-time faculty positions, we have, in conjunction with our Savannah faculty, a combination of professionals who enable us to utilize Tandberg distance education, and other modern technologies in combination with live instruction, and who provide the pharmacy education required for our students to develop the professional skills to serve patients.

South University has developed a program that is visionary in its approach to educating Pharmacy students, with a carefully structured curriculum designed to prepare graduates for both high standards of contemporary pharmacy practice and the evolution of the profession. At South University, we have integrated Medicinal Chemistry, Pharmacology, and Therapeutics into one combined continuing course sequence developed in full collaboration by science and practice faculty. The resulting efficiency allows a rigorous comprehensive didactic component in a curriculum that contains 12 months of full-time rotations using an accelerated, full-time 12-quarter schedule designed to deliver four academic years in three calendar years.

Program Outcomes:

- Accurately and legally process drug orders: interpret and evaluate prescriptions, compound, prepare, package, and dispense medications.
- Communicate with patients and provide counseling regarding the purposes, uses, and effects of medications, related therapy, and general health promotion.
- Design, implement, monitor, evaluate, and modify or recommend modifications in drug therapy to insure effective, safe, and economical patient care.
- Identify, assess and solve medication-related problems, providing clinical judgment and recommendations for achievement of individualized therapeutic outcomes.
- Evaluate patients through interview, physical assessment, and objective tests, and triage patients to other health professionals as appropriate.
- Manage and utilize systems, technology and personnel to support, build and enhance the practice of pharmacy including storage, preparation, dispensing and administration of medicines.
- Understand relevant diet, nutrition, and non-drug therapies.
- Collaborate with other health professionals in patient care, scholarship, and service.
- Evaluate and document interventions and pharmaceutical care outcomes.
- Retrieve, evaluate, manage, and communicate professional information and literature.
- Contribute to the rational use of medications through skills related to formulary management, medication use evaluation, and adverse event reporting.
- Display professional attributes of a pharmacist including ethical decision making, critical thinking, and life-long learning as described in the Pharmacist’s Oath.
- Understand the major components and dynamics of the U.S. healthcare system, and roles of pharmacy and the pharmaceutical industry within the system.
- Understand and use pharmaceutical calculations and pharmacokinetic principles to support accurate and safe drug delivery.
- Predict the major pharmacological activity, potential side-effects and physicochemical properties of a drug based on its chemical structure.
- Comprehend basic pharmacological principles (dose-response relationships, drug receptor binding, drug metabolism & elimination) as well as the mechanism of action of a drug, its therapeutic indication and adverse effects.
- Understand the normal functioning of cells, tissues and organ systems in the context of the overall homeostasis of the organism.
- Understand how various disease states affect the normal physiology and homeostasis of an organism and use this understanding of pathophysiology as the basis for drug therapy.
- Compare and contrast various routes of drug administration and predict the availability, metabolism and elimination of a drug following its administration by these various routes.
- Understand the structure, physicochemical properties, and function of key biomolecules within the human body with respect to their role in metabolism, biosynthesis, energy production and expression of genetic material.
- Understand and apply the mathematical, physicochemical and biological principles governing the formulation, preparation & effectiveness of various dosage forms as well as new technologies involved in the development of these dosage forms.

### DOCTOR OF PHARMACY DEGREE PROGRAM

**COURSEWORK AND COURSES 216.5 CREDITS**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
<td>PH43101</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH43113</td>
<td>Pathophysiology I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PH43118</td>
<td>Introduction to Medicinal Chemistry: Drug Functional Group Evaluations &amp; Analysis</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PH43119</td>
<td>Professional Practice and Informatics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PH43127</td>
<td>Pharmaceutical Calculations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH43145</td>
<td>Integrated Pharmacy Skills Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>2nd Quarter</td>
<td>PH43202</td>
<td>Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH43214</td>
<td>Pathophysiology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PH43216</td>
<td>Pharmacology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PH43218</td>
<td>Integrated Pharmacy Skills Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PH43250</td>
<td>Health Care Systems</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PH43162</td>
<td>Communications</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>PH43161</td>
<td>Longitudinal Pharmacy Practice Experience through Service Learning, Community Outreach, and Peer Mentoring I (LPPE I)</td>
<td>0.5</td>
</tr>
<tr>
<td>3rd Quarter</td>
<td>PH43109</td>
<td>Microbiology / Immunology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PH43110</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH43117</td>
<td>Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PH43124</td>
<td>Pharmacotherapy</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PH43137</td>
<td>Integrated Pharmacy Skills Laboratory III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PH43162</td>
<td>Longitudinal Pharmacy Practice Experience</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PH43163</td>
<td>Longitudinal Pharmacy Practice Experience through Service Learning, Community Outreach, and Peer Mentoring II (LPPE II)</td>
<td>0.5</td>
</tr>
<tr>
<td>4th Quarter</td>
<td>PH44212</td>
<td>Pharmacokinetics I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PH43235</td>
<td>Pharmacotherapy II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH43238</td>
<td>Integrated Pharmacy Skills Laboratory IV</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PH43254</td>
<td>Pharmacy Law and Ethics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PH43284</td>
<td>Integrated Sequence II Infectious Disease</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PH43285</td>
<td>Integrated Sequence III Inflammation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH43286</td>
<td>Longitudinal Pharmacy Practice Experience through Service Learning, Community Outreach, and Peer Mentoring III (LPPE III)</td>
<td>0.5</td>
</tr>
<tr>
<td>5th Quarter</td>
<td>PH44280</td>
<td>Community Professional Practice Experience</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>PH44281</td>
<td>Institutional Professional Practice Experience</td>
<td>8</td>
</tr>
<tr>
<td>6th Quarter</td>
<td>PH44228</td>
<td>Pharmacokinetics II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH44236</td>
<td>Leadership and Advocacy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PH44335</td>
<td>Clinical Epidemiology and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH44387</td>
<td>Integrated Sequence IV - Autonomics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PH44388</td>
<td>Integrated Sequence V - GI/Hepatic Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH44389</td>
<td>Longitudinal Pharmacy Practice Experience through Service Learning, Community Outreach, and Peer Mentoring IV (LPPE IV)</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>7th Quarter</td>
<td>PH45330</td>
<td>Longitudinal Pharmacy Practice Experience through Service Learning, Community Outreach, and Peer Mentoring V (LPPE V)</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>PH45331</td>
<td>Drug Information, Literature Evaluation, Research Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH45353</td>
<td>Pharmacy Practice Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH45369</td>
<td>Integrated Sequence VI Cardiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PH45370</td>
<td>Integrated Sequence VII Renal Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td>8th Quarter</td>
<td>PH45331</td>
<td>Applied Pharmaceutical Care I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PH45348</td>
<td>Longitudinal Pharmacy Practice Experience through Service Learning, Community Outreach, and Peer Mentoring VI (LPPE VI)</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>PH45371</td>
<td>Integrated Sequence VIII CNS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PH45372</td>
<td>Integrated Sequence IX Endocrine Therapeutics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
DOCTOR OF PHARMACY AND MASTER OF BUSINESS ADMINISTRATION DEGREE

South University offers the opportunity to pursue the Master of Business Administration (MBA) degree simultaneously with the Doctor of Pharmacy (PharmD) degree. This presents the student with the prospect of earning both degrees with an expected substantial time savings over that required to earn each degree separately.

The South University Master of Business Administration program prepares students for leadership positions in profit and not for profit organizations. These positions require strong competencies in the fundamentals of business and management. The curriculum is designed to provide students a sound foundation in basic business skills followed by cross-functional core courses covering the best practices for business decisions to deliver goods and services to constituents.

Admission Requirements
Doctor of Pharmacy students with a grade point average of 2.70 or higher and not on academic or professional probation may apply to the MBA program upon completion of the equivalent of 120 undergraduate quarter hours which coincides with the end of the fourth quarter of the Pharm. D. program. Students who do not have the 2.70 grade point average may take the Graduate Management Aptitude Test (GMAT). Admission may be granted if the combined GMAT score is at the 50th percentile or higher.

Application for entry into the MBA program later than the fourth quarter will likely result in a decreased time savings and will require special permission from both the Business and Pharmacy Schools.

Satisfactory Progress
The guidelines outlined in the School of Pharmacy Handbook will apply to courses taken to fulfill the requirements for the Pharm. D. degree. However, for subsequent courses taken to fulfill the requirements for the MBA degree, the guidelines outlined in the College of Business Handbook will apply. In addition, students with a grade of 2.00 or less in any course will be required to meet with the Pharm. D/MBA Directors of the Program to discuss their academic progress.

Sequence of Courses
After completion of the equivalent of 120 undergraduate quarter hours and acceptance to the MBA program, students who have taken the prerequisite courses at the undergraduate level, may proceed to the fundamental and core courses. Upon completion of the core courses, students proceed to the specialization courses in the area of Pharmacy Administration. Upon completion of these specialization courses, students proceed to the MBA 6999, Strategic Development and Implementation course. This completes the requirements for the MBA.

MASTER OF BUSINESS ADMINISTRATION
Program Prerequisites
The following courses must have been completed before beginning the foundation courses in quarter 6 of the Doctor of Pharmacy program. They may be exempted if the equivalent work has been completed at an accredited institution.

MAT2058 Statistics (4) or higher, ECO2072 Principals of Macroeconomics (4), and MBA5000 Financial and Management Cost Analysis (4)
The following two courses or equivalent can be substituted for MBA5000: Undergraduate Financial Accounting or Accounting I (4) and Undergraduate Managerial Accounting or Accounting II (4)

MBA with Pharmacy Administration Specialization Course Calendar

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>REQUIRED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>MBA5000 Pre-Req (4NC)</td>
</tr>
<tr>
<td>04</td>
<td>MAT2058 Pre-Req (4NC)</td>
</tr>
<tr>
<td>05</td>
<td>ECO2072 Pre-Req (4NC)</td>
</tr>
<tr>
<td>06</td>
<td>MBA5001 Organizational Behavior and Communication as SOP Elective (4) and PHA4335 Clinical Epidemiology and Biostatistics</td>
</tr>
<tr>
<td>07</td>
<td>PHA5333 Drug Information Research Design and Methods as Spec and PHA5353 Pharmacy Practice Management (6)</td>
</tr>
<tr>
<td>08</td>
<td>MBA5002 Microeconomics and Decision Making as SOP Elective (4)</td>
</tr>
<tr>
<td>09</td>
<td>MBA5005 Law and Ethics for Managers as SOP Elective (4) and PHA5354 Health Economics and Outcomes Assessment as Spec (3)</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>MBA5008 Quantitative Analysis and Decision Making Foundation as online class (4)</td>
</tr>
<tr>
<td>12</td>
<td>MBA6010 Managerial Finance as online class (4)</td>
</tr>
<tr>
<td>13</td>
<td>MBA6011 Strategic Marketing as Core (4), MBA6012 Operations and Supply Chain Management as Core (4), Choose one MHC6303 Quality Performance and Management or MHC6304 Health Policy as Spec (4) and MBA6999 Strategic Development and Implementation as Capstone (4)</td>
</tr>
</tbody>
</table>

Course Timing
- Pharmacy Administration 13 quarters
- Three prerequisite courses completed before entry to program or via online offering before quarter 6
- Three foundation courses completed as electives during quarters 6, 8, 9
- One foundation and one core course completed in quarters 11 and 12
- Three specialization courses completed during quarters 6, 7, and 8
- Two core, one specialization and capstone course completed in quarter 13
- One rotation must be in Pharmacy Administration

*Quarter 1 for the Pharm D program begins in the 3rd quarter of the calendar year.*
South University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of South University.

**STATE CERTIFICATIONS AND LICENSES**

In addition to accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACS) and specific program accreditations, South University holds the following state certifications, licenses, and affiliations.

**Alabama**
South University, Montgomery, qualifies for exemption from the requirements of licensure by the Department of Postsecondary Education in the State of Alabama pursuant to the Code of Alabama §§ 16-46-3(a)(7), as amended. An exemption pursuant to this section shall not be construed to constitute approval or endorsement by the state of Alabama for any purpose (136 S Union St; Montgomery, AL 36104-4340 or PO Box 202130; Montgomery, AL 36130-2130; 334-293-4500; www.accs.cs/dpe.aspx).

South University, Montgomery, is approved by the Alabama State Approving Agency for the training of veterans and other eligible persons under the Code of Alabama §§ 31-6-1, et seq.

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

**Arizona**
The State Board for Private Postsecondary Education in the State of Arizona has granted South University a regular degree license number: D1378, D1472 and D1473, (1400 W. Washington, Room 260; Phoenix, AZ 85007).

**Arkansas**
The Arkansas Higher Education Coordinating Board (114 East Capitol Avenue; Little Rock, AR 72201; 501-371-2000) has granted South University certification of the following degree programs by distance technology: Associate of Science in Allied Health Science, Associate of Sciences in Business Administration, Associate of Science in Information Technology, Bachelor of Arts in Psychology, Bachelor of Business Administration, Bachelor of Science in Criminal Justice, Bachelor of Science in Health Sciences, Bachelor of Science in Healthcare Management, Bachelor of Science in Information Technology, Bachelor of Science in Legal Studies, Bachelor of Science in Nursing, Master of Business Administration, Master of Business Administration, in Healthcare Administration, Master of Science in Criminal Justice, Master of Science in Nursing and Master of Public Administration.

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code 96-61-301.

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

The Art Institute of Dallas has met the requirements of Arkansas Code 6-51-601 et.al., and is licensed by the Arkansas State Board of Private Career Education (501 Woodlaine, Suite 312 S; Little Rock, AR 72201; 501-683-8000; www.sbpece.org).

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

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

**Connecticut**
Without a physical presence in Connecticut, South University is not regulated by the Connecticut Department of Higher Education (61 Woodland Street; Hartford, CT 06106-2326; 860-947-1822; www.ctdhe.org).

**Delaware**
Without a physical presence in Delaware, South University is not required to seek approval from the Delaware Department of Education (The Townsend Building; 401 Federal Street, Suite 2; Dover, DE 19901-3639; 302-735-4000; www.doe.k12.de.us).

**District of Columbia**
South University is not required to seek licensure from the Education Licensure Commission of the District of Columbia (1810 First Street NE, 2nd Floor; Washington, DC 20002; 202-724-2098; www.osse.dc.gov).

**Florida**
South University, Tampa (3284) and South University, West Palm Beach (2987) are licensed under Chapter 1005, Florida Statutes, by the Commission for Independent Education of the Florida Department of Education (325 W Gaines St, Suite 1414; Tallahassee, FL 32399-0400; 850-245-3200; www.fldoe.org/cie).

South University, Tampa, and South University, West Palm Beach, are approved for training veterans and other eligible individuals by the Florida Department of Veterans’ Affairs, Bureau of State Approving Agency for Veterans Education, Training (9500 Bay Pines Boulevard, Room 214; Bay Pines, FL 33744; 727-319-7402; www.floridavets.org).
South University, Tampa, and South University, West Palm Beach, are approved by the Florida Board of Nursing to offer the Bachelor of Science in Nursing (4052 Bald Cypress Way, Bin C-02; Tallahassee, FL 32399-3252; 850-488-0595; www.floridanursing.gov).

Georgia
South University, Savannah, meets the criteria for a exemption from the Georgia Nonpublic Postsecondary Education Commission's (NPESC) regulations as outlined in O.C.G.A. § 20-3-250.3(a)(15).

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

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

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

Iowa
South University is a registered university with the Iowa College Student Aid Commission. Registration in Iowa does not infer that the Commission or the State of Iowa endorses the school or approves the quality of school’s educational programs. The Commission’s registration authorizes the school to operate within the State of Iowa for the purpose of postsecondary educational programs to Iowa residents (603 E 12 St, Floor 5; Des Moines, IA 50319; 877-272-4456; www.iowacollegeaid.gov).

Kansas
The Kansas Board of Regents has approved South University to operate in the State of Kansas (Private Postsecondary Education Division; 1000 SW Jackson, Suite 520; Topeka, Kansas 66612-1368; 785-296-3421; www.kansarsregents.org).

Kentucky
South University is licensed as an out of state institution by the Kentucky Council on Postsecondary Education in accordance with KRS 164.945-947 and 13 KAR 1:020 (1024 Capital Center Drive, Suite 320; Frankfort, KY 40601; 502-573-1555; www.cpe.ky.gov).

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

Maryland
South University is in compliance with the requirements of the Education Article, Title 11, Subtitle 2, Annotated Code of Maryland and COMAR 13B.0501 and is registered with the Maryland Higher Education Commission (5 North Liberty Street, 10th Floor; Baltimore, MD 21201; 410-767-3300; www.mhec.state.md.us). The Commission’s registration of the University's fully online programs is not an authorization of the institution to operate in Maryland or an approval or endorsement of the University’s programs.

Michigan
South University, Novi, is approved by the Department of Licensing and Regulatory Affairs Corporations, Securities & Commercial Licensing Bureau; PO Box 30714; Lansing, MI 48909; 517-241-4274; www.michigan.gov/ccsl. South University, Novi has demonstrated that its facilities, equipment, and staff are adequate for the offering of educational programs in accordance with Act 327 of 1931, as amended, MCL 450.170-177.

South University, Novi, is approved by the Michigan Board of Nursing to offer the Bachelor of Science in Nursing (PO Box 20193; Lansing, MI 48909; 517-335-0918; www.michigan.gov/healthlicense).

South University, Novi, is approved for training veterans and other eligible individuals by the Michigan State Approving Agency (Worforce Development Agency, State of Michigan; Victor Office Center; 201 North Washington Square, 5th Floor; Lansing, MI 48913; 517-335-5898; www.michigan.gov/bwt).

Minnesota
South University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

South University has been granted State Authorization from the Montana University System (2500 Broadway; PO Box 203201; Helena, MT 59620-3201; 406-444-0345; www.montana.edu).

South University is not required to be licensed in Nevada by the Commission on Postsecondary Education (3663 East Sunset Road, Suite 202; Las Vegas, NV 89120; 702-486-7330; www.cpe.state.nv.us).

New York
South University, New York, is approved for training veterans and other eligible veterans’ dependents by the New York State Education Department, Office of Higher Education (5 North Mezzanine, Education Building; 89 Washington Avenue; Albany, NY 12234; 518-474-2593; www.helder.ny.gov).

South University, High Point, The Art Institute of Charlotte, and The Art Institute of Raleigh-Durham are licensed by the Board of Governors of the University of North Carolina to offer degree programs under matters regulated by General Statute 116-15 (PO Box 2688; Chapel Hill, NC 27515-2688; 919-962-4558; www.northcarolina.edu/aa_planning/licensure/resources.htm). A Guaranty Bond (for prepaid tuition held by each campus) is located in each of the offices of the presidents at the Charlotte, High Point, and Raleigh-Durham campuses and is available for review by anyone during normal business hours.

South University, High Point, The Art Institute of Charlotte, and The Art Institute of Raleigh-Durham are approved by the North Carolina State Board of Community Colleges to offer certificate programs under matters regulated by Article 8, Chapter 115D of the North Carolina General Statutes (5001 Mail Service Center; Raleigh, NC 27699-5001; 919-807-7100).

South University, High Point, The Art Institute of Charlotte, and The Art Institute of Raleigh-Durham are approved for the training of veterans and eligible veterans’ dependents by the North Carolina State Approving Agency (120 Penmarc Drive, Suite 103; Raleigh, NC 27603-2434; 919-733-7535).

Ohio
South University, Cleveland, has been authorized by the Ohio Board of Regents to offer various associate, baccalaureate, master’s, and doctoral degrees online and at off-campus locations in Cleveland (25 South Front Street, Columbus, Ohio 43215; 614-466-6000; www.ohiohighered.org).

South University, Cleveland, is approved by the Ohio Board of Nursing to offer the Bachelor of Science in Nursing (17 South High Street, Suite 400; Columbus, OH 43215-7410; 614-466-3947; www.nursing.ohio.gov).
South University, Cleveland, meets the provisions of Chapter 3332 of the Ohio Revised Code and the standards, rules, and regulations of the State Board of Career Colleges and Schools (30 East Broad St., 24th Floor, Suite 2481, Columbus, OH 43215-3414; 614-466-2752; www.scr.ohio.gov).

Oklahoma
The Art Institute of Dallas is licensed in accordance with Title 70, Sections 21-101 et. seq., The Private School Licensing Act, as amended, of the Oklahoma Statutes, and all applicable regulations by the Oklahoma Board of Private Vocational Schools (3700 N Classen Blvd, Suite 250; Oklahoma City, OK 73118-2864; 405-528-3370).

South Carolina

South University, Columbia, is approved by the South Carolina Commission on Higher Education (Veterans Education and Training section) for the training of veterans and other eligible persons.

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

Texas
South University, Austin, The Art Institute of Dallas, and The Art Institute of Fort Worth are exempted by the Texas Workforce Commission under Texas Education Code, Section 132.002(1a)(6). Exemption means that these campuses of South University are not approved or regulated by the Texas Workforce Commission (101 E 15 St; Austin, TX 78778-0001; 512-463-2222; www.texasworkforce.org).

South University, Austin, The Art Institute of Dallas, and The Art Institute of Fort Worth each hold the Certificate of Authorization acknowledging exemption from regulation by the Texas Higher Education Coordinating Board as defined in Chapter 73 of the Texas Higher Education Coordinating Board’s rules (PO Box 12788; Austin, TX 78711 or 1200 E. Anderson Lane; Austin, TX 78752; 512-427-6200; www.thecb.state.tx.us).

The Art Institute of Dallas is authorized to offer the Master of Arts in Design and Media Management program on the campuses of the Art Institute of Houston (4140 Southwest Freeway; Houston, TX 77027-7311) and The Art Institute of Austin (101 West Louis Henna Boulevard, Suite 100; Austin, TX 78727-1260).

South University, Austin, The Art Institute of Dallas, and The Art Institute of Fort Worth are approved for training veterans and other individuals by the Texas Veterans Commission (PO Box 12277, Austin, TX 78711-2277; 800-252-8387; www.tvc.state.tx.us).

Utah
South University has met the requirements of Utah Code Ann. 53-34-1075 to be an exempt institution required under 34 C.F.R. 600.9 to be legally authorized by the State of Utah.

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

Virginia
South University, Richmond, and South University, Virginia Beach, are certified to operate in the Commonwealth of Virginia pursuant to Title 23, Chapter 21.1, §23-276.4 of the Code of Virginia by the State Council of Higher Education for Virginia (James Monroe Building, 101 N 14th St; Richmond, VA 23219; 804-225-2600; www.schev.edu).

The State Approving Agency for Veterans Education of the Virginia Department of Veterans’ Services has approved South University, Richmond, and South University, Virginia Beach, for training veterans and other eligible individuals (SAA for Veterans Education and Training; 900 E Main St; Richmond, VA 23219; 804-224-2721; www.dvs.virginia.gov/education_veterans-education.shtml).

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

Washington
South University is authorized by the Washington Higher Education Coordination Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. The authorization is subject to periodic review and authorizes South University to offer field placements within the following degree programs: Master of Science in Nursing and RN to Master of Science in Nursing. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at PO Box 43430, Olympia, WA 98504-3430.

West Virginia
South University is approved by the West Virginia Higher Education Policy Commission (1018 Kanawha Boulevard East, Suite 700; Charleston, WV 25301-2800; www.hepc.wvnet.edu).

Wisconsin
South University is authorized by the Wisconsin Educational Approval Board (30 West Mifflin Street, 9th floor, Madison, WI 53706-8869; http://eab.state.wi.us/default.asp).

Wyoming
South University is licensed by the Wyoming Department of Education (Hathaway Building, 2nd Floor; 230 Capitol Avenue, Cheyenne, WY 82002-0050; 307-777-7873; www.eld.wyoming.gov).

PROGRAM ACCREDITATION
Anesthesiologist Assistant
The Anesthesiologist Assistant program at South University, Savannah, is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Committee for the Anesthesiologist Assistant (ARC-AA) (1361 Park St; Clearwater, FL 33756; 727-210-2350).

Business
The Bachelor of Business Administration, Bachelor of Business Administration with a specialization in Accounting, Bachelor of Science in Healthcare Management, Master of Business Administration, Accelerated Master of Business Administration, Master of Business Administration in Healthcare Administration, Accelerated Master of Business Administration in Healthcare Administration, and Master of Science in Leadership programs are candidates for accreditation by the Accreditation Council for Business Schools & Programs (ACBSP) (11520 West 119th Street, Overland Park, KS 66213; 913-339-9366; www.acbsp.org). Other programs in the College of Business, regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges, are excluded from ACBSP’s candidacy. These programs include: Associate of Science in Accounting, Associate of Science in Business Administration, Associate of Science in Information Technology, Bachelor of Science in Information Technology, Master of Public Administration, Master of Science in Accounting, Master of Science in Information Systems and Technology, and Doctor of Business Administration.
Culinary Arts
The Certificate in the Art of Cooking and the Associate of Applied Science degree in Culinary Arts programs offered by The Art Institute of Dallas, and the Associate of Applied Science degree in Culinary Arts offered by The Art Institute of Charlotte, are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation (180 Center Place Way; St. Augustine, FL 32095; 800-624-9458; www.acfchefs.org).

Interior Design
The Interior Design program leading to the Bachelor of Fine Arts in Interior Design at The Art Institute of Dallas is accredited by the Council for Interior Design (206 Grandville Avenue, Suite 350; Grand Rapids, MI 49503; www.accredit-id.org).

Legal/Paralegal Studies
The Bachelor of Science in Legal Studies and the Associate of Science in Paralegal Studies programs at South University in Columbia, SC; Montgomery, AL; Savannah, GA; and West Palm Beach, FL, are approved by the American Bar Association (321 N Clark St; Chicago, IL 60602-5109; 312-988-5617; www.abaparalegals.org).

Medical Assisting
The Medical Assisting programs in Savannah, GA; Montgomery, AL; and Columbia, SC, are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB) Commission on Accreditation of Allied Health Education Programs; 1361 Park St; Clearwater, FL 33756; 727-210-2350.

Nursing
South University College of Nursing and Public Health was awarded 10 years of system-wide accreditation for its programs by the Commission on Collegiate Nursing Education, (One Dupont Circle NW, Suite 530, Washington, DC 20036-1120; www.aacn.nche.edu; 202-887-6791). This system-wide accreditation awarded to South University’s corporate campus in Savannah, GA, became effective April, 2010, and replaced the accreditation of individual programs.

Occupational Therapy Assistant
The Associate of Science in Occupational Therapy Assistant programs in Tampa and West Palm Beach, FL, have been granted Developing Program Status by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (4720 Montgomery Ln, Suite 200; Bethesda, MD 20814-3449; 301-652-AOTA; www.aota.org).

Pharmacy
South University’s Doctor of Pharmacy programs at the Savannah, GA, and Columbia, SC, campuses are accredited by the Accreditation Council for Pharmacy Education (20 North Clark Street, Suite 2500; Chicago, IL 60602-5109; 312-664-3575; www.acpe-accredit.org).

Physical Therapist Assistant
The Physical Therapist Assistant programs at the Montgomery, AL; Savannah, GA; and Tampa and West Palm Beach, FL, campuses are accredited by the Commission on Accreditation of Physical Therapy Education of the American Physical Therapy Association (1111 N Fairfax St; Alexandria, VA 22314; 703-706-3245; www.capteonline.org).

Physician Assistant
The Physician Assistant Studies programs at South University’s campuses in Savannah, GA, and Tampa, FL, are accredited by the Accreditation Review Commission on Education for Physician Assistant, Inc (12000 Findley Road, Suite 240; Johns Creek, GA 30097; 770-476-1224; www.arc-pa.org). This accreditation status qualifies graduating students to take the national certifying examination administered by the National Commission on Certification of Physician Assistants (NCCPA). The Physician Assistant program is a member of the Association of Physician Assistants Programs, the national organization representing Physician Assistant education programs.
Admissions Information

Student Right-to-Know Statement

Information on graduation/completion rates for first-time, full-time students is available on South University’s Student Consumer Information page, or you may obtain a printed copy of this information through the Admissions Office. These rates are calculated according to guidelines in the Student-Right-to-Know Act.

General Admissions

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

The School of Pharmacy’s quarters begin in June, September, January and March/April to accommodate the experiential requirements of the program.

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

South University – Online Program’s classes operate in a compressed format of 5, 5.5, 10 and 11 weeks designed to meet the needs of today’s busy adults.

Applications for General Admission

Accelerated Graduate Programs:
- Director of Admissions
- South University – Accelerated Graduate Programs
  200 Stephenson Avenue, Suite 201
  Savannah, GA 31405

Applications for general Admission

- Cleveland campus:
  Director of Admissions
  South University
  4743 Richmond Road
  Warrensville Heights, OH 44128

- Columbus campus:
  Director of Admissions
  South University
  9 Science Court
  Columbia, SC 29203

- High Point campus:
  Director of Admissions
  South University
  3975 Premier Drive
  High Point, NC 27265

- Montgomery campus:
  Director of Admissions
  South University
  5355 Vaughn Road
  Montgomery, AL 36116

- Novi campus:
  Director of Admissions
  South University
  41555 Twelve Mile Road
  Novi, MI 48377

- Richmond campus:
  Director of Admissions
  South University
  2151 Old Brick Road
  Glen Allen, VA 23060

- Savannah campus:
  Director of Admissions
  South University
  709 Mall Boulevard
  Savannah, GA 31406-4805

South University online programs:
Complete and transmit online at:
http://online.southuniversity.edu

- Tampa campus:
  Director of Admissions
  South University
  4401 North Himes Avenue
  Tampa, FL 33614

- Virginia Beach campus:
  Director of Admissions
  South University
  301 Bendix Road, Suite 100
  Virginia Beach, VA 23452

- West Palm Beach campus:
  Director of Admissions
  South University
  9801 Belvedere Road
  Royal Palm Beach, FL 33411

An application fee must accompany the application. This fee is not refundable except as provided under the section Financial Information of this catalog.

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

1. Submit the application form with appropriate fee.
2. Submit acceptable transcripts (including verifiable faxed transcripts) from all high schools and colleges attended within ten weeks of the class start date.
3. Complete all tests administered by the University or submit SAT, or ACT scores to the registrar’s office.

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

Applications for admission to the Anesthesiology Sciences, Physician Assistant Studies, Pharmacy and Nursing programs are directed to those specific programs. Procedures and additional admission requirements related specifically to these programs can be found in this section of the catalog, in the individual handbooks for these programs, and online at www.southuniversity.edu.

Additional admissions requirements related specifically to the Anesthesiologist Assistant, Nursing, Pharmacy and Physician assistant programs can be found in other sections of this catalog and in the handbooks for these programs.

General Admission Requirements

To be admitted to any of the programs at South University campuses, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent...
(e.g., GED) and must submit a minimum combined SAT score of 900, a combined ACT score of 19, or a satisfactory score on the university-administered admissions examination (see the Admissions Office) or meet the criteria established for acceptance as a transfer student. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation.

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

Students with less than the minimum CGPA of 2.0 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT score of 900, a combined ACT score of 19, or a satisfactory score on the university-administered admissions examination (see the Admissions Office) or meet the criteria established for acceptance as a transfer student.

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

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

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

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

Academic Support Admission
Applicants not meeting the testing standards for general admission can be accepted under academic support admission by submitting a minimum combined SAT I score of 660, a combined ACT score of 14, or a satisfactory score on the University administered admissions examination.

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

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

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

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

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

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

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

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

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

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

MAT0099
ACT Math > 14
SAT Math > 400

ENG0099
ACT Verbal > 14
SAT Verbal > 430

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

• On the basis of grades earned (at a C or better) in credit-bearing, non-developmental courses taken at an accredited institution that are equivalent to (or at a higher level than) the non-developmental courses offered at South University and are considered for transfer to South University.

• If applicable, students may also be exempted from developmental courses on the basis of SAT or ACT scores as noted above.

• Students may also take the University administered admissions examination at South University campuses to seek such exemptions.

• Only original documents (such as transcripts, SAT or ACT scores, etc.) will be considered in final decisions.

Personal Enrichment Enrollment
Enrollment in selected subjects for personal enrichment is available under certain circumstances. Students attempting to enroll under these circumstances are classified as special subject students and are not eligible for Title IV financial aid. This status allows a student to enroll in one class per quarter for no more than three quarters without following the standard admission procedures or meeting standard admission requirements. Individuals participating in a specifically contracted workshop, seminar, or course that is not part of the pursuit of a degree are not required to meet any admissions requirements. Status as a special subject student is not available to veterans receiving G.I. benefits. Students enrolled in courses through South University – Online Programs can take two classes per quarter for a maximum of three quarters and at the end of that period must be fully admitted to continue to enroll in South University classes.
Home-schooled Students
Home-schooled students are individuals who have completed a secondary school education in a home-school setting that is treated as a home school or a private school under state law. The student must have accomplished the following:
- Obtained a secondary school completion credential as provided by state law, or
- Completed a secondary school education in a home school setting under state law.
- Students must provide evidence that home-schooling was conducted in accordance with state laws. A certificate of attendance or completion is not sufficient.

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

Admission of Transfer Students
To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:
1. Submit a completed application for admission.
2. Have earned 24 or more quarter credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 2.00 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

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

Transfer students accepted into South University who have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 2.00 from an acceptable accredited collegiate institution will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website: http://www.northcarolina.edu/aa_planning/licensure/Rules__Standards__Master_Updated_1-08.pdf

Joint Enrollment for High School Students
Through this program for outstanding high school seniors, students may pursue collegiate coursework while completing their high school requirements. Students accepted into this program will be allowed to enroll part-time or full-time at the University, provided they meet course prerequisites and receive permission from their high school principal or counselor. Students may forfeit the privilege of the program if they receive a grade below a C in their collegiate coursework or if their high school average falls below a B. To be considered for this program, a student must satisfy all of the following criteria:
1. Provide a written recommendation from the principal or counselor.
2. Have the written consent of a parent or guardian.
3. Complete the eleventh grade before application.
4. Attain a satisfactory score on the ACT or SAT, or on the University entrance exam.
5. Achieve a minimum grade point average of 3.0 in high school work completed.

Further information about this program can be obtained through the admissions office or registrar’s office.

Re-entry/Readmission of Former Students
Students seeking readmission after an absence of one year or longer, students who previously attended South University but have not attended during the 12 months immediately preceding readmission, who have not been enrolled for one year or longer may be readmitted without retesting for admission, but must apply for readmission and pay a readmission fee of $50. If they were enrolled at other colleges during their absence, transcripts of coursework taken must be sent to South University. Applications for readmission should be submitted at least one month before the beginning of the quarter the student plans to return. A candidate for readmission must either demonstrate that they already meet the entrance test requirement for admission in effect at the time of readmission or retest to achieve that minimum entrance score. However, a student seeking readmission whose prior record indicates entrance scores below the current standard but who has attempted 36 or more credits, has a minimum cumulative GPA of 2.50, and has a completion rate of 65 percent of the hours attempted, will be readmitted on the basis of the previous enrollment and will not be required to submit new entrance test scores.

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

The University reserves the right to deny re-entry or readmission to any applicant who has an unacceptable academic or conduct record. Students with outstanding financial obligations to the University must make arrangements with the business office before they will be allowed to matriculate.

English Language Proficiency
Regardless of country of birth or citizenship, immigrant or non-immigrant 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:

<table>
<thead>
<tr>
<th>MINIMUM ACCEPTABLE PROOF OF ENGLISH LANGUAGE PROFICIENCY STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOEFL</strong></td>
</tr>
<tr>
<td>Paper</td>
</tr>
<tr>
<td>iBT (internet based test)</td>
</tr>
</tbody>
</table>
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 coursework 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 credit(s));
- 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.

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.

Admission 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 U.S. 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);
- 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 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 Form 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 completion 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 before 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.

Transferability of Credits to Other Colleges

South University is accredited by the Commission on Colleges, Southern Association of Colleges and Schools to award doctoral, master’s, bachelor’s, and associate’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of South University.

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.

### TOEFL EQUIVALENT/ALTERNATIVE ENGLISH LANGUAGE PROGRAMS/TEST

<table>
<thead>
<tr>
<th>Test Description</th>
<th>DIPLOMA</th>
<th>AS/BS</th>
<th>GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>American College Testing (ACT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EF International Language Schools</td>
<td>C1</td>
<td>C1</td>
<td>C2</td>
</tr>
<tr>
<td>ELS Language Schools</td>
<td>Level 108</td>
<td>Level 109</td>
<td>Level 112</td>
</tr>
<tr>
<td>Putnam English Language Battery (Also known as the MELAB or Michigan Test)</td>
<td>73</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>Pearson</td>
<td>42</td>
<td>44</td>
<td>53</td>
</tr>
<tr>
<td>Scholastic Aptitude Test (SAT) Verbal Score**</td>
<td>420</td>
<td>526</td>
<td>572</td>
</tr>
<tr>
<td>Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section</td>
<td>453*</td>
<td>526</td>
<td>572</td>
</tr>
<tr>
<td>TOEIC (Academic Test)</td>
<td>650</td>
<td>700</td>
<td>750</td>
</tr>
<tr>
<td>I.E.L.T.S. (A Cambridge University Exam)</td>
<td>Level 5.5</td>
<td>Level 6</td>
<td>Level 6.5</td>
</tr>
</tbody>
</table>

*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.
Specialized Program Admission
Enrollment in the Anesthesiologist Assistant, Nursing, Pharmacy and Physician Assistant Studies programs is limited; therefore, to be considered for selection, applicants must meet the minimum criteria as detailed in the individual application packets for these programs.

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

COLLEGE OF ARTS AND SCIENCES

Procedure for Admission to Master of Science in Criminal Justice Program
In addition to the general requirements of the University, specific requirements for admission to classified graduate status are:

- A bachelor’s degree from an accredited college or university.
- Completion of application for admission and submission of application fee ($50),
- A 2.7 overall grade point average or higher on completed requirements for the baccalaureate degree, or, GRE minimum test scores, 450 verbal, 450 quantitative, and 3.5-4.0 analytical, or Millers Analogies Test (MAT): achieve a minimum overall scaled score of 402, or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.

Foundation Courses Required
The following foundation undergraduate course must have been satisfactorily completed from an accredited institution or be satisfactorily completed (grade of C or better) within the first two quarters after acceptance into the MSCJ degree program.

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

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

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

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

- Completion of a bachelor’s degree from an acceptable accredited institution.
- A cumulative grade point average (CGPA) of at least 3.0 in this coursework.
- A minimum score on a South University preapproved English language proficiency test is required for all applicants whose “first” language is not English as specified in the English Language Proficiency Policy.
- Completion of an application for admission and submission of the appropriate application fee.
- Submission (within 10 weeks of class start date) of official transcripts from all postsecondary institutions attended.
- Completion of an undergraduate statistics course from an acceptable accredited institution or complete MAT5001 (4) (with a grade of B or better) within the first quarter (for on-campus students) or first two course sessions (for online students) after acceptance into the program.

 procedure for Admission to Doctor of Business Administration
The criteria used in determining admission to the doctoral program include:

- Completion of a master’s degree or an MBA degree from an acceptable accredited institution. A cumulative grade point average of at least 3.0 (on a scale of 4.0) on graduate coursework. Additional coursework may be required before beginning the doctoral program. Refer to section on Required Knowledge Base for further information.
- Submission of GMAT scores that are no more than five years old. Minimum score of 400 required.
- Applicants for whom English is a Second Language (ESL) must meet a minimum score on a South University preapproved English language proficiency test is required for all applicants whose “first” language is not English as specified in the English Language Proficiency Policy.
- Completion of an application for admission and submission of a $50 application fee.
- Submission of official transcripts from all post-secondary institutions attended.
- Personal interview with the Program Director (may be conducted over the phone).
- Submission of the following:
  a. Statement of academic and professional goals. This statement should detail how the applicant will benefit from earning a DBA and how the degree will be integrated into future career goals.
  b. Career résumé or curricula vitae.
  c. Three current academic/professional letters of recommendation submitted directly to South University. These letters should discuss the applicant’s ability to successfully matriculate the program and how the applicant will contribute to the overall quality of the program. Additionally, the recommendation should include an assessment of the student’s ability to be successful as a professional in teaching, service and research. Once all required admissions documents and information are submitted, the candidate’s application will be reviewed and evaluated. Applications will be reviewed on a weekly basis and applicants will be notified immediately.

Transfer of Credit
Given the unique nature of the courses within the South University DBA program, transfer credit is not accepted.
Required Knowledge Base
Applicants to the DBA degree program must demonstrate a master’s level ability to integrate knowledge across the functional areas within a college of business with an overall minimum master’s-level cumulative GPA of 3.0 on a 4.0 scale. The courses listed below (four quarter hours each) are master’s level prerequisites and must be completed before acceptance into the program. All prerequisites must have been taken at an acceptable accredited college or university. No grade below a B will be accepted for any course. Students not having prerequisites will be admitted into the program provisionally and will be fully accepted into the program upon successful completion of the necessary courses listed below.

### REQUIRED KNOWLEDGE BASE

<table>
<thead>
<tr>
<th>KNOWLEDGE AREA</th>
<th>SOUTH UNIVERSITY EQUIVALENT COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Behavior</td>
<td>MBA5001</td>
</tr>
<tr>
<td>and Communication</td>
<td></td>
</tr>
<tr>
<td>Managerial Economics</td>
<td>MBA5004</td>
</tr>
<tr>
<td>Finance</td>
<td>MBA6010</td>
</tr>
<tr>
<td>Marketing</td>
<td>MBA6011</td>
</tr>
<tr>
<td>Accounting</td>
<td>MBA5000</td>
</tr>
<tr>
<td>Statistics</td>
<td>MAT5005</td>
</tr>
</tbody>
</table>

Procedure for Admission to Master of Business Administration (MBA), Accelerated Master of Business Administration (AMBA), Master of Business Administration, Healthcare Administration (MBA/HCA), Accelerated Master of Business Administration/Healthcare Administration (AMBA/HCA) and Master of Science in Leadership (MSL) Degree Programs
Admissions criteria for the MBA, MBA/HCA and MSL degree programs are as follows:
- Completion of application for admission and submission of application fee ($50).
- Completion of an undergraduate degree from an accredited institution with a GPA of 2.7 or better on a 4.0 scale, or, completion of an undergraduate degree from an accredited institution with a minimum combined GMAT score at or above the 50th percentile, or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.

Admissions criteria for the Accelerated Master of Business Administration and Accelerated Master of Business Administration/Healthcare Administration degree programs are:
- Completion of application for admission and submission of application fee ($50).
- Completion of an undergraduate degree from an accredited institution with a GPA of 2.7 or better on a 4.0 scale, or, completion of an undergraduate degree from an accredited institution with a minimum combined GMAT score at or above the 50th percentile, or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.

The majority of credits toward any graduate or post-graduate degree program must be earned at South University. Credit for transfer work will be given if the courses were taken at an accredited college or university. The course is equivalent to courses offered at South University, and the course carries a grade of “B” or better. All transfer credit will be reviewed and approved by the Dean, College of Business, and the Department Chair of the respective academic department. The maximum number of classes to transfer is four courses or 16 quarter hours. NOTE: Capstone courses may not be transferred in from another institution.

Credits earned at any South University campus will be accepted at all campuses. 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.

Procedure for Admission to Master of Science in Accounting (MSA)
Admissions criteria for the MSA program is as follows:
- Completion of application for admission and submission of application fee.
- Completion of an undergraduate degree from an accredited institution with a CGPA of 2.7 or better on a 4.0 scale, or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher, or, completion of an undergraduate degree from an accredited institution with a minimum combined GMAT score (no more than 5 years old) at or above the 50th percentile.
- Applicants for whom English is a Second Language (ESL) must submit a minimum paper-based TOEFL score of 600 or the electronic-based score of 250 to be considered for the program. For students admitted to the MSA program who possess a bachelor’s degree in a non-business program, the program is 76 quarter hours in length. Students must first complete a business core of 28 quarter hours of coursework from South University’s Master of Business Administration program to gain a broad base of knowledge and skills in economics, decision-making, behavioral sciences, and strategic environment. Students then progress to the accounting core of 44 quarter hours and the accounting capstone of 4 quarter hours.

For students admitted to the MSA program who possess a bachelor’s degree in a business program (though not in accounting), the program is 48 quarter hours in length. Students complete the accounting core of 44 quarter hours and the accounting capstone of 4 quarter hours.

The majority of credits toward any graduate or post-graduate degree program must be earned at South University. Credit for transfer work will be given if the courses were taken at an accredited college or university. The course is equivalent to courses offered at South University, and the course carries a grade of “B” or better. All transfer credit will be reviewed and approved by the Dean, College of Business, and the Department Chair of the respective academic department. The maximum number of classes to transfer is four courses or 16 quarter hours. NOTE: Capstone courses may not be transferred in from another institution.

Credits earned at any South University campus will be accepted at all campuses. 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.

Foundation Courses Required for MBA, MBA/HCA and MSA programs.
Students must have successfully completed a Bachelor’s degree from an accredited institution. The following foundation undergraduate courses must have been satisfactorily completed from an accredited institution or be satisfactorily completed (grade of C or better) within the first two quarters after acceptance into the degree program.
- Accounting: two courses (or completion of MBA5000 at South University)
- Macroeconomics: one course
- Statistics: one course

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

To remain enrolled after the first quarter, the student for the first quarter of enrollment. In order to regular students on a probationary status on an exception basis will be admitted as or program director. Students admitted be recommended by the department chair applicant's application. Exceptions must submission of scores may improve an Scores. Although GRE scores are optional, of matriculation recommendation, and GRE resume, academic or professional letters career and/or personal accomplishments significant evidence of academic and lower than the stated program minimum Applications with grade point averages to the graduate program include:

The criteria used in determining admission to the graduate program include:
1. Completion of a bachelor’s degree from an accredited institution.
2. A cumulative grade point average of at least 2.70 (on a scale of 4.0) for the last 60 hours of coursework (including relevant graduate work), or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.

Procedure for Admission to Master of Public Administration Degree Program
Admissions criteria for the Master of Public Administration degree program are consistent with those required in other master’s degree-level programs within the College of Business at South University. As the admissions process also takes into consideration the characteristics deemed essential to becoming a professional within the governmental and non-profit sector, material is also required which will enable a determination to be made of the applicant’s personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

The criteria used in determining admission to the graduate program include:
1. Completion of a bachelor’s degree from an accredited institution.
2. A cumulative grade point average of at least 2.70 (on a scale of 4.0) for the last 60 hours of coursework (including relevant graduate work), or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.

Exceptions to the Minimum GPA
Applications with grade point averages lower than the stated program minimum may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the personal statement of academic and professional goals, the career resume, academic or professional letters of matriculation recommendation, and GRE Scores. Although GRE scores are optional, submission of scores may improve an applicant’s application. Exceptions must be recommended by the department chair or program director. Students admitted on an exception basis will be admitted as regular students on a probationary status for the first quarter of enrollment. In order to remain enrolled after the first quarter, the student must achieve a GPA of at least 3.0.

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.

2. Completion of an application for admission and submission of a $50 application fee.
3. Submission (within 10 weeks of class start dates) of official transcripts from all postsecondary institutions attended.

Once all required admissions documents and information are submitted, the criteria will be reviewed and evaluated. Applicants will be notified regarding acceptance within two to three weeks of review and evaluation.

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

Transfer of Credit
Students may transfer a total of 12 credit hours into the Master of Public Administration degree program. The specific courses for which transfer credit is available are MPA6001 Foundations of Public Administration, MPA6006 Public and Non-profit Organizational Behavior, and MBA6501 Strategic Human Resource Management. The evaluation of transfer of credit follows South University’s applicable policies and procedures that pertain to accredited institutions. Transfer any four courses with the exception of the capstone (strategy) course.

COLLEGE OF HEALTH PROFESSIONS

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

Technical Standards
To undertake and successfully complete the Anesthesiologist Assistant program, as well as to function successfully as an Anesthetist Assistant after graduation, requires that an individual meet certain fundamental physical, cognitive, and behavioral standards. The requisite technical skills include, but are not limited to the following:
- Effectively communicating verbally with patients and their family members and with other healthcare professionals.
- Interacting with patients, including obtaining a history and performing a physical examination.
- Effectively communicating in writing, and by record keeping, the data and information essential to the practice of anesthesia and the care of patients.
- Reading and comprehending written parts of the medical record and other patient care documents in order to safely and effectively participate in the practice of anesthesia.
- Having sufficient knowledge, motor skills and coordination to perform diagnostic and therapeutic tasks, including invasive procedures, on patients in a timely manner so as to insure the safety and well-being of the patients. These tasks include but are not limited to peripheral and central venous catheterization, arterial puncture and cannulation, breathing bag-and-mask ventilation, laryngeal mask airway insertion and management, endotracheal intubation.
- Having sufficient strength, motor skills and coordination to lift, move, and position patients as required for administration of anesthesia and performance of cardiopulmonary resuscitation.
- Having sufficient speed and coordination to quickly and safely react to emergent conditions throughout the hospital in order to assure patient safety.
- Recognizing and differentiating colors of signals displayed on monitors; being able to work in both light and dark conditions as exist in patient care areas (e.g., operating room, radiology suite, endoscopy suite); being able to recognize details of objects both near and far.
- Hearing, processing, and interpreting multiple conversations, monitor signals, alarms, and patient sounds simultaneously in fast-paced patient care settings (e.g., operating room, intensive care unit, emergency room).
- Having no impairment that would preclude continuous performance of all of the above activities or any and all of the other activities that are an integral part of an anesthesiologist assistant’s participation in the anesthesia care team.

General Admission Requirements
Students wishing to enter the Anesthesiologist Assistant program in the College of Health Professions should be aware that a prior felony conviction will eliminate the candidate from consideration unless special circumstances are reported for consideration by the Admissions Committee. A prior felony conviction may restrict an individual’s ability to obtain professional licensure or certification. Acceptance into a South University educational program, or its completion, does not imply or guarantee that a student will be able to obtain such licensure or certification.
Admissions criteria:
- Baccalaureate degree from a regionally accredited university, including above average performance in courses required in a premed curriculum. All prerequisite coursework must be taken within seven years from the date of application. The student’s competencies in courses such as physics, chemistry, calculus and biochemistry may cause their progression in the program to slow if students do not recall fundamental principles from prerequisite courses.
- Official transcripts of all undergraduate and graduate coursework.
- Graduate Record Examination (GRE) scores from either the written examination or the computer-based examination taken within five years before application. The Code for South University is 5157.

OR
- Medical College Admission Test (MCAT) scores may be submitted for consideration if completed within five years of the application. The applicant may print official results from the Medical College Admission Testing service website.
- Advanced placement credits for prerequisite coursework that appear in official transcripts may be considered based on courses, scores, and student’s overall undergraduate performance.
- Three letters of recommendation are required. Two letters from persons familiar with the applicant’s prior academic performance, academic potential, work habits, and suitability for graduate study leading to a career in clinical practice. No more than one letter may be a character reference.
- Completed form attesting to the applicants’ familiarity with the practice of anesthesia, including the environment in which day-to-day work occurs.
- In the applicant’s own words, he/she must write a summary of an article of her/his choice that appears in a current anesthesia journal.
- Receipt of a certified background check that has been completed within 3 months before the date of application.
- Submission of the completed application form and all of its components.
- Interview at the request of the Admissions Committee, on-site at South University—Savannah, Savannah, GA. Interviews are held on Saturdays between October and February before June matriculation.

### GENERAL ADMISSION REQUIREMENTS

<table>
<thead>
<tr>
<th>KNOWLEDGE AREA</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>General Biology (Full Academic Year); Labs preferred but not required</td>
<td>3 Semester hours or 4-5 Quarter hours</td>
</tr>
<tr>
<td>General Chemistry (Full Academic Year) Labs are required</td>
<td>6 Semester hours or 9 Quarter hours</td>
</tr>
<tr>
<td>Organic Chemistry (Sophomore 200 level) Labs are required</td>
<td>6 Semester hours or 9 Quarter hours</td>
</tr>
<tr>
<td>Biochemistry (Junior 300 level); Labs preferred but not required</td>
<td>6 Semester hours or 9 Quarter hours</td>
</tr>
<tr>
<td>General Physics (Full academic year); (Sophomore 200 level) Labs are required</td>
<td>6 Semester hours or 9 Quarter hours</td>
</tr>
<tr>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>Statistics (Math or Statistics Dept)</td>
<td>6 Semester hours or 9 Quarter hours</td>
</tr>
<tr>
<td>Preferred (not required)</td>
<td></td>
</tr>
<tr>
<td>Cell and Molecular Biology, Anatomy, and Physiology</td>
<td>3 Semester hours or 4-5 Quarter hours</td>
</tr>
<tr>
<td>Full year of Organic Chemistry</td>
<td>6 Semester hours or 9 Quarter hours</td>
</tr>
<tr>
<td>Trigonometry or Calculus based Physics</td>
<td>6 Semester hours or 9 Quarter hours</td>
</tr>
</tbody>
</table>

### Health Requirements

A recent medical history and physical examination must be on file with the South University Department of Anesthesia Sciences before registration for the first quarter.

For health and safety of students, patients, and others with whom the student may come in contact, the South University Department of Anesthesia Sciences has established the following immunization, laboratory measurement, and surveillance requirements:

- **Tetanus, diphtheria (Td)**
  - Initial Immunization Requirement
    - Within past 10 years
  - Follow-up and Alternatives
    - Vaccination
  - Surveillance and Exposure Requirements
    - n/a
- **Measles, Mumps, Rubella (MMR)**
  - Initial Immunization Requirement
    - Vaccine booster (if born after 1957)
  - Follow-up and Alternatives
    - Vaccination series
  - Surveillance and Exposure Requirements
    - n/a

---

### Polio
- **Initial Immunization Requirement**
  - Documentation of vaccination with appropriate boosters
- **Follow-up and Alternatives**
  - Vaccination series
- **Surveillance and Exposure Requirements**
  - n/a

### Hepatitis B
- **Initial Immunization Requirement**
  - Documentation of previous immunization or 3-dose vaccination
- **Follow-up and Alternatives**
  - Serology (Declination forms will be available to students for whom the immunizations are contraindicated.)
- **Surveillance and Exposure Requirements**
  - Follow protocol for hepatitis B exposure
- **Varicella**
- **Initial Immunization Requirement**
  - History of chicken pox or serology
- **Follow-up and Alternatives**
  - 2-dose vaccination for negative serology
- **Surveillance and Exposure Requirements**
  - n/a

### Tuberculosis (TB/I)

---

### Insurance Requirements

Students in the South University College of Health Professions are required to have continuous health insurance coverage in force for the duration of their enrollment. Students must purchase through the University at a nominal cost a plan that covers treatment and monitoring for needle stick injuries regardless of the clinical site where they may be rotating.

For the personal safety of each student, it is imperative that every student have an adequate health plan or the resources to pay for necessary medical care in the event of a needle stick or exposure to pathogenic organisms and the University has arranged for
all students in the health professions programs to have coverage at minimal expense.

Payment for all medical and psychiatric services – elective and emergent – is the responsibility of the student no matter what the source of an illness or injury may be. The student is responsible for payment of medical services including all laboratory and other diagnostic and therapeutic services rendered as part of a protocol into which a student is entered in the event of exposure to known or suspected pathogenic organisms. Each clinical site has a specific established protocol for exposure that the student must follow.

Application Process
The application process is open between July 1st and January 1st for admission to the class entering for summer quarter of the following year. Early decision interviews occur in October and November. A completed application must be received by the program office no later than October 1st to be considered for the early decision interview sessions. After the October 1st deadline, the most qualified applicants will be assigned to an interview group based upon when the application was complete. The earlier the application is completed, the earlier the interview group applicants will be assigned. Applicants must meet the following deadlines in order to have their application considered for admission:

Clerical and informational deficiencies in application will be documented in a communication sent within 10 days of receipt of application. The applicant is solely responsible for completion of his/her application. The program is not responsible for deficiencies due to US mail or failure of third parties to complete an applicant’s request for transcripts, scores, letters of reference, et cetera.

The most qualified candidates for admission will be invited for personal interviews. During the interview process, candidates will have the opportunity to meet faculty and practicing AAs, attend a brief orientation to the university and the program, and receive financial aid information. Interviews are by request of the admission committee only. Eligible applicants will receive a request for an interview from the program via email and USPS mail. All interviews are scheduled at South University in Savannah between October and February. The interview, which is a mandatory part of the application process, are held on Saturdays and typically begin at 8:00 A.M. and ending by 5:00 P.M. The program provides information about transportation, lodging, and campus parking at the time the interview is scheduled. It is important that the program office have an applicant's current, daytime phone number so that he/she can be contacted in a timely manner about any last-minute interview changes.

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

Completion of Application
Prior to matriculation, each person accepted into the program must provide an official transcript showing completion of all required coursework AND must submit official verification of receipt of undergraduate degree. Complete transcripts and an official record of undergraduate degree must be on file with the program before registration will be permitted for the first quarter.

Reapplication to the Program
The program will hold completed applications for one additional application cycle (the following year) in the event that the applicant is denied admission to the program on the first attempt. A request in writing for reactivation of application must be received by the program office in order for the application to be reactivated the following year. The applicant must also send a re-application fee of $50. The applicant must furnish two additional references and a short narrative statement describing how the application has been strengthened along with a brief statement concerning activities and employment since the last application. Official transcripts of any coursework that was undertaken to strengthen the application must be received at the program office. If the GRE was retaken, those scores must be forwarded directly to South University (use GRE code 5157).

All application materials must be sent to the following address:
Anesthesiologist Assistant Program
South University
College of Health Professions
709 Mall Boulevard
Savannah, GA 31406

NOTE: All applicants should be aware that admission to the Anesthesiologist Assistant program is highly selective and competitive due to the limited number of spaces available in the program. Qualification criteria specified herein are minimum criteria, and no applicants are guaranteed admission to the program, even though they may meet such minimum criteria. South University reserves the right to select for admission those applicants it deems best qualified for admission while complying with all applicable laws. South University also reserves the right to determine program size and/or to cancel the program.

Procedure for Admission to Master of Science Physician Assistant Studies Degree Program
Entrance to the Physician Assistant Studies (PA) program is gained through a formal application review and on campus interview. Application to the program is made through the Central Application Service for Physician Assistants (CASPA). Additional information on the application process can be obtained through the PA program web site or by calling 912-201-8025. Because entrance into the program is highly competitive, only applications meeting the admission requirements listed below will be considered for admission.

Procedure for Admission to Master of Arts in Clinical Mental Health Program
Admissions criteria for the Master of Arts in Clinical Mental Health Counseling program are consistent with those required in other master’s degree level programs at South University. As the admissions process also takes into consideration the characteristics deemed essential to becoming a 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:

1. Completion of a bachelor’s degree from an accredited institution.
2. A grade point average of at least 2.7 (on an Admissions scale of 4.0) for the last 60 semester hours/90 quarter hours of coursework (including relevant graduate work), or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.
3. A minimum score on a South University preapproved English language proficiency test is required for all applicants whose “first” language is not English as specified in the English Language Proficiency Policy.
4. Interview with the Clinical Mental Health department chair/program director or designated faculty member.
5. Approval of the campus program admissions committee.
6. Completion of an application for admission and submission of a $50 application fee.
7. Submission of a personal/professional statement addressing the applicant’s interest in counseling, professional goals, along with a self-appraisal of academic and professional qualifications.
8. Submission (within 10 weeks of class start dates) of official transcripts from all postsecondary institutions attended.
9. Current résumé (or career summary).
10. Background Check

All required admissions documentation and criteria will be reviewed and evaluated. Applicants will be notified regarding acceptance. Applicants should review the published general graduate requirements listed in the South University catalog. Students who are citizens of countries other than the United States should also refer to the section in the South University catalog entitled Admission of International Students.
The application process requires submission of scores from the Graduate Record Examination (GRE). All applications must be complete by August 1st of the calendar year before matriculation.

**Admission Criteria**

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

- Applicants must have an earned bachelor’s degree from a regionally accredited U.S. institution.
- Applicants must have an overall GPA as calculated by the CASPA service of 2.8 or greater (on a 4.0 scale) (including undergraduate, post-baccalaureate, and graduate coursework).
- Applicants should have a Biology-Chemistry-Physics (BCP) science GPA of 3.0 (on a 4.0 scale) as calculated by the CASPA service.
- Applicants must submit scores from the GRE general exam directly to the CASPA service using the South University PA program code 0467.
- Preference will be given to those with GRE scores at the 50th percentile or above.

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

- Human Anatomy 1 course*
- Human Physiology 1 course*
- General Biology 2 courses*+
- General Chemistry 2 courses*+
- Biochemistry-or-
- Organic Chemistry 1 course*+
- Microbiology 1 course*+

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

+Basic science courses should be those for science majors. Only courses with an associated lab will be given credit for fulfilling prerequisite requirements. In the event that a laboratory is not offered with a prerequisite course, applicants may request the lab requirement for that course be waived.

- 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.
- No transfer credit is accepted for the Master of Science in Physician Assistant Studies program. All students must complete each course in the curriculum. The South University PA program accepts credit for Advanced Placement courses.

AP courses taken and successfully completed will be counted as one course credit toward completion of the respective prerequisite subject. Grades earned in AP courses are not used in calculation of the applicants overall or prerequisite GPA.

- The South University PA program does not accept College Level Examination Program (CLEP) credit for any prerequisite requirements. South University strongly encourages applicants to participate in patient centered clinical experience before application and matriculation. While it is advantageous that entering students have some direct patient contact, it is the policy of the program not to prescribe a minimum number of patient contact hours or fields in which the experience must be gained.

**Technical Standards**

In order to ensure that patients receive the best medical care possible, the faculty of the South University Physician Assistant Program has identified certain skills and professional behaviors that are essential for successful progression of physician assistant students in the program. A student must possess skills and behaviors at a level of capability to perform a variety of duties required of a physician assistant as a healthcare professional. Students with disabilities who can perform these skills and successfully execute professional behavior either unassisted, with dependable use of assistive devices, or by employing other reasonable accommodations are eligible to apply for enrollment in the program. Minimum performance standards include critical thinking, communication skills, observation skills, motor skills, and interpersonal abilities.

Interested parties may contact the Physician Assistant Studies Program office for additional information about South University performance standards. These skills and behaviors include, but are not limited to:

- those outlined in the document Essentials and Guidelines for an Accredited Education Program for the Physician Assistant (2001) as established by the Accreditation Review Commission of Physician Assistant Programs (ARCIPA).

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

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

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

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

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

An applicant to the South University Physician Assistant Studies Program who may require qualified medical assistant after graduation.

- Prospective Medical Assisting students should carefully look over these standards and determine if they have any limitations that may interfere with their ability to satisfy any of these requirements. The requisite standards include, but are not limited to:

**Sensory**

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

**Communication**

The Medical Assisting student must be able to read and write effectively in order
Admissions

South University

Advanced Standing if approved by the OTA Program. Students may transfer prerequisite courses into the program before entering the OTA Program. Only after completing prerequisite coursework will students be admitted into advanced standing if approved by the program director and the registrar.

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

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

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

Transfer of Credit Guidelines for the Associate of Science in Medical Assisting
For students in the Associate of Science in Medical Assisting transfer of credit will not be accepted for the following courses:
- AHS2005 Clinical Competencies I
- AHS2006 Clinical Competencies II
- AHS2007 Clinical Laboratory Competencies
- AHS2087 Medical Office Procedures
- AHS2090 Medical Insurance and Coding
- AHS2092 Computer in the Medical Office

Transfer of credit will be accepted for the following courses:
- AHS1001 Medical Terminology

Procedure for Admission to Associate of Science in Physical Therapist Assistant Program
Students intending to enter the Physical Therapist Assistant (PTA) program will be admitted to South University as candidates for the Physical Therapist Assistant program. Only after completing prerequisite coursework and achieving the requirements outlined below will students be admitted into 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.

Associate of Science in Physical Therapist Assistant Professional 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 before 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 have proof of appropriate 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 percent weight)
   b. Science GPA (required to score a B or higher in these courses).
      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
   c. HOBEY (Computer average score using each section)
      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/DCCE.

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

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

**NOTE:** Minnesota residents are not eligible to enroll in the online programs for the Master of Science in Nursing or the RN to Master of Science in Nursing.
Technical Standards

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

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

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

COLLEGE OF NURSING AND PUBLIC HEALTH

Procedure for Admission to Doctor of Nursing Practice** Program

To be admitted to South University’s Doctor of Nursing Practice degree program, prospective students must meet the following admissions criteria:

- Possess a master’s degree in nursing (or be a pending graduate) from an acceptable accredited collegiate institution and a CGPA of 3.00 or higher on a 4.0 scale.
- Provide official documentation of the actual number of verified clinical hours completed during the Master’s program of study within 10 weeks after initial start date. This requirement may come in the form of the credentialing documents used to verify hours for certification examination or a statement from the graduate degree granting institution verifying the actual number of hours completed during the master’s program.
- Completion of a three semester credit hour undergraduate or graduate course in statistics with a grade of C (undergraduate)/B (graduate) or better.
- Completion of a three semester credit hour graduate nursing research course with a grade of B or better.
- Submit official transcript from all post-secondary institutions attended, with submission due within 10 weeks of initial start date.
- Hold and maintain a valid unencumbered license as a registered nurse in the U.S. state or territory in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure. Instead, it is the policy of South University to provide reasonable accommodations to students with special needs who request them so that they can meet the program requirements. It is the students’ responsibility to contact the Dean of Student Affairs with documentation to support their need for accommodations. Students are encouraged to contact the department chair or coordinator as early as possible to discuss their particular situation.
- Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against “otherwise qualified” persons with a disability. If an applicant can perform the Technical Standards listed above, he or she is “otherwise qualified” under the law and must be treated the same as a person without a disability. A person who cannot perform the Technical Standards is not “otherwise qualified” and may be denied access to the program without discrimination.

The requirements for admission to the Post Graduate Certificate programs are as follows:

- Completion of an undergraduate course in nursing research or evidence based practice in nursing.
- Submit, along with your packet materials, three references using the Nursing Graduate School Appraisal Form. At least two of your references should hold a Master’s in Nursing degree.
- Resume describing relevant work, professional, and volunteer experiences.
- Meet Core Performance Standards described in the academic catalog.

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

At the time of application for the MSN degree program, the student must have submitted a complete application for admission and the application fee. In addition, the student must have:

- A baccalaureate degree in nursing (or be a pending graduate) from an accredited collegiate institution and a CGPA of 3.00 or higher on a 4.0 scale.
- Official transcripts from every college or university attended (submission within 10 weeks after initial start date).
- Hold and maintain a valid unencumbered license as a registered nurse in the US state or territory in which the student completes all assignments for the program. (Note that military, federal and foreign educated nurses must meet this state requirement for nursing licensure.)
- Submit, along with your packet materials, three references using the Nursing Graduate School Appraisal Form. At least one of your references should hold a Master’s or higher degree in nursing.
- Resume describing relevant work, professional, and volunteer experiences.
- Meet Core Performance Standards and essential function described in the profession.

Provisional admission to the MSN degree program can be granted for any of the following:

- A GPA of 2.5 to 2.99 on a 4.0 scale for the last 60 semester hours (or 90 Quarter Hours) undertaken.
- Completion of the statistics or research course or equivalent with a grade of C or better.
- Official transcripts from every college or university attended (submission within 10 weeks after initial start date).
- Hold and maintain a valid unencumbered license as a registered nurse in the US state or territory in which the student completes all assignments for the program. (Note that military, federal and foreign educated nurses must meet this state requirement for nursing licensure.)
- Submit, along with your packet materials, three references using the Nursing Graduate School Appraisal Form. At least one of your references should hold a Master’s or higher degree in nursing.
- Resume describing relevant work, professional, and volunteer experiences.
- Meet Core Performance Standards described in the academic catalog.

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
and, if applicable, completion of the undergraduate statistics or undergraduate nursing research course with a grade of C or better. Failure to meet requirements of provisional admission results in dismissal from the graduate program.

International Applicants
Students enrolled in the RN to BSN Degree Completion, RN to Master of Science in Nursing and MSN degree programs must have a valid unencumbered license as a registered nurse in the US state or territory in which the student completes all assignments for the program.

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

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

The following Core Performance Standards are necessary for all nursing education programs for program admission and progression as described by the Southern Regional Educational Board Council on Collegiate Education for Nursing.
- Critical Thinking: Students must demonstrate judgment in the clinical setting. Students must also be able to develop and utilize nursing care plans.
- Interpersonal skills: Students must demonstrate the ability to effectively interact with clients and colleagues and maintain a professional demeanor in stressful and non-stressful situations.
- Communication skills: Students must demonstrate effective communication skills while interacting in the classroom, lab, or clinical settings.
- Motor skills: Students must demonstrate the physical ability to assess clients, perform technical skills involving gross and fine muscular movements and motor strength.
- Sensory Integrity: Students must be able to rely on their senses of sight, hearing, smell and touch to effectively assess and care for clients.

Procedure for Admission to RN to Master of Science in Nursing** Degree Program
At the time of application for the RN to Master of Science in Nursing degree program, the student must have submitted a complete application for admission and the application fee. In addition, the student must have:
- An associate’s degree in nursing from an accredited collegiate institution, or a diploma in nursing from an accredited institution, with a minimum cumulative CGPA of 2.5 or better on a 4.0 scale.
- Official transcripts from every college or university attended (submission within 10 weeks after initial start date).
- Holds and maintains a valid unencumbered license as a registered nurse in the US state or territory in which the student completes all assignments for the program. (Note that military, federal and foreign educated nurses must meet this state requirement for nursing licensure.)
- Submit, along with your packet materials, three references using the Nursing Graduate School Appraisal Form. At least one of your references should hold a Master’s in Nursing or higher degree in nursing.
- Submit an essay (goal statement) of 1-2 pages (typed, double-spaced) explaining your career goals, reasons for your choice of specialization, and why you want to pursue an advanced degree in nursing.
- Resume describing relevant work, professional, and volunteer experiences.
- Meet the Core Performance Standards and essential function related to the profession of nursing as described in this catalog.

Provisional admission may be granted if the student is completing prequisites in the term before matriculation into the nursing program. The day of matriculation to the nursing major all general education courses required for admission to the BSN program must be completed with a GPA of 2.5 or higher. Failure to meet requirements of provisional admission results in dismissal from the nursing program.

Procedure for Admission to the RN to BSN Degree Completion Program
At the time of application for the RN to BSN Degree Completion Program, the student must have submitted a complete application for admission and the application fee. In addition, the student must have:
- An associate’s degree in nursing from an accredited collegiate institution, or a diploma in nursing from an accredited institution, with a cumulative GPA of 2.5 or better on a 4.0 scale.
- Official transcripts from every college or university attended (submission within 10 weeks after initial start date).
- The applicant holds and maintains a valid unencumbered license as a registered nurse in the US state or territory in which the student completes all assignments for the program. (Note that military, federal and foreign educated nurses must meet this state requirement for nursing licensure.)

SOUTH UNIVERSITY

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.
• Meet the Core Performance Standards and essential function related to the profession of nursing as described in this catalog.
• All general education prerequisites must be completed before the student takes any professional nursing courses beyond the 3000 level.

Provisional admission may be granted for an overall GPA of 2.0 to 2.49 on a 4.0 scale. Final admission requires completion of the first four courses with a GPA of at least 3.0 on a 4.0 scale in those four courses. Failure to meet requirements of provisional admission results in dismissal from the nursing program.

Acceptance into the Nursing Program
Upon acceptance into the Nursing Program, the student must submit:
1. Acceptance fee (nonrefundable one-time fee) to business office for student enrolling in the BSN degree program. This fee will be applied to the student’s first quarter tuition payment. Students enrolling in the RN to BSN degree program are not required to pay the registration/acceptance fee.
2. Completed current physical examination record with required immunizations, titer’s, lab results, and tuberculosis assessment.
3. Comprehensive background check
4. Urine Drug Screen
5. Evidence of health insurance or signed waiver.

Comprehensive Background Check
Students selected for the nursing program are required to obtain a criminal background investigation. While an arrest record will not keep a student from enrolling in the nursing program, it may affect his/her ability to complete the educational experience, graduate; obtain a RN license, and/or employment.

Nursing Programs Transfer of Credit Guidelines
BSN, RN to BSN Degree Completion, and RN to Master of Science in Nursing Degree** Program Guidelines

1. General education courses may be accepted in the generic BSN, RN to BSN Degree Completion, and RN to Master of Science in Nursing Degree programs if the courses meet the requirements in the Undergraduate Transfer policy in the South University Catalog.
   a. All arts and sciences coursework requested for transfer will be evaluated by the local registrar for equivalency with South University requirements.
   b. Course content must be equivalent and sufficient hours for award of transfer credit.
   c. Any questions raised on appropriateness of equivalency will be directed to the appropriate college dean, program chair or program director for consultation.

2. For BSN (pre-licensure) students only, science courses are not accepted for transfer credit if they are older than seven years.
3. No nursing courses may be accepted for transfer credit in the generic BSN, RN to BSN degree completion, or RN to Master of Science in Nursing degree programs.
4. No graduate courses may be accepted for transfer credit in the RN to Master of Science in Nursing Degree program.
5. The final determination on the transferability of any particular course is made by the Dean of the College of Nursing.
6. The majority of the credits toward the degree must be obtained at South University.

MSN** Program Guidelines

1. Graduate credit earned at another institution is evaluated at the written request of the student by the program director for an assessment of currency, equivalency and acceptability for transfer.
2. Such request should include a course description and syllabus and must be received before the student matriculates into the program.
3. The courses must have been completed at an accredited college or university with a grade of B or better.
4. The courses must have been completed within the five year period before the date of application.
5. The courses must be comparable in content to the South University course, including lab or clinical requirements.
6. Up to 4 courses (with a maximum of 16 quarter hours or 12 semester hours,) may be accepted toward the nursing graduate curriculum.
   a. A combination of core and specialization courses may be transferred up to the limits in #2 above, except that only 2 specialization courses may be transferred so that greater than 50 percent of the specialization coursework is completed at South University.
   b. Transfer credits are limited to the following courses in the graduate curriculum
   ii. Core: NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice; NSG5002 Advanced Theoretical Perspectives for Nursing; NSG5003 Advanced Pathophysiology; NSG6101 Nursing Research Methods
   iii. Specializations (limited to a maximum of 2 courses): NSG6005 Pharmacology; NSG6020 Advanced Health and Physical Health – must include 60 hours of clinical experience;

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.

2. For BSN (pre-licensure) students only, science courses are not accepted for transfer credit if they are older than seven years.
3. No nursing courses may be accepted for transfer credit in the generic BSN, RN to BSN degree completion, or RN to Master of Science in Nursing degree programs.
4. No graduate courses may be accepted for transfer credit in the RN to Master of Science in Nursing Degree program.
5. The final determination on the transferability of any particular course is made by the Dean of the College of Nursing.
6. The majority of the credits toward the degree must be obtained at South University.

Procedure for Admission to Master of Public Health Program
Admissions criteria for the Master of Public Health degree program is as follows:
• Completion of a bachelor’s degree from an accredited institution.
• A cumulative grade point average (CGPA) of at least 2.7 (on a scale of 4.0)
• Completion of an application for admission and submission of a $50 application fee.
• Submission of a document that includes a self-appraisal of academic and professional qualifications to enter the program along with any volunteer experience. The document should also include, if appropriate, a career resume describing relevant professional work in the field of public health.
• Submission of official transcripts from all college and universities attended prior to admission.
• Applicants for whom English is a Second Language (ESL) must submit a minimum paper-based TOEFL (Test of English as a Foreign Language) score of 600 or the electronic-based score of 250 to be considered for the program.

Required Program Foundation Courses
The following undergraduate courses must have been taken at an accredited college or university and satisfactorily be completed prior to acceptance into the Master of Public Health program. Sciences courses will only be considered if they are no older than seven years at the time of application.
• College Algebra (1 course) or higher level math coursework
• Statistics (1 course)
• Biology (at least 2 courses), which may include General Biology, Ecology, Biotechnology, Inheritance, Microbiology, Evolution of Populations,
• OR Health-related Sciences (at least 2 courses), which may include Human Physiology, Human Anatomy and Physiology, Cell Biology, Medical Genetics, Immunology, etc.
• OR Any combination of courses in Biology or Health-related Sciences
Transfer of Credit
The majority of credits toward any graduate or post-graduate degree program must be earned at South University. Credit for transfer work will be given if the courses were taken at an acceptable accredited collegiate institution, the course is equivalent to courses offered at South University, and the course carries a grade of B or better. All transfer credit will be reviewed and approved by the College Dean or his/her designee. For the Master of Public Health program, a maximum of 12 quarter hours may be transferred for any course in the program, with the exception of the Practicum or Applied Research Proposal course requirements.

SCHOOL OF PHARMACY

Procedure for Admission to Doctor of Pharmacy Degree Program
PharmCas
South University School of Pharmacy will accept only applications that are submitted through PharmCas at: www.pharmcas.org.

Admission Cycle
Students are accepted into the Doctor of Pharmacy degree program once each year for the fall quarter.

General Admission
For optimum consideration during an admissions cycle, prospective students are encouraged to submit a completed application to PharmCas as early as possible. In addition, a supplemental application must be submitted directly to the School of Pharmacy to complete the application process. The supplemental application is available at http://www.southuniversity.edu/pdf/Revised-2011-Supplemental-Application-Final.pdf. Applicants should take the PCAT no later than January of the year of admission. Admission to the program is competitive and will be granted on a rolling basis for applications postmarked no later than February 1 of each year.

Admission Criteria
Consideration for admission will be based on the applicant’s potential for academic and professional achievement and an assessment of written and verbal communication skills, critical thinking skills, integrity, dedication, motivation, character and maturity. To be considered for admission to the Doctor of Pharmacy degree program a prospective student must:
1. Complete or be in the process of completing a minimum of two years of pre-pharmacy course requirements (60-67 semester hours) at an acceptable accredited collegiate institution. The student must earn a grade of C (2.0) or better in each prerequisite course. All pre-pharmacy coursework presented in the table below must be completed before matriculation to Doctor of Pharmacy degree program on or before May 25th of the program entrance year.

Pre-pharmacy Requirements*
English Composition* 3 sem. hrs. 1 (1 sem. or 5-qt. hrs)
English Literature* 3 sem. hrs. 1 (1 sem. or 5-qt. hrs)
History 3 sem. hrs. (1 sem. or 5 qt. hrs)
Psychology 3 sem. hrs. (1 sem. or 5 qt. hrs)
Economics (Macro, micro or general) 3 sem. hrs. (1 sem. or 5 qt. hrs)
Public Speaking 3 sem. hrs. (1 sem. or 5 qt. hrs)
Electives* 9 sem. hrs. (3 sem. or 13.5 qt. hrs)
General Biology I 4 sem. hrs. 4 (1 sem. or 6 qt. hrs)
General Biology II 4 sem. hrs. 4 (1 sem. or 6 qt. hrs)
General Chemistry I 4 sem. hrs. 4 (1 sem. or 6 qt. hrs)
General Chemistry II 4 sem. hrs. 4 (1 sem. or 6 qt. hrs)
Organic Chemistry I 4 sem. hrs. 4 (1 sem. or 6 qt. hrs)
Organic Chemistry II 4 sem. hrs. 4 (1 sem. or 6 qt. hrs)
Human Anatomy/Physiology I 4 sem. hrs. 5 (1 sem or 6 qt. hrs.)
Human Anatomy/Physiology II 4 sem. hrs. 5 (1 sem or 6 qt. hrs.)
Physics I 3 sem. hrs. 5 (1 sem or 5 qt. hrs)
Calculus I 3 sem. hrs. (1 sem. or 5 qt. hrs)
Calculus II 4 sem. hrs. (1 sem. or 6 qt. hrs)
Calculus III 4 sem. hrs. (1 sem. or 6 qt. hrs)

2. Earn a minimum cumulative grade point average of 2.80 on a 4.0 scale. (A science GPA of 3.0 or better is recommended.)
3. Submit a completed Pharmacy application through www.pharmcas.org and a completed South University School of Pharmacy supplemental application directly to the School of Pharmacy no later than February 1.
4. Submit scores from the Pharmacy College Admissions Test (PCAT) directly to PharmCas, recipient code 104. (A minimum composite score of 60 is recommended.)
5. Submit a minimum of two letters of recommendation directly to PharmCas; however, three letters are preferred.
6. Submit directly to PharmCas a one page personal statement that outlines characteristics possessed by the applicant that will contribute to his/her success as a Doctor of Pharmacy.
7. Demonstrate the oral and written communication skills required to interact with patients and professional colleagues, and is expected of a professional doctoral level student.
8. Complete the South University School of Pharmacy’s on campus personal interview with members of the Faculty and the Admissions Committee (by invitation only).
9. Provide directly to PharmCas all transcripts. Transcripts for all college coursework must be submitted since academic performance for all college coursework undertaken by the student will be evaluated.
10. International students: U.S. permanent residents are considered but Non-U.S. citizens are not accepted. All prerequisite coursework must be completed in the U.S. at an accredited institution. Permanent residents must provide a copy of their permanent resident card.

Exceptions to the Minimum CGPA
Applicants with CGPAs lower than the stated program minimum may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the career résumé (including a personal statement of academic and professional goals), academic or professional letters of recommendation, and Pharmacy College Admissions Test (PCAT) scores. Exceptions must be recommended by the School of Pharmacy Assistant Dean for Admissions, Chair of the Admissions Committee, or School Dean.
Technical Standards for Doctor of Pharmacy Degree Program Admission

The educational mission of the South University School of Pharmacy is to educate and graduate competent practitioners to provide pharmaceutical care in a variety of institutional, community and other settings. Students admitted to the Doctor of Pharmacy degree program must also meet the technical standards for admissions. These technical standards outline the essential functions that candidates for the Doctor of Pharmacy degree must be able to perform. These essential functions reside in the following categories: Observation, Communication, Motor, Intellectual, and Behavior/Social. However, it is recognized that degrees of ability vary among individuals. The South University School of Pharmacy is committed to supporting its students by any reasonable means to complete the course of study leading to the Doctor of Pharmacy degree.

• Observation: A candidate must be able to observe demonstrations and experiments in the basic sciences, including, but not limited to, physiological and pharmacological demonstrations in animals, evaluation of microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to observe a patient accurately at a distance and close at hand. In detail, observation necessitates the functional use of the sense of vision and other sensory modalities.

• Communication: A candidate must be able to communicate effectively and sensitively with patients. The focus of this communication is to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. Communication includes speech, reading, writing, and computer literacy. A candidate must be able to communicate effectively and efficiently in oral and written forms with all members of the healthcare team in a timely manner.

• Sensory/Motor: A candidate must have sufficient motor function to elicit information from patients by physically touching patients, e.g. assessing range of motion of a joint, taking blood pressure readings, taking a pulse reading. A candidate must be able to execute motor movements to provide general care and emergency treatments to patients, e.g. first aid treatments, cardiopulmonary resuscitation (CPR). A candidate must be able to execute motor movements required in the compounding of medications inclusive of using techniques for preparing sterile solutions, e.g., parenteral or ophthalmic solutions. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

• Intellectual (Conceptual, Integrative, and Quantitative Abilities): A candidate must have the ability to measure, calculate, reason, and analyze. A candidate must be able to synthesize and apply complex information in a timely manner. A candidate must be fully alert and attentive at all times in clinical settings.

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

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

• Remit the $1,000 acceptance deposit by the date designated in the acceptance agreement. The entire acceptance deposit is credited to the first quarter’s tuition.

• Submit a college transcript after each term completed following acceptance.

• Submit self-certification of high school graduation or GED completion.

• Submit proof of immunization or for immunity to Measles (MMR), Varicella (Chickenpox), Tetanus/Diphtheria, and Hepatitis B. In addition, students must complete the annual Tuberculin Test (PPD). An Immunization Clearance Form provided as part of the acceptance package must be completed and returned along with other immunization documentation.

• Present a Basic Adult Life Support certificate on the first day of school.

• Submit proof of medical insurance coverage.

• Complete additional coursework if required by the Admissions Committee and submit additional documents as requested by the Office of Admissions.

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

Laptop Computer Requirement

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

TUITION (ON-CAMPUS PROGRAMS)
(For tuition information for South University’s online programs, please see the Online Programs section of the catalog.)

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

Tuition for the Doctor of Pharmacy degree program effective June 2013, will be $11,135 per quarter. Tuition does not include text books ($650 average per quarter) nor a $1000 nonrefundable acceptance fee, which is applied to tuition for the first quarter upon enrollment.

Tuition for the Master of Science in Physician Assistant Studies degree program is $7,325 per quarter effective January 2012. Tuition in this program, effective January 2013, will be $7,615 per quarter. Tuition does not include a $500 nonrefundable acceptance fee, which is applied to tuition for the first quarter upon enrollment. This is for a full-time course load and does not include expenses for such required items as lab coats (approximately $30), textbooks (approximately $2,000), stethoscope and chest pieces (approximately $100), and laboratory fees of $100 per quarter of laboratory coursework. Anesthesiologist Assistant students are not eligible for part-time enrollment.

Tuition for the Accelerated Master of Business Administration and the Accelerated Master of Business/Healthcare Administration degree program: $9,995 per quarter. Books are included in tuition.

Tuition for the Master of Arts in Clinical Mental Health Counseling and Master of Arts in Professional Counseling degree program is as follows: $6,640 per quarter for 10-18 credit hours, $5,245 per quarter for 5-9.5 credit hours, and $3,080 per quarter for 1-4 credit hours.

Tuition for the Master of Business Administration and Master of Business Administration in Healthcare Administration, Master of Science in Criminal Justice, Master of Science in Information Systems and Technology, Master of Science in Leadership, Master of Public Administration, and the Master of Science in Public Relations degree programs including prerequisite courses is as follows: $6,835 per quarter for 10-18 credit hours, $5,420 per quarter for 5-9 credit hours, and $3,175 per quarter for 1-4 credit hours.

Tuition for the Master of Science in Nursing degree non-nurse practitioner specializations is as follows: $6,460 per quarter for 8-18 credit hours, $3,950 per quarter for 5-7 credit hours, and $2,450 per quarter for 1-4 credit hours.

Tuition for the RN to Master of Science in Nursing degree nurse practitioner specializations is as follows: $6,745 per quarter for 8-18 credit hours, $3,950 per quarter for 5-7 credit hours, and $2,450 per quarter for 1-4 credit hours.

Tuition for the Bachelor of Science in Nursing degree program (professional level) is $7,720 per quarter for 10-18 credit hours. Students at this level must be enrolled full time. For students returning from academic suspension who must enroll part-time before returning to full-time status, tuition rates are as follows: $6,175 per quarter for 5-9 credit hours, and $3,190 per quarter for 1-4 credit hours. There is a $500 nonrefundable acceptance fee which is applied to tuition for the first quarter upon enrollment.

Tuition for undergraduate programs in Allied Health Science, Business, Criminal Justice, Graphic Design, Health Science, Healthcare Management, Information Technology, Legal Studies, Medical Assisting, Occupational Therapy Assistant, Paralegal Studies, Physical Therapist Assistant, Psychology, Public Relations and RN to BSN degree completion programs is as follows: $5,395 per quarter for 10-18 credit hours, $4,255 per quarter for 5-9 credit hours, $2,220 per
quarter for 1-4 credit hours, and $400 per credit hour for more than 18 hours.

Tuition for the Art Institute of Dallas and Ft. Worth is $498 per credit hour for undergraduate programs, 1-18 credit hours, both online and at the campus.

Tuition for the Art Institute of Charlotte and Raleigh Durham is $473 per credit hour for undergraduate programs, 1-18 credit hours, both online and at the campus.

Tuition for Art Institute Masters programs is $592 per credit hour for 1-18 credit hours, both online and at the campus.

FEES

Application Fee
Individuals seeking admission to any South University program are charged a fee at the time of initial application:
• The application fee for all programs is $50.
• The application fee for the Pharmacy program is paid directly to PharmCas.
• The application fee for the Physician Assistant Studies program is paid directly to CASPA.
• The application fee for the professional level BSN degree program is $50.
• The receipt of the application fee does not constitute acceptance of the student. This fee is refundable if a refund is requested within three days of making application except for nonrefundable application fees for Pharmacy, Anesthesiologist Assistant, and Physician Assistant Studies programs. A student paying this fee but not enrolling within one calendar year will be reassessed the fee upon reapplication.

Acceptance Fee
There is a non-refundable $500 acceptance fee for those applicants accepted into Anesthesiologist Assistant and Physician Assistant programs. There is a non-refundable $500 acceptance fee for those applicants accepted into the BSN degree program. The acceptance fee does not apply to the RN to BSN degree completion program. The non-refundable acceptance fee for applicants accepted through the General Admissions Procedure into the Pharmacy program is $1000. The acceptance fee will be applied to the student’s first quarter tuition payment. If an applicant accepted into the Pharmacy or Anesthesiologist Assistant programs encounters circumstances that prevent their matriculation, any amount paid by the applicant that is above the nonrefundable application fee and acceptance fee will be refunded.

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

Art Institute Fees
Fees specific to programs at the Art Institutes are as follows: a student activity fee of $50 (one time), an enrollment fee of $100 (one time), and a culinary lab fee of $300 (per quarter).

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

Credit by Examination Fee
A fee of $400 will be collected for each examination given to a student who desires to earn credit as outlined in the Credit by Examination section of this catalog. No fee is charged for keyboarding and word processing examinations.

Diploma Fee
Each student is entitled to have one official diploma sent to them upon graduation. Students may request duplicate diplomas for a fee of $75 each. Diplomas will not be issued to any student who has a balance with the University.

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

Membership Fees
Students enrolling in the Physician Assistant Studies program will incur a one-time fee for membership in the American Academy of Physician Assistants (AAPA). The fee of $75 is subject to change. Students in the Physical Therapist Assistant program may become student members of the American Physical Therapy Association (APTA) for a yearly fee of $80.00 plus any state chapter dues. Students enrolling in the Anesthesiologist Assistant program are eligible to join the American Society of Anesthesiologists (ASA) as a student member for $25 per year, which includes the monthly journal Anesthesiology, newsletters, and free admission to the annual meeting. Students are also eligible to join the AA professional organization the American Academy of Anesthesiologist Assistants (AAAAA) for a fee of $100, which is good for the entire time in the program.

Nonsufficient Funds Fee
For all payments returned due to nonsufficient funds, a fee of $15 will be charged to the student’s account, in states where allowable.

Nurse Entrance Examination Fee
Applicants for the Nursing programs (excluding the RN to BSN degree completion program) are required to take an entrance examination (TEAS). The fee for this test is $50 and must be paid upon registration for the test.

Occupational Therapy Assistant Entrance Exam Fee
Applicants for the Occupational Therapy Assistant program are required to take an entrance examination (HOBET). The fee for this test is $16 and must be paid upon registration for the test.

Physician Assistant Studies Lab Fee
There is a $75 clinical lab fee charged for each quarter of didactic coursework ($375 total).

Physical Therapist Assistant Entrance Exam Fee
Applicants for the Physical Therapist Assistant program are required to take an entrance examination (HOBET). The fee for this test is $50 and must be paid upon registration for the test.

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

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

Transcript Fee
Each student is entitled to have one official transcript forwarded to another institution. The charge for additional copies is $10 each. Requests for transcripts should be submitted to the administrative office at the applicable campus.

Academic transcripts will not be issued to any student who has an outstanding balance with the University.

Doctor of Pharmacy Degree Program
Application Fee
Individuals seeking admissions to the Doctor of Pharmacy degree program must apply through PharmCas, the organization that processes centralized applications to schools of pharmacy in the U.S. Information on the PharmCas application fee and process can be found at www.pharmcas.org. Each applicant must also complete a School of Pharmacy supplemental application and submit that application directly to the School of Pharmacy. No fee waivers will be granted. Any student who pays this fee but does not enroll within one calendar year will be reassessed the fee upon reapplication.
School of Pharmacy Acceptance Fee
There is a nonrefundable $1,000 acceptance fee for applicants accepted into the Doctor of Pharmacy degree program. The acceptance fee will be applied to the student's first quarter tuition payment. If an applicant accepted into the School of Pharmacy encounters circumstances that prevent their matriculation, any amount paid by the applicant that is above the nonrefundable application fee and acceptance fee will be refunded.

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

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 days, 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 notice in writing or in person to the Office of the Registrar. The notice must include the expected last date of attendance and be signed and dated by the student. A student will be determined to be withdrawn from the institution if the student violates the schools published attendance policy. 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 forty-five (45) calendar days of the determination of the withdrawal date.

Tuition refunds will be determined as follows:

<table>
<thead>
<tr>
<th>PROPORTION OF TOTAL COURSE TAUGHT BY WITHDRAWAL DATE</th>
<th>TUITION REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25%</td>
<td>75% of course cost</td>
</tr>
<tr>
<td>25% up to but less than 50%</td>
<td>50% of course cost</td>
</tr>
<tr>
<td>50% up to but less than 75%</td>
<td>25% of course cost</td>
</tr>
<tr>
<td>75% or more</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

3. Accelerated Graduate Programs, Austin, Columbia*, High Point, Montgomery, Novi, Savannah, Tampa, and West Palm Beach campuses:

Tuition refunds will be determined as follows, based on the week in which the student withdraws:

<table>
<thead>
<tr>
<th>WITHDRAWAL DATE</th>
<th>TUITION REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>75% of course cost</td>
</tr>
<tr>
<td>Week 2</td>
<td>50% of course cost</td>
</tr>
<tr>
<td>Week 3</td>
<td>25% of course cost</td>
</tr>
<tr>
<td>After Week 3</td>
<td>0% of course cost</td>
</tr>
</tbody>
</table>

Withdrawal Procedure: To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw. A student will be determined to be withdrawn from the institution if the student violates the university’s published attendance policy. All refunds will be submitted within thirty (30) calendar days of the determination of the withdrawal date. Refunds are calculated based on the student’s last date of attendance or participation in an academic activity.

4. Ohio Campus:
Students who apply for enrollment into the Cleveland campus but are rejected or provide written notice of cancellation within five (5) calendar days of executing the enrollment agreement is entitled to a refund of all monies paid, including the $50 application fee. An applicant requesting cancellation more than five (5) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid, less the $50 application fee.

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

*Columbia campus only: For students attending the University for the first time and who withdraw from the institution, a prorate refund calculation shall be applied up to 60 percent point in time of that initial term. Prorated refund is a refund for a student of not less than that portion of tuition, fees, and other charges assessed the student equal to the portion of the period of enrollment for which the student has been charged that remains on the last day of attendance by the student, rounded downward to the nearest ten percent of that period, less any unpaid charges owed for the period of enrollment for which the student has been charged that remains on the last day of attendance by the student, rounded downward to the nearest ten 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.
Refunds for tuition and refundable fees will be determined as follows:

<table>
<thead>
<tr>
<th>CALENDAR WEEK</th>
<th>TUITION REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal during the first full week</td>
<td>75% of tuition and refundable fees, less the $50 application fee</td>
</tr>
<tr>
<td>Withdrawal during the second full week</td>
<td>50% of tuition and refundable fees, less the $50 application fee</td>
</tr>
<tr>
<td>Withdrawal during the third full week</td>
<td>25% of tuition and refundable fees, less the $50 application fee</td>
</tr>
<tr>
<td>Withdrawal after the third full week</td>
<td>No tuition or refundable fees refund</td>
</tr>
</tbody>
</table>

5. 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. Fully online students must contact their Academic Advisor to officially withdraw from school. A student will be determined to be withdrawn from the institution if the student violates the university’s published attendance policy in all their classes. All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.

5 and 5.5 Week Courses
- 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 withdraw from their course during or after the 3rd week will receive a 0% tuition refund.

10 and 11 Week Course
- Students who withdraw from their course after attending week 2 will receive a 75% tuition refund.
- Students who withdraw from their course after attending week 4 will receive a 50% tuition refund.
- Students who withdraw from their course during or after the 5th week will receive a 0% tuition refund.

Arizona State Cancellation Policy
Three-Day Cancellation: An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% refund.

Iowa State Refund Policy
Students taking online courses from their home state of Iowa who withdraw from their course(s) will receive a prorated course refund based on their official last date of attendance (LDA). Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of 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.

2. Students 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.

5.5 Week Course Refund%
- Week 1 LDA 75%
- Week 2 LDA 57%
- Week 3 LDA 40%
- Week 4 LDA 24%
- Week 5 LDA 7%

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

5 Week Course Refund%
- Week 1 LDA 75%
- Week 2 LDA 54%
- Week 3 LDA 36%
- Week 4 LDA 18%
- Week 5 LDA 0%

10 Week Course Refund%
- Week 1 LDA 81%
- Week 2 LDA 75%
- Week 3 LDA 63%
- Week 4 LDA 54%
- Week 5 LDA 45%
- Week 6 LDA 36%
- Week 7 LDA 27%
- Week 8 LDA 18%
- Week 9 LDA 9%
- Week 10 LDA 0%

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

<table>
<thead>
<tr>
<th>CALENDAR WEEK</th>
<th>TUITION REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal during the first full week</td>
<td>75% of tuition and refundable fees, less the $50 application fee</td>
</tr>
<tr>
<td>Withdrawal during the second full week</td>
<td>50% of tuition and refundable fees, less the $50 application fee</td>
</tr>
<tr>
<td>Withdrawal during the third full week</td>
<td>25% of tuition and refundable fees, less the $50 application fee</td>
</tr>
<tr>
<td>Withdrawal after the third full week</td>
<td>No tuition or refundable fees refund</td>
</tr>
</tbody>
</table>

Ohio State Refund Policy
Residents of Ohio who apply for enrollment at South University but are rejected or provide written notice of cancellation within five (5) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid, including the $50 application fee. An applicant requesting cancellation more than five (5) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid, less the $50 application fee.

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

Refunds for tuition and refundable fees will be determined as follows:

<table>
<thead>
<tr>
<th>CALENDAR WEEK</th>
<th>TUITION REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal during the first full week</td>
<td>75% of tuition and refundable fees, less the $50 application fee</td>
</tr>
<tr>
<td>Withdrawal during the second full week</td>
<td>50% of tuition and refundable fees, less the $50 application fee</td>
</tr>
<tr>
<td>Withdrawal during the third full week</td>
<td>25% of tuition and refundable fees, less the $50 application fee</td>
</tr>
<tr>
<td>Withdrawal after the third full week</td>
<td>No tuition or refundable fees refund</td>
</tr>
</tbody>
</table>
Wisconsin State Refund Policy

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

A student who withdraws or is dismissed after the three-business day cancellation period, but before completing 60% of the potential units in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of $50. 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.

Cancellation Privilege

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

The student will receive a full refund of all money paid if the student cancels within the three-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 3 days of cancellation.

Adjustments of the Tuition and Fee Charges before Attending Any Units of Instruction but After the 3 – Day Cancellation Period:

100% refund less a one-time application fee of $50.

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.

RETURN OF TITLE IV FUNDS

On-Campus Programs and Term-Based Online Programs

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

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

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in the term. If there is a scheduled break of five or more days, it will reduce the term length and if the scheduled break is before the student’s last date of attendance, it will also reduce the calendar days completed.

If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Unsubsidized Direct Loan, Subsidized Direct Loan, Perkins Loan, Direct PLUS Loan, Pell Grant, SEOG. Funds will be returned to the aid source within 45 days of the date that the school determines that the student has withdrawn.

If the student received less assistance than the amount the student earned, the student may be able to receive additional funds as a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received.

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

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

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

If students are only scheduled to attend Session 1 or Session 2, the Return of Title IV Calculation as described will be applied to the applicable Session attended.

Non-Term Based Online Programs

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

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

When a student withdraws from the payment period, the amount of federal financial aid assistance the student earned is determined by a specific formula. Scheduled breaks of at least five consecutive days and days in which the student was on an approved leave of absence are excluded from this calculation. Generally, a payment period consists of 18 credits. If the student received less assistance than the amount the student earned, the student may be able to receive additional funds as a post-withdrawal disbursement. If the student received more assistance than the amount the student earned, the excess funds must be returned by the University and/or the student. The excess funds could result in an overpayment.

The amount of assistance the student earned is determined on a rate-of-progression basis. When the student completes more than 60 percent of the payment period, the student earns all the assistance scheduled for that payment period.
If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Unsubsidized Direct Loan, Subsidized Direct Loan, Perkins Loan, Direct PLUS Loan, Pell Grant, SEOG. Funds will be returned to the aid source within 45 days of the date that the school determines that the student has withdrawn.

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received.

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

• The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or
• The entire amount of unearned funds.

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

LOAN DISBURSEMENT INFORMATION (Online Programs)

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

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

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

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

APPROVED TUITION WAIVER (Online Programs)

Students receiving a W for a course will be granted an Approved Tuition Waiver upon return. Any student retaking a course within 90 days of receiving a W will be granted an Approved Tuition Waiver. Any tuition for the course already paid by the student will be credited toward the student’s account. Students must re-take the entire course.

OFFICIAL WITHDRAWAL PROCEDURE

To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw in writing. The effective date of the withdrawal cannot be earlier than date of the written contact with the registrar’s office. Fully online students must contact their Academic Advisor to officially withdraw from school.

FINANCIAL AID

Financial aid is the economic assistance available to help students meet the difference between what they can afford to pay and what it actually costs them to go to school. This economic assistance may be in the form of scholarships, grants, work-study programs, or loans.

A financial aid package is a combination of different forms of financial aid that together makes up a student financial aid award. A financial aid package may include grants, loans, or a combination of these two.

A student’s ability to contribute to the cost of his or her education is determined by the use of a needs analysis, which is a consistent, systematic way of measuring the ability of a family to pay for educational costs and its eligibility to receive funds from federal programs. It determines the ability, not the willingness, of a student or family to finance the student’s education. Everyone who applies is treated fairly and equally under this system. In determining how much a student and his or her family can contribute, a number of factors are considered. From these factors, a needs analysis determines how much a student and his or her family can contribute and how much money will be needed to finance the student’s education.

Application Process for Financial Aid
To apply for any form of financial aid at South University, a student must:
1. Apply for admission to the University.
2. Complete a Free Application for Federal Student Aid (FAFSA). This form is for both in and out-of-state students.

STUDENT AID PROGRAMS

South University participates in several student aid programs. A brief description of each follows.

Grants
Alabama Student Grant (ASG)
(Montgomery campus only)
This Alabama grant program is available to students who are Alabama residents and who are enrolled at least half-time in an undergraduate program of study. Applications are available in the financial aid office.

Alabama Student Assistance Grant Program (ASAP)
(Montgomery campus only)
This Alabama grant program provides additional funds to Alabama residents with exceptional need and is awarded by the financial aid office to eligible students who are enrolled at least half-time in an undergraduate program of study and have a federal expected family contribution (EFC) of zero.

Alabama National Guard Educational Assistance Program (ANGEAP)
(Montgomery campus only)
This Alabama grant program is available to Alabama National Guard members. Students submit an application to the Alabama National Guard Educational Assistance Program Office before August 1st of the academic year for which grant funds are being requested. Students may obtain applications through the financial aid office or the ANGEAP office.

Georgia Tuition Equalization Grant
(Savannah campus only)
The Georgia Tuition Equalization Grant (TEG) entitles qualified Georgia residents who are full-time students to a tuition grant without respect to age, income, or academic standing. Applications are available from the financial aid office.

Georgia LEAP Grant Program
(Savannah Campus only)
The Georgia LEAP Grant program provides additional funds to students with exceptional need. Apply through the financial aid office to determine eligibility. GLPG is a grant and requires no repayment.

Access to Better Learning and Education
(West Palm Beach campus only)
This Florida grant program is available to students who are Florida residents and who are enrolled full-time in bachelor’s degree programs.

Florida State Assistance Grant (FSAG)
(West Palm Beach campus only)
This program is available to full-time students meeting Florida residency requirements and working toward their first degree.
Financial Information

South University

Federal Pell Grant Program
Federal Pell Grants are based on financial need, as defined by the U.S. Department of Education. To be eligible for a Federal Pell Grant, students must: make application each year by filing the Free Application for Federal Student Aid (FAFSA); prove U.S. citizenship or permanent resident status; be able to show graduation from high school or its equivalency; not owe a refund on a federal loan; and maintain satisfactory academic progress in school.

Federal Supplemental Educational Opportunity Grant Program (FSEOG)
Federal Supplemental Educational Opportunity Grants are for students who demonstrate exceptional financial need (with priority given to Pell Grant recipients). There are a limited number of awards available each year so early application is encouraged. This is gift aid; it does not have to be repaid.

South University Institutional Grant
The South University Institutional Grant will be offered at $1,000 per quarter. In order to be eligible, students must meet the following requirements:
1. An official nine-month Expected Family Contribution (EFC), as determined by the U.S. Department of Education, based on completion of the applicable Free Application for Federal Student Aid (FAFSA), of 3500 or higher.
2. Be in their freshman or sophomore years, as defined by grade-level classification.
3. Students are not required to accept any Federal student loans for which they may be eligible.
4. If Federal loans are requested at any time in the freshman or sophomore years, the student’s eligibility for the South University Institutional Grant may be eliminated.
5. If there is a difference (gap) between expenses and all their resources.
6. Maintain Satisfactory Academic Progress and be in good academic standing.
7. Attend a minimum of 10 credit hours per quarter.

South Carolina HOPE Scholarship
This scholarship is available to qualified South Carolina residents who graduated from high school in 1999 or later with a minimum of 3.00 grade point average. Additional information about eligibility is available from the financial aid or registrar’s office.

Federal Direct Loan Program
Subsidized
The Federal Direct Subsidized Loan is a fixed interest loan available to students through the Federal Government. To be eligible, a student must be a citizen or permanent resident alien of the United States and meet other eligibility requirements. Repayment of the loan begins six months after the student’s drops below half time enrollment.

Unsubsidized
The Federal Direct Unsubsidized Loan is a fixed interest loan available to students through the Federal Government. The Unsubsidized Loan repayment begins six months after the student drops below half time enrollment. Dependents who do not meet the need requirements for a Subsidized Loan will be eligible for unsubsidized loans. Students whose parents are denied a PLUS Loan, may also apply for additional unsubsidized loan amounts, based on the student’s grade level. Please refer to a Student Financial Services professional for additional information.

South Carolina Life Scholarship
This scholarship program is available to eligible students who have applied before their graduation from high school and are currently enrolled at the University and meet the scholarship criteria.

Florida Bright Futures Scholarship Program
This scholarship program is available to students who have applied before their graduation from high school and are currently enrolled at the University and meet the scholarship criteria.

Georgia HOPE Scholarship
This scholarship is available to qualified Georgia residents who graduated from high school in 1996 or later with a minimum 3.00 grade point average. Additional information about eligibility is available from the financial aid or registrar’s office.

South Carolina LIFE Scholarship* (Columbia campus only)
This scholarship is available to qualified South Carolina residents who meet the eligibility criteria. Information about eligibility requirements is available from the financial aid office.

Veteran Benefits
South University maintains program participation with the Regional Veteran’s Affairs office. Veterans must complete VA paper work and submit a copy of their DD Form 214 for certification. Eligibility is based on program of study and coursework. Please see the South University VA representative for more information.

Federal Work-Study Program
Through the Federal Work-Study program, students have the opportunity to meet part of their expenses by working part-time on or off campus. Students can earn at least minimum wage, and possibly higher for specific positions. A limited number of assignments are available, with priority given to students with the greatest need, as determined by the results of the FAFSA. The Student Financial Services Department has more details. The maximum students can earn through this program is the amount of their unmet need (the difference between expenses and all their resources).
Arbitration Agreement

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 so 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 indivisible 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 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 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.
SOUTH UNIVERSITY
STUDENT AFFAIRS

The Office of Student Affairs is responsible for offering programs and services that augment academic programs by stimulating the personal and professional development of students at South University.

PROGRAM OUTCOMES
As an extension of the philosophy and mission of South University, the student affairs program strives to inform, educate, and encourage students in their endeavors. In order to achieve its goals, the Office of Student Affairs provides the following in particular:

- A fair and sound entrance testing program.
- An orientation that will inform students of university policies, programs, and activities.
- Support and assistance to students in making realistic decisions about academic and nonacademic concerns.
- Career services and resources.
- Academic accommodations to students with disabilities in the classroom.
- Programs and activities that will encourage student involvement and participation in campus life.

The student development program is designed to enhance student life by offering programs and services that add to the classroom experience and encourage personal and professional development.

Specifically, the Student Affairs staff is responsible for the following: bookstore, testing, orientation, counseling services, disability support services, organizations and activities, graduation, career services, and student conduct.

These student services are described in more detail below. Also included in this section are services offered by the University that do not fall under the supervision of the office of student affairs but are considered to be in the category of student services.

BOOKSTORE
A University bookstore is maintained at each campus for the convenience of the student. All necessary books and some supplies may be obtained at the bookstore. The price of books and supplies is not included in the tuition.

New, unmarked books may be returned by midterm of the quarter of purchase. Credit will be issued, but cash refunds will not be given. The receipt of purchase should accompany returned books.

Consult the bookstore at the individual campus for hours of operation.

CAREER SERVICES
While the primary focus of the Career Services office is to assist students upon graduation, any enrolled student may seek employment information through this office. Although South University does not guarantee employment, it is vitally important to both the graduate and the University that each student obtains appropriate employment. Therefore, as students approach the final year of their programs, specific and personalized assistance is provided in the preparation of professional resumes and cover letters, as well as in job search strategies and interviewing skills. Career services are provided to South University graduates at no additional charge.

Please see the Director of Career Services or Dean of Student Affairs for assistance or information.

ADVISING SERVICES
Short-term counseling services are available to assist students in resolving academic, career, and personal problems. University personnel can help students plan their educational programs, as well as adjust to the demands of university level studies. Personal advising is provided for any student who seeks aid in solving and understanding individual problems. Advising services are available at all campuses during the day and in the evening by appointment through the dean of student affairs. Students identified as needing additional counseling resources will be referred to external agencies.

Fully online students should contact their Academic Advisor to obtain advising services information.

CODE OF CONDUCT
Each student who enters South University commits, by the act of enrolling, to full acceptance of the University Code of Conduct. For ease of reference, the Student Handbook contains the Code of Conduct, disciplinary procedures, and the appeals process.

Professors are not expected to jeopardize the progress of a class by permitting the continued presence of any student whose behavior in any way could adversely affect the class. Inappropriate behavior includes disruptive behavior, or other actions that are not considered proper conduct for a University student. The Code of Conduct also applies to inappropriate actions on campus outside of the actual classroom or while participating in University sponsored activities off campus. The Code of Conduct also applies to online activities that occur on South University websites.

Alleged violations of the code of conduct will be referred to the dean of student affairs. See the Disciplinary Procedures section of the Student Handbook for specific details. Violations of the code of conduct may result in disciplinary probation, suspension or dismissal. A full copy of the code of conduct is available in the South University Student Handbook.

DISABILITY SERVICES
South University provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at South University.

Students who seek reasonable accommodations should notify the to the Campus Dean of Student Affairs or the Campus Dean of Academic Affairs and Operations of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. Classroom
accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with the Disability Services Coordinator to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please contact the Designated Disability Services Coordinator. Complaints will be handled in accordance with the University’s Student Grievance Procedure.

NON-DISCRIMINATION POLICY

South University does not discriminate or harass on the basis of race, color, national origin, sex, orientation, gender identity or expression, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus’ compliance efforts regarding the non-discrimination policy.

GRIEVANCE PROCEDURE

Students who believe they have been subjected to discrimination or harassment in violation of the Non-Discrimination Policy should follow the procedure outlined below. This complaint procedure is intended to provide a fair, prompt and reliable determination about whether the South University Non-Discrimination Policy has been violated.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so either with Any student who chooses to file a discrimination complaint should do so either with the campus Dean of Student Affairs or with the campus Dean of Academic Affairs and Operations. The complaint should be presented in writing and should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.

2. The South University will investigate the allegations. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator’s sole discretion.

3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with school policies protecting individuals’ privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.

4. The decision of the Investigator may be appealed by petitioning the President’s Office of South University. The written appeal must be made within twenty calendar days of receipt of the determination letter. The President, or his or her designee, will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The President’s decision shall be final.

5. South University will not retaliate against persons bringing forward allegations of harassment or discrimination.

6. Matters involving general student complaints will be addressed according to the Student Complaint Procedures, a copy of which can be found in the Student Handbook or Academic Catalog.

7. For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education or visit the website at http://www.ed.gov/ocr.

Arizona Residents-If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1400 W. Washington Street, Room 200, Phoenix, AZ 85007, phone 602-542-5709, website address: http://azppse.state.az.us.

For New Mexico Residents-If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the New Mexico Higher Education Department, 2048 Galisteo Street, Santa FE, NM 87505-2100, Phone: 505-476-8400 Fax: 505-476-8433, www.hed.state.nm.us.

Virginia Residents-Complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the State Council of Higher Education for Virginia, 101 N. 14th Street, 9th Floor, James Monroe Building, Richmond, VA 23219.

Arkansas Students-Right to Appeal: If a complaint cannot be resolved after exhausting the institution’s complaint procedures, the student may file a complaint with the Arkansas Department of Higher Education (114 E. Capitol, Little Rock, AR 72201, Phone 501.371.2000, website www.adhe.edu).

For Maryland Residents-If a complaint cannot be resolved after exhausting the institution’s complaint procedures, the student may file a complaint with the Office of the Attorney General of the Maryland Higher Education Commission 6 N. Liberty Street, 10th Floor, Baltimore, MD 21201 http://www.mhec.state.md.us. South University is subject to investigation of complaints by the Office of the Attorney General of the Maryland Higher Education Commission.

HEALTH SERVICES

South University does not provide health services. Referrals will be made upon request.

HOUSING

University-sponsored housing is available only at the Savannah, GA. Interested students should contact the director of student housing and activities or the dean of student affairs. Applications are available in the Office of Admissions and the Office of Student Affairs.

There are currently no residence hall facilities available at the other South University campuses. Independent housing brochures are available through the offices of the Dean of Student Affairs or the Director of Admissions.

LIBRARY SERVICES

South University provides a library for its students at each of its campuses. The libraries are easily accessible and house general and reference books, pamphlets, periodicals, multimedia software, online services, and other non-print media to assist students in their studies. Through intercollegiate borrowing agreements, South University libraries are able to expand their patrons’ access to resources outside of their own facilities. In addition, Internet access affords students the opportunity to locate and/or retrieve information from libraries, colleges, database services, and various other institutions throughout the world.
A library manual of policies and procedures is available upon request at the circulation desk. This manual informs students how to use the library at their campus, how the books are arranged, the policy for overdue books, and how to check out materials. Library resources are reserved for use by South University students, faculty and administrative staff.

A library orientation is given each quarter to all students enrolled in UVC1000 Strategies for Success classes. Students are informed of the types of books, periodicals, and multimedia available, how to use the online catalog in locating information, and how to use library resources to the greatest advantage.

The individual campuses post specific library hours.

ORGANIZATIONS

Each student organization must be registered with the office of student affairs, be approved by the dean, and have an approved faculty advisor. The Dean of Student Affairs will assist in obtaining an advisor if necessary. Students who are interested in forming a recognized student organization should see the dean of student affairs for information on how to start a new student organization.

HAZING

Hazing involving South University students or student groups is strictly prohibited. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any club or organization operating under the sanction of an institution of higher education.

For purposes of this definition, any activity as described in this definition that the initiation or admission into or affiliation with a club or organization is directly or indirectly conditioned shall be presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding. This policy is applicable to all students and members of a student club or organization at South University. Every student and member of a student club or organization is responsible for complying with this policy.

Individuals and/or student clubs that force, require, and/or endorse violations will be held directly responsible through the University’s student conduct process and if appropriate, through local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should contact the Dean of Student Affairs. The negligence or consent of a student or any assumption of risk by the student is not a defense to an action brought pursuant to this policy. Student club activities or programs must not interfere with the rights and activities of others and should always reflect the best interests of the members of the organization it represents and the University community as a whole. In all cases of alleged violations of this policy, faculty and staff advisors and the national/international headquarters, if applicable, of any organization will be notified.

ORIENTATION

The University provides an orientation program each term. The program acquaints new students with academic life and university services. All new students are required to attend. The Student Handbook and information regarding alcohol and drug abuse and the campus security report are available electronically. Information sheets that contain the exact URL (electronic address on the web) are distributed to all students at orientation. Students may request a paper copy of these documents from the Dean of Student Affairs.

All new fully online students are required to complete an online orientation course before starting classes. This orientation covers the expectations, policies, and procedures associated with online learning at South University and provides students with an opportunity to practice working within the online classroom environment. It is absolutely necessary that students are prepared to begin working within the online classroom environment on the first day of class, as they will not have the time to orient themselves once classes are underway.

UNIVERSITY PUBLICATIONS

South University distributes a number of publications during the academic year. All University publications should be approved through the communication’s office or chancellor’s office.

The South University Catalog is an information book and reference guide dealing with almost all aspects of the University. It is published once a year and includes a listing and description of all courses offered by the University.

During orientation, a Student Handbook is distributed to each new student. The handbook contains the Code of Conduct, as well as helpful information about a variety of topics. Copies are available in the office of the dean of student affairs.

The President’s List and Dean’s List are published at the end of each quarter. These lists may contain names and home addresses for all eligible students.

At graduation each year, the Commencement program contains the name, diploma to be awarded, and program of study for each graduate.

Please see the section of the catalog titled Student Examination of Official Records for a full listing of information designated as directory information which may be released without the student’s consent.

VETERAN SERVICES

A certifying V.A. official is available at each campus to assist students with benefit information. The financial aid office can direct students to the appropriate University personnel.

All Veterans are required to have all official transcript evaluations completed for all institutions attended by the end of the third quarter to continue receiving VA Education Benefits without interruption.

South University is a member of Service members Opportunity Colleges, a consortium of over 1300 institutions pledged to reasonable cooperation with service members and veterans who are trying to earn degrees even while pursuing demanding, transient careers. As a SOC member, the University is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and work experiences. SOC is sponsored by 15 national higher education associations with the military services, the National Guard Bureau, and the Office of the Secretary of Defense serving as cooperating agencies.

ROTC

Reserve Officer Training Corps (ROTC) studies in Aerospace Science (US Air Force) and Military Science (US Army, Navy Marine Corps) are available to South University Tampa students.

Students are responsible for registering for the appropriate courses and maintaining compliance with ROTC regulations.

STUDENT RESPONSIBILITY

Students are responsible for properly completing their academic programs, being familiar with all requirements of the University catalog under which they intend to graduate, maintaining the required grade point average, and meeting all program and course requirements. They are encouraged to seek counsel from faculty advisors or other staff members, but the final responsibility for fulfilling academic requirements remains that of the student.

Students have a right in an academic environment to reserve judgment about matters of opinion and to express their views in a responsible manner. Orderly procedures are provided to allow students the opportunity to question academic evaluations.
DECLARATION OF MAJOR
A major is an area of focused study in a degree program approved by the board of trustees. A major curriculum leading to a baccalaureate degree requires a minimum of 180 credit hours in specific courses or approved elective courses. A major curriculum leading to an associate's degree requires a minimum of 90 credit hours in specific courses or approved elective courses.

Students are requested to declare their academic majors before initial university enrollment. The appropriate form for this procedure is distributed during the admissions process and must be completed and returned to the registrar no later than registration. Students should then follow the requirements of their program of study found in the University catalog. The registrar must be informed of any anticipated changes in a student's academic plans. A student changing a major must complete the Program Change form (available through the registrar's office) at the beginning of the term. The decision to change majors should be made as early as possible to avoid taking unnecessary courses and lengthening the time required to complete a program.

Students using veteran benefits must consult with the campus veteran's affairs officer for advisement before changing their majors.

CAMPUS SECURITY
South University publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Affairs office during regular business hours. Copies of the Crime Report are available on the University's website in the Student Consumer Information section.

In addition to the annual security report, South University maintains a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at the Student Affairs office. South University will report to the campus community concerning the occurrence of any crime includable in the annual security report that is reported to campus security or local police and that is considered to be a threat to students or employees.

South University reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

NO HARASSMENT POLICY
South University is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law.

Definition of Sexual Harassment
Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexual violence or other verbal or physical conduct of a sexual nature where:

a. Submission to such conduct is an explicit or implicit term or condition of a person's status in a course, program or activity or in admission, or in an academic decision;

b. Submission to or rejection of such conduct is used as a basis for an academic decision; or

c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.

Sexual violence is considered to be a form of sexual harassment and is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Other examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures; stalking; and displaying sexually suggestive objects or pictures. South University prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

Other Forms of Harassment
Verbal abuse, insulting comments and gestures, and other harassing conduct are also forbidden under this policy when directed at an individual because of his or her race, color, sex, sexual orientation, familial status, age, religion, ethnic origin, genetic marker or disability. It is the responsibility of each employee and each student to conduct himself or herself in a professional manner at all times and to refrain from such harassment.

Complaint Procedure
Students who feel they have been harassed should follow the Student Grievance Procedure for Internal Complaints of Harassment and Discrimination (the "Student Grievance Procedure"). Students who have been subjected to sexual violence should also review the Policy Concerning Sexual Violence and Programs and Procedures Regarding Sexual Assault (available in the Student Affairs Office). Regardless if a complaint is filed under the Student Grievance Procedure, promptly after learning of such alleged conduct, South University will conduct an investigation for the purpose of determining whether prohibited harassment has occurred. Efforts will be made to ensure confidentiality to the extent consistent with the goal of conducting an appropriate investigation. Students who initiate or participate in such investigations in good faith will be protected against subsequent harassment and school-related retaliation. If an investigation confirms the allegations, South University will take prompt corrective action, which may include discipline, up to and including immediate dismissal.

POLICY CONCERNING SEXUAL VIOLENCE
Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. Sexual violence includes rape, sexual assault, sexual battery and sexual coercion. Sexual violence is considered a form of sexual harassment, and is therefore a form of sex discrimination. Acts involving sexual violence, sexual harassment or sex discrimination are not tolerated by South University.

Complaints of sexual violence should be made to the campus Dean of Student Affairs or to the campus Dean of Academic Affairs and Operations.

Upon learning of possible sexual violence involving a student, South University will take immediate action to investigate or otherwise determine what happened. Such action may include, but is not limited to, speaking with the alleged victim, the alleged perpetrator and other potential witnesses as appropriate and reviewing other evidence such as calendars, videos, phone records, etc.

If South University determines that sexual violence may have occurred, South University will take steps proactively designed to promptly and effectively end the sexual violence or the threat of sexual violence, prevent its recurrence, and address its
South University will use good faith efforts to protect the alleged victim from any hostile environment at the school and any subsequent harassment or retaliation. Such efforts may occur prior to the outcome of the investigation and may include:

1. Reporting any subsequent harassment or retaliation to the campus Dean of Student Affairs or to the campus Dean of Academic Affairs and Operations.
2. Providing an escort to ensure the alleged victim can move safely between classes and activities.
3. Ensuring that the alleged victim and the alleged perpetrator do not attend the same classes.
4. Providing referral to counseling services or providers.
5. Providing academic support services, such as tutoring.
6. Arranging for the victim to re-take a course or withdraw from a class without penalty.

Disciplinary Actions and Sanctions
On-campus disciplinary procedures against students will be in accordance with South University’s published Student Code of Conduct and the Student Grievance Procedure for Internal Complaints of Discrimination and Harassment. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only South University’s final determination with respect to the alleged sexual offense and any sanction that is imposed against the accused. Sanctions, which may be imposed following a final determination of a disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, may include warning, probation, suspension or dismissal.

Students who have been subjected to sexual violence are encouraged to review the No Harassment Policy, the Non-Discrimination Policy, the Student Grievance Procedure for Internal Complaints of Discrimination and Harassment and the Programs and Procedures Regarding Sexual Assault (available in the Student Affairs Office).

NOTICE OF SOUTH UNIVERSITY’S POLICIES TO COMPLY WITH THE HIGHER EDUCATION OPPORTUNITY ACT OF 2008

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is generally illegal therefore to use file sharing networks to download and share copyrighted works without the copyright owner’s permission unless “fair use” or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within “fair use” or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a “fair use” and therefore may be a violation of the law.

A violation of the institution’s policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging from $750 to $30,000 per work for a non-willful infringement and up to $150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys’ fees. The government also can file criminal charges that can result in fines and imprisonment.

South University’s policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the institution’s information technology system. South University’s policies prohibit use of the South University computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files, without permission).
Florida Students
Florida Department of Education,
Commission for Independent Education
325 West Gaines St, Suite 1414
Tallahassee, FL 32399-0400
(850) 245-3200

Virginia Students
State Council of Higher Education for
Virginia Private and Out-of-State
Postsecondary Education
101 N. 14th Street, 9th Floor -
James Monroe Building
Richmond, VA 23219
(804) 225-2600

Texas Students
Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78752
PO Box 12788
Austin, TX 78711-2788
(512) 427-6101

Ohio Students
Ohio State Board of Career Colleges
and Schools
30 East Broad St, Suite 2481
Columbus, OH 43215
(614) 466-2752

Ohio Board of Regents
25 South Front Street
Columbus, OH 43215
(614) 466-6000

Alabama Students
Department of Postsecondary Education
135 S Union St
Montgomery, AL 36104-4340

Michigan Students
Department of Licensing and Regulatory
Affairs Bureau of Commercial
Services Enforcement Division
PO Box 30018
Lansing, MI 48909
(517) 241-9202

North Carolina Students
University of North Carolina
General Administration
910 Raleigh Rd
PO Box 2888
Chapel Hill, NC 27514
(919) 962-1000

Maryland Students
If a complaint cannot be resolved
after exhausting the institution's
complaint procedures, the student
may file a complaint with the:

Office of the Attorney General of the
Maryland Higher Education Commission
6 N. Liberty Street
10th Floor
Baltimore, MD 21201
http://www.mhec.state.md.us.
South University is subject to
investigation of complaints by the Office
of the Attorney General of the Maryland
Higher Education Commission.
Students may earn a second baccalaureate degree by fulfilling all of the degree requirements for both degrees including all general education and program requirements. Meeting the requirements for the second baccalaureate degree includes earning a minimum of 64 quarter hours beyond those required for the first degree, with a minimum of 244 quarter hours total earned for both baccalaureate degrees. Students are subject to the satisfactory academic progress, graduation requirements, and all other academic policies and procedures of the first baccalaureate degree until those requirements for the first degree are complete. Once the first baccalaureate degree is complete, students are subject to the satisfactory academic progress, graduation requirements, and all other academic policies and procedures of the second baccalaureate degree until those requirements for the second degree are complete.

Students must declare their intent to seek a second baccalaureate degree in writing to the registrar and the program director so that they may be properly advised as to the requirements for both associate's degree programs. Once the requirements for each associate's degree are successfully completed, the student's transcript will show the degree's completion and a diploma will be issued for the degree. Note that South University does not allow double associate's degree majors.

Students may earn a second specialization or concentration within a degree program by completing the courses required for both specializations or concentrations. However, completion of the courses required for a second specialization or concentration within a degree program does not satisfy the requirements for a second degree. Requests for completing a second specialization or concentration must be submitted to the Program Director in consultation with the Campus Dean of Academic Affairs and Operations prior to the student's graduation.

Students who have previously earned a degree at another institution may not seek a second degree, at the same degree level, from South University at the same degree level and in the same program, i.e. students with a Master of Business Administration may not apply to South University's Master of Business Administration program.

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.

Students may be required to provide additional supporting documentation such as a course description or a syllabus for a class to be considered for Transfer of Credit.

The award of transfer credit may also be considered in the following cases:

- In an area requirement that a South University program does not specify a particular course, a student may submit for transfer of credit consideration a course not offered by South University but directly related in its content to the area requirement.
- For example, if a South University program allows a student to select coursework from an approved list of...
Arts and Humanities courses to fulfill the Arts and Humanities requirement within General Education, a student may submit for transfer of credit consideration an Arts and Humanities course not offered by South University.

- In all cases, the course submitted must also be taken at an acceptable accredited collegiate institution and carry a grade of "C" or better in order to be considered for transfer of credit.
- For a specific course requirement in a South University program, a student may submit for transfer of credit consideration a course directly related to the course requirement but at a higher content and course level than the specific course requirement.
- In a program area or in general education where courses are specified, a student may submit coursework to South University that is in a related discipline that may substitute for the required course(s). Course substitutions must be approved by the Department Chair or Dean of the College. In all cases, the course submitted must also be taken at an acceptable accredited collegiate institution and carry a grade of "C" or better in order to be considered for transfer of credit.

Course work taken as part of a diploma, certificate or terminal associate degree may be accepted for transfer of credit. The courses submitted must be taken at an acceptable accredited collegiate institution and carry a grade of "C" or better in order to be considered for transfer of credit.

All coursework will be evaluated for its current relevance and may not transfer if the material in the coursework is deemed to be significantly noncurrent in the subject area. Individual Colleges/Schools and/or programs within South University may place limits on the age of courses eligible for transfer of credit.

In the case of courses evaluated for General Education transfer credit, the submitted courses must meet the criteria established by the Commission on Colleges of the Southern Association of Colleges and Schools for General Education credit (as stated in the current Principles of Accreditation). The course must also be specifically classified as General Education (i.e., a survey or introductory course) at the transferring institution to be considered for General Education transfer of credit.

Transfer credit will not be given by South University for developmental courses such as basic Mathematics or basic English. Transfer of credit will not be given for English as a Second Language (ESL) coursework. If both a separate laboratory course and the related lecture/didactic course are evaluated for transfer of credit, credit will only be considered for the separate laboratory course if the related lecture/didactic course also received a grade of C or better. Students should consult with the Registrar about questions related to acceptance of transfer credit.

General Education Transfer Credit
Students who enroll at South University having graduated with an A.A. or A.S. degree from a public, state-recognized 2-year college that participates in a statewide general education articulation agreement in the following states will have satisfied all Area I (General Education) Requirements:

- Alabama
- Georgia
- North Carolina
- South Carolina
- Texas
- Virginia

In order to qualify, applicants must provide an official transcript verifying graduation with an A.A. or A.S. degree from an institution that meets the criteria described above. Certain programs at South University have specialized admission requirements, which are unaffected by this policy.

Acceptance of credits earned at other institutions, through examination, and/or other institutions, through examination, and/or other means described in this catalog is limited to 75 percent of the total hours required for an undergraduate degree. No more than half the major area course requirements can be earned through transfer credit, through examination, and/or other means described in this catalog. Note that programmatic accreditation and/or specific state requirements may alter these percentages.

Note: For transfer of credit guidelines for the Master of Science in Criminal Justice program see page 112 of this catalog. For transfer of credit guidelines for the Doctor of Business Administration program see page 112 of this catalog. For transfer of credit guidelines for the Master of Business Administration program see page 113 of this catalog. For transfer of credit guidelines for the Master of Public Administration program see page 114 of this catalog. For transfer of credit guidelines for the Associate of Science in Medical Assisting program see page 118 of this catalog. For transfer of credit guidelines for the Nursing programs see page 121 of this catalog.

Information Technology Transfer Credit
For all Information Technology courses, transfer of credit is not accepted for courses that are older than seven years.

Students can meet the ITS1000 requirement if they meet any of the following criteria:

- A score of 50 or higher (out of 80) on the CLEP Information Systems and Computer Applications national exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).
- A score of 3 or higher (out of 5) on the College Board Advanced Placement Computer Science A exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).
- The student holds a current Microsoft Office Specialist certification; credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).

The student must provide a copy of the certification to the University.

- A score of 70 or higher (out of 100) on the South University ITS1000 Placement Exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).

RN to Bachelor of Science in Nursing (BSN) and RN to Master of Science in Nursing (MSN) General Education and Foundation Courses Transfer Credit

Students applying to the RN to BSN Degree Completion and the RN to MSN Programs, who have earned an Associate’s degree in nursing from an acceptable accredited institution, may receive up to 90 transfer credits for the General Education and Foundation course requirements.

Acceptance of Graduate Transfer Credit
Transfer credit may be allowed in some graduate or post baccalaureate degree programs at the discretion of the College/School Dean or Department Chair. However, the majority of credits toward any graduate or post baccalaureate degree program must be earned at South University.

The University reserves the right to reject any or all undergraduate or graduate credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the University on this question shall be final. The University reserves the right to disallow transfer credit for courses if the student’s subsequent grades in required courses in the same subject fall below average.

Credits Earned at a South University Campus
Credits earned at any South University campus will be accepted at all campuses except as mentioned herein. If accepted, these credits will not be considered transfer credit; they will be included as credits earned at South University. If a campus should lose 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-transcripted Credit
South University offers students an opportunity to obtain course credit in areas of competency through several non-transcripted means, including AP Examinations, University-administered proficiency examinations, education training, and military experience and training. South University
does not award credit for life experience. Acceptance of credits earned at other institutions, through examination, and/or other means described in this catalog is limited to 75 percent of the total hours required for an undergraduate degree. No more than half the major area course requirements (i.e., those requirements beyond General Education) can be earned through transfer credit, through examination, and/or other means described in this catalog.

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).

If a student receives a score of 3 or higher on the AP Computer Science A exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).

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

Credit by Examination

CLEP and DSST certification exams can be submitted for evaluation for course credit. The guidelines for awarding credit are available from the Registrar at the appropriate campus. In general, no score less than 50 on the CLEP test will be considered for course credit. The credit granting score for DSST exams is available from the Registrar.

If students earn a credit granting score for a CLEP or DSST exam that does not directly correlate to a course offered by South University, credit may be awarded as a) free elective, OR b) General Education credit in the appropriate area.

If CLEP or DSST examinations do not exist for a specific 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. Score an 80% or better to receive credit. Students scoring below an 80% must take the course challenged as required in the curriculum.
5. Pay the applicable examination fee (this does not apply to examinations to exempt the keyboarding or word processing course).

Credits earned by examination are considered in the same way as transfer credits and are not used in the computation of the student’s grade point average. Students may not earn more than 75 percent of their total credits and 50 percent of their major credits through credit by examination, transfer credit, or a combination thereof. The time limit for granting credit by examination for any course is the same as that for accepting transfer credit for the same course.

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 Nontranscribed Credit Consideration and Acceptance

South University will accept transcripts for evaluated credit 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 before 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 of non-transcribed credit at the time of acceptance 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 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 operates on a quarter system, with each quarter having approximately 10 to 12 weeks. Course credit is awarded on the basis of the number of hours spent in lecture and/or lab situations. One quarter credit hour is equivalent to at least 10 hours of lecture, 20 hours of lab work, 30 hours of externship or clinical practicum, or a combination of these 3 equivalencies.

**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 quarter credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting or in the e-classroom.

In addition to instructional engagement, students can expect to complete at least twenty (20) hours of outside work for every one quarter credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work also includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations, and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

Other academic work leading to the awarding of credit hours requires at least an equivalent amount of work as listed in the paragraph above and shall be applied to other academic activities as established by the institution, including laboratory work, internships, practica, 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.

**CREDIT HOUR CONVERSIONS**

Semester credit hours are converted to quarter credit hours by multiplying the number of semester credits by 3 and then dividing the result by 2. For example, a 3 semester credit hour course equals a 4.5 quarter credit hour course (3 semester hours multiplied by 3, with the result divided by 2) while a 2 semester credit hour course equals a 3 quarter credit hour course (2 semester hours multiplied by 3, with the result divided by 2). Credits will be rounded up or down as appropriate (i.e., 2.0 to 2.49 will be rounded down to 2 credit hours, 2.50 to 2.99 will be rounded up to 3 credit hours).

**PREREQUISITE COURSEWORK POLICY**

The determination of the suitability of particular required prerequisite coursework will be made by the program director in consultation with the Chair of the Department in which the program is based. Coursework will be deemed acceptable if it meets the following criteria:
- Content and comparability relative to standard college/university coursework in the specific discipline of the required courses as determined by the program Director or designee.
- Science courses must have been completed within 7 years before the date of matriculation.
- Coursework must be from an acceptable accredited collegiate institution that possesses either regional or national accreditation granted by an agency recognized by the U.S. Department of Education.
  a. Coursework from Non-U.S. institutions will be considered if the coursework is evaluated by an accredited agency that can provide a statement of equivalency between foreign coursework and standard college/university coursework, including grades (e.g. Educational Credential Evaluators, Inc.), and that is acceptable to South University.
  b. Coursework must be successfully completed for credit, with an appropriate grade greater than or equal to a C.

**STUDENT COURSE LOAD POLICY**

**Course Load**

To complete program requirements in a timely manner, most on-campus students choose to attend classes full-time and enroll in 4 quarters per year. Course load designations for on-campus students are as follows:

- **Undergraduate**
  - Half-time: 6-8 credit hours.
  - Three-quarter time: 9-11 credit hours.
  - Full-time: 12 or more credit hours.

**Graduate**

- Half-time: 4 credit hours.
- Three-quarter time: 6 credit hours.
- Full-time: 8 or more credit hours.

Students in online programs participate in a minimum of 30 weeks of instructional time, with a full-time status of 36 (undergraduate) or 32 (graduate) earned credits. All non-term students in online programs who remain continuously enrolled, including breaks of 29 consecutive calendar days or less, are classified as full-time.

**Course Overloads**

Students may wish to enroll in greater than the full-time number of courses in a particular quarter or academic year. Overloads will only be approved for students who exhibit outstanding academic performance.

On-campus students wishing to enroll in more than 16 credit hours (undergraduate) or more than eight credit hours (graduate) must have the permission of their Program Director or the campus Dean of Academic Affairs and Operations to receive a course overload.

Students in online programs may wish to enroll in more than one course at a time. Online students may not take more than two courses at any one time. In all cases, online students cannot complete 36 credits in less than 30 weeks of instructional time. Online students must have the permission of their Academic Counselor or Program Director to receive a course overload.

Individual programs may designate the specific courses to be taken each quarter (thus specifying the total number of hours to be taken) or the specific course sequence to be scheduled. In such cases a student need not obtain permission for his/her enrollment unless s/he wishes to enroll in more than the designated number of quarter hours or enroll in a non-specified sequence of courses, or must deviate due to other circumstances.

**COURSEWORK TAKEN OUTSIDE A STUDENT’S DEGREE PROGRAM**

Students enroll in a degree program and the courses taken must all apply to that program. The requirements for the program are defined in this Academic Catalog. A degree program may include elective courses which apply to that program. Any course that is defined as a possible elective is acceptable for student enrollment, as long as the elective requirement has not already been satisfied by another course.

If a student takes a course not required by his/her degree program, that course does not qualify for financial aid and does not qualify for computing the student’s load for financial aid purposes. The student is responsible for payment of the course’s tuition and any associated fees. The student must complete, sign, and submit the Coursework Intent...
Form (which must also be signed by the appropriate Financial Aid and Registrar staff members or their designees) to confirm the student's financial responsibility for course's tuition and any associated fees and that the tuition and associated fees will not be covered by financial aid.

A student who needs to complete one course to complete an associate's degree and then intends to proceed directly into a bachelor's degree program cannot take the bachelor's program courses during the final quarter (for students enrolled in 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.

AUDITING COURSES

A student wishing to audit a course without receiving credit must obtain permission from the campus academic affairs officer and complete and sign a class audit form before registering for the course. (Policy for some courses forbids auditing.) A student may not change from audit to credit status or from credit to audit status after the registration process has been completed. A grade designation of AU will be recorded on student transcripts for audited courses. The regular schedule of fees applies to auditors. Unauthorized auditing is prohibited. Online courses cannot be audited.

TRANSIENT STUDENTS

Students wishing to take classes at another institution while enrolled with South University should contact their Registrar's office before enrolling in another institution. Students must be in good academic standing with South University. The Registrar's office can provide guidance on what courses may transfer into South University from the other institution. Without prior approval no guarantees are made that courses taken at other universities will be accepted for credit at South University.

RETAILING COURSEWORK

Effective July 1, 2011, the Department of Education amended the full-time enrollment status definition for programs at term-based institutions. In a standard term-based program, students who retake previously completed coursework are considered eligible for additional Title IV assistance, even if the students will not receive credit for that coursework in addition to credits already received. To comply with this provision and to assist students with managing appropriate FSA loan balances, South University has implemented the following policy on retaking coursework for standard term and non-term based programs.

On-Campus Programs

Students enrolled in on-campus programs will receive Title IV funds for unlimited retakes of failed courses and withdrawn courses with no credits earned as long as the student is meeting the satisfactory academic progress (SAP) standards. A student enrolled in developmental courses (ENG0099 and MAT0099) must successfully complete the course after three attempts or the student will be academically dismissed from the University.

For on-campus programs, South University's policy will allow financial aid to cover a single repetition of a previously successfully passed course subject to certain conditions. Students who earned credit(s) may receive Title IV funds for one retake of any previously passed course only if they meet one of the following conditions:

- Specific State or Accreditation regulations require a student to retake a course which was previously successfully passed within a given time period of graduation.
- Required as part of an academic plan if a student has successfully appealed a Satisfactory Academic Progress (SAP) termination.
- For students who need a specific grade or G.P.A. to practice upon graduation.

The student must have completed the course for it to be considered a repetition under this policy. Because only one repetition of a previously passed course may be included in the a student's enrollment status for purposes of Title IV aid, if the student failed the repeated course, the student is not eligible for an additional retake because the student is considered to have completed the course.

Online Programs

Student's coursework is divided into payment periods based on the credit hours and weeks of instructional time in the program or the academic year, whichever is less. A student must successfully complete the credit hours and instructional weeks in a payment period, or withdrawal, in order to advance to the next payment period and academic year. Students who fail or withdraw from a course will not earn credits for the payment period and academic year. Students who successfully completed a course (earned credits) and wish to repeat the course to earn a better grade or G.P.A., the course attempted and earned credits will not be included in the payment period and academic year credits requirements. Students may only use FSA funds to cover such repeated courses to the extent excess funds are available in the academic year.

GRADE LEVEL CLASSIFICATION

On-Campus Programs

Students are classified according to the number of credit hours earned toward completion of the program. Students with fewer than 36 credits are considered freshmen; with as many as 37 but fewer than 90, a sophomore; with as many as 91 but fewer than 126, a junior; and with 127 or more, a senior, as illustrated in the following table:


Online Programs

Undergraduate students are classified according to the number of credit hours earned toward completion of the program. Students with fewer than 36 credits are considered freshmen; with as many as 36 but fewer than 72, a sophomore; with as many as 73 but fewer than 108, a junior; and with 109 or more, a senior, as illustrated in the following table:


GRADUATE ACADEMIC YEAR

Online Programs

- Week: 7 consecutive calendar days.
- Course:
  - 5 week courses = 5 weeks of instructional time.
  - 5 weeks and 3 days of instructional time (some courses may consist of 10 weeks or 11 weeks of instructional time).
  - Academic Year: Minimum of 30 weeks of instructional time; 36 earned credits.
- Full-Time Enrollment: All non-term students in online programs who remain continuously enrolled, including breaks of 29 consecutive calendar days or less, are classified as full-time.
- Instructional Week: Defined as Monday 12:00 A.M. Mountain Time (MT) to 11:59 P.M. MT the following Monday.
- For online classes beginning on Thursday, (this includes all 5 and 10 week courses) the attendance week is defined as beginning on Thursday at 12:00 A.M. MT to 11:59 P.M. MT the following Wednesday.

GRADUATE ACADEMIC YEAR

Online Programs

- Week: 7 consecutive calendar days.
- Course:
  - 5 week courses = 5 weeks of instructional time.
  - 5 weeks and 3 days of instructional time (some courses may consist of 10 weeks or 11 weeks of instructional time).
  - Academic Year: Minimum of 30 weeks of instructional time; 32 earned credits.
- Full-Time Enrollment: All non-term students in online programs who remain continuously enrolled, including breaks of 29 consecutive calendar days or less, are classified as full-time.
• Instructional weeks are defined as Monday 12:00 A.M. Mountain Time (MT) to 11:59 P.M. MT the following Sunday.
• For online classes beginning on Thursday, (this includes all 5 and 10 week courses) the attendance week is defined as beginning on Thursday at 12:00 A.M. MT to 11:59 P.M. MT the following Wednesday.

UNIVERSITY HOLIDAYS

A South University course may begin, end, or include an official campus holiday. If such a holiday occurs, the class meeting would not occur on that date and course assignments due on that date would shift as follows:
• The holiday occurs on the first day of the course term: Assignments shift to the following day.
• The holiday occurs during the course term: Assignments shift to the following day.
• The holiday occurs on the last day of the course term: Assignments shift to the previous day.

Students in online programs follow the official Savannah campus holiday schedule. Individual on-campus programs may have specific policies as to effect of holidays on class meetings, course assignments, and program requirements.

OFFICIAL WITHDRAWALS FROM THE INSTITUTION

On-campus Programs
To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw. New students who withdraw from the institution before the end of the first week of class will have no attempted courses shown on their record. Students officially withdrawing before the end of the ninth week of the quarter will receive a grade of W. Students officially withdrawing after the ninth week of the quarter will receive a grade of WF.

Accelerated Graduate Programs
To withdraw officially from the institution, students must contact the office of the registrar to provide notification of their intention to withdraw. New students who withdraw from the institution before the end of the first week of class will have no attempted courses shown on their record. Students officially withdrawing before the end of the 22nd day of class will receive a W grade (if after the 22nd day of the class, a WF grade is assigned). Students who officially withdraw before the 53rd day of a 10 week class, or before the 58th day of an 11 week course, will receive a W grade (if after the 53rd day in a 10 week course or after the 58th day in an 11 week course, a WF grade is assigned).

New students who officially withdraw from the institution before the end of the first week of class will have no attempted courses shown on their record, their enrollment will be cancelled, and all tuition and related fees removed. A student, who is out-of-attendance more than 29 consecutive calendar days, will be administratively withdrawn from the University.

Veterans in either on-campus or online programs should be aware that the Veterans Administration will not pay for a course that a student drops after the first week of class unless extreme circumstances justify course withdrawal. Veterans should consult their Financial Counselor before withdrawing from any course after the first week of the session. Students who are veterans should also contact the Veterans Administration before withdrawing from school.

ADMINISTRATIVE WITHDRAWALS

Online Programs
A student who is out-of-attendance more than 29 consecutive calendar days will be administratively withdrawn from the University.

DROPPING AND ADDING A COURSE

Drop/Add
Students may adjust their schedules without penalty by dropping and/or adding courses during the first week of classes (first 4 days of class for Accelerated Graduate Programs). Specific dates are reflected on the academic calendar or can be obtained through the Registrar's office. Students are encouraged to consult the professor and/or department chair before dropping any course. All schedule revisions must be made through the registrar’s office, where an official Drop/Add Form must be completed. Students should consult with financial aid to ascertain implications of schedule changes. Courses cannot be added after the late registration period indicated on the University calendar.

Dropping Courses (On-Campus Programs)
Courses that are dropped after the Drop/Add period but before the end of the ninth week of the quarter, or equivalent percentage, will result in a grade of “W”.

Courses that are dropped after the Drop/Add period but before to the end of the 22nd day of the class, will result in a grade of “W”.

Courses that are dropped after the Drop/Add period but before the end of the 22nd day of the class will also result in a grade of “W”. Courses dropped after this point will result in the grade of a “WF”.

Dropping Courses (Accelerated Graduate Programs)
Courses that are dropped after the Drop/Add period but before the end of the 22nd day of the class, will result in a grade of “W”.

Add/Drop (Online Programs)
To add or drop from a course, students must contact their Academic Counselor. Students who officially drop from a course during the add/drop period will have that course removed from their academic transcripts.

Add/Drop period:
• 5 week course: Days 1, 2, and 3 of the course.
• 5.5 week course: Days 1, 2, and 3 of the course.
• 10 week course: Days 1, 2, and 3 of the course.
• 11 week course: Days 1, 2, and 3 of the course.

Students wishing to add a course to their schedule should contact their Academic Counselor. Students may not be added to a current course after the defined add/drop period. However, students may add a course that begins in a future session.

Students who officially drop or are administratively dropped from a course after the add/drop period and before day 31 of a 5.5 week, or day 28 of a 5 week course, will receive a W grade. Students who officially drop after day 31 of a 5.5 week course will receive a WF grade. Students who officially drop after day 31 of a 10 week course will receive a W grade. Students who officially drop or are administratively dropped from an 11 week course after the add/drop period and before day 58 of an 11 week class, or day 53 of a 10 week class, will receive a WF grade.

Students who officially drop after day 58 of an 11 week class, or after day 53 of a 10 week class, will receive a WF grade. Students should consult with their Financial Counselor to determine the implications of adding or dropping a course.

VOLUNTARY INTENT TO CONTINUE

Campus–Based Programs
Students in Campus-based Programs who are in the first session of the quarter, or students in Accelerated Graduate Programs who are in the first or second session of the quarter, and who drop/withdraw or are administratively dropped from all of their courses in that session must have a Voluntary Intent to Continue Form on file in order to not be withdrawn from the University. Students will have 4 business days from their date of determination to submit the Voluntary Intent to Continue.
Form. Students who do not have a Voluntary Intent to Continue Form on file after the fourth business day and are dropped from all of their courses will be administratively withdrawn from the University.

INCOMPLETE POLICY

Incompletes are given at the discretion of the faculty member to any student who does not complete the course requirements. To receive an incomplete, the student must complete at least one-half of the course requirements; then, it is the student’s responsibility to complete the remainder of the required coursework.

Incomplete grades must be cleared within 14 consecutive calendar days of the end of session (unless special approval is received from the Vice Chancellor for Academic Affairs, Campus Dean of Academic Affairs and Operations, or College/School Dean) or the incomplete will be changed to the grade earned. The final grade for the course will be designated on the transcript by the appropriate letter grade.

ATTENDANCE POLICY

University Attendance Policy

South University maintains an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual on-campus or online program may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

Attendance Requirements

Students who fail to attend an on-campus class session will be given an absence for that session. Following the drop/add period, students taking on-campus classes must not miss the class meetings for 14 consecutive calendar days of the scheduled class time of the on-campus class (including on-campus classes that contain an online component). If a student misses the class meetings for 14 consecutive calendar days the student will be administratively withdrawn from the course. Following the drop/add period, if a student misses the class meetings for 21 consecutive calendar days in an 11-week on-campus course that meets once per week the student will be administratively withdrawn from the course. The last date of attendance will be the last day where the student met the attendance requirements. Students in Accelerated Graduate Programs are required to attend every on-campus, Saturday meeting. Failure to attend a Saturday session will result in the student being administratively withdrawn from the course, and may result in the student being withdrawn from the University.

Students taking online classes must post in their online course at least two days each week. For online classes that end on a Wednesday, students must post one day from Monday to Wednesday to meet the weekly attendance. For online classes that end on a Saturday, students must post one day from Thursday to Saturday to meet the weekly attendance. Students who fail to meet the attendance requirements for a week will be given an absence for that week (7 days). Students who fail to meet the attendance requirements for 14 consecutive calendar days (two weeks) during a course will be administratively withdrawn from the course. If the student is administratively withdrawn due to attendance with a failing grade the student will receive a WP grade for the course. If the student is administratively withdrawn due to attendance with a failing grade the student will receive a grade of WF for the course. The last date of attendance will be the last day where the student met the attendance requirements.

Receiving a grade of F in a course and failing to meet positive attendance in the last week of that course, may impact a student’s financial aid.

Attendance Week

For on-campus classes beginning on a Saturday, the attendance week is defined as beginning on Saturday at 12:00 A.M. in the campus’ time zone to 11:59 P.M. in the campus’ time zone the following Friday.

For on-campus classes beginning on Thursday, the attendance week is defined as beginning on Thursday at 12:00 A.M. in the campus’ time zone to 11:59 P.M. in the campus’ time zone the following Wednesday. The last week of the class begins on Thursday at 12:00 A.M. in the campus’ time zone and ends on the following Saturday at 11:59 P.M. in the campus’ time zone.

For online classes beginning on a Monday, the attendance week is defined as beginning on Monday at 12:00 A.M. Mountain Time (MT) to 11:59 P.M. MT the following Sunday. The last week of a 5.5-week class begins on Monday at 12:00 A.M. MT and ends on the following Wednesday at 11:59 P.M. MT. For online classes beginning on Thursday, (this includes all 5 and 10 week courses) the attendance week is defined as beginning on Thursday at 12:00 A.M. MT to 11:59 P.M. MT the following Wednesday. The last week of a 5.5-week class begins on Thursday at 12:00 A.M. MT and ends on the following Saturday at 11:59 P.M. MT. There are no half weeks in either the 5 or 10 week courses.

GRADING SYSTEM

Grade A
Quality Points 4.0
Range 90-100
Interpretation: Excellent

Grade B
Quality Points 3.0
Range 80-89
Interpretation: Above Average

Grade C
Quality Points 2.0
Range 70-79
Interpretation: Average

Grade D
Quality Points 1.0
Range 60-69
Interpretation: Minimum Passing

Grade F
Quality Points 0.0
Range 0-59
Interpretation: Failure

Grade WF
Quality Points 0.0
Range 0
Interpretation: Withdraw/Failure

CALCULATION OF GRADE POINT AVERAGE

The cumulative grade point average (CGPA) is determined by dividing the total number of quality points, calculated by multiplying the numeric equivalents of course grades (e.g., A=4.0) by the number of credit hours assigned to each course (e.g., 4 credit hours x 4.0), by the total number of credit hours attempted. Transfer credits, course exemptions, and non-punitive grades will not be used in determining grade point average.

The following symbols are used on grade reports, but are not used in the determination of a student’s grade point average:

EX Course exempted
PR Course credit earned through credit by examination
TR Course credit earned through transfer
P Pass
AU Audit
W Withdrawal, no grade penalty
WP Interpretation: Withdraw/Passing
WX Registered, never attended
WX (no course credit or residence credit) A tuition adjustment may be made for courses that receive a WX grade.
I Incomplete
A Caret symbol, which denotes a developmental course grade
Incompletes are given at the discretion of the faculty member to any student who does not complete the course requirements. To receive an incomplete the student must have completed at least one-half (50 percent) of the course requirements. If the incomplete is granted, it is the student’s responsibility to complete the remainder of the required coursework.

Incomplete grades must be cleared within 14 consecutive calendar days of the end of session (unless special approval is received from the Vice Chancellor for Academic Affairs, Campus Dean of Academic Affairs and Operations, or College/School Dean) or the incomplete will be changed to the grade earned. The final grade for the course will be designated on the transcript by the appropriate letter grade.

REPEATING COURSES

Students may repeat coursework to meet academic requirements. A campus based student enrolled in developmental coursework (ENG0099 and MAT0099) must be able to successfully complete the course within their first three attempts or the student will be academically dismissed. A student in an online program, enrolled in undergraduate coursework must be able to successfully complete the course within the first three attempts or be academically dismissed. The last grade received replaces any previous course grades in the calculation of the cumulative grade point average for graduation unless the last grade is one of the following: W, WX, or AU. When one of these is the last grade, the previous grade continues to be used in the GPA calculation. However, the cumulative grade point average for the calculation of honors at graduation will include all grades earned at South University. Students who are veterans can only receive veteran benefits when repeating courses for which failing grades were earned.

GRADE REPORTING AND CHALLENGES

Grade reports are made available to students at the end of each class. Students in online programs may request a grade report four days after the completion of each course from the Student Support center at studentsupport@southuniversity.edu.

Any student wishing to challenge a final course grade must first discuss the grade with the faculty member of the course in question within 14 consecutive calendar days of the end of final week for on ground courses and within 14 consecutive calendar days of the end of the online session in writing. Challenges after that time will not be permitted, and the grade recorded on the official grade sheets will prevail.

For on-ground classes, if the grade challenge is denied in whole or in part by the faculty member and the student is not satisfied with the explanation for the denial, it may be appealed to the Department Chair/Program Director (whoever is located on the student’s campus) and thereafter, in succession, to the Dean of Academic Affairs and Operations on that campus, and then to the Dean of the College offering the course.

The decision of the Dean of the College is considered final. Appeals of a decision rendered at any level must be received in writing by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level.

For online classes, if the grade challenge is denied in whole or in part by the faculty member, and the student is not satisfied with the explanation for the denial, the student should contact his/her Academic Counselor or Plus Lead to complete an appeal form that will be forwarded by the Academic Counselor or Plus Lead to the Online Department Chair/Program Director. If not resolved to the student’s satisfaction at any level, the decision may be appealed, in succession, to the Assistant Vice Chancellor for Online Academic Operations, and then to the Dean of the College offering the course.

The decision of the Dean of the College is considered final. Appeals of a decision rendered at any level must be received in writing by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level.

UNIVERSITY EXAMINATIONS/CULTURE OF ASSESSMENT

South University seeks to provide an optimal learning experience for each of its students. To provide evidence of learning achievement in the classroom, students are required to participate in university level assessment activities (i.e. Educational Testing Service Proficiency Profile, Standardized Assessment of Information Literacy Skills, course embedded assessment and portfolios) on an ongoing basis throughout their academic studies. Current university level assessment activities are focused on general education learning outcomes (skills in the areas of mathematics, communications, critical thinking, etc.) in the undergraduate programs, in addition to the learning assessment, which takes place in each academic program. The final formal examinations of general education skills occur before graduation, usually after students enter their final two quarters of their program. Students’ scores will not be factored into their GPA or entered on their transcript. Completion of these exams is an official University requirement for graduation.

HONORS

Only work taken at South University will be considered in computing honors.

President’s List

Published quarterly, the President’s List honors those students who demonstrate outstanding academic achievement. To be eligible for the President’s List, a student must complete a minimum of 12 credit hours and earn a grade point average of 4.00. Graduate students, except for those in the pharmacy program, are not included.

Dean’s List

Published quarterly, the Dean’s List honors those students who demonstrate outstanding academic achievement. To be eligible for the Dean’s list, a student must complete a minimum of 12 credit hours and earn a grade point average of 3.5 or above.

Honors at Graduation

All work taken at South University will count in the calculation of the cumulative grade point average for honors at graduation. The calculation will include original and repeated course grades.

Undergraduate Honors

Cum Laude

Undergraduate degree program students graduating with a cumulative grade point average of 3.50 through 3.69 will be graduated cum laude.

Magna cum Laude

Undergraduate degree program students graduating with a grade point average of 3.70 through 3.89 will be graduated magna cum laude.

Summa cum Laude

Undergraduate degree program students graduating with a grade point average of 3.90 through 4.00 will be graduated summa cum laude.

Graduate Honors

Honors

Graduate degree program students graduating with a grade point average of 3.75 through 3.89 will be graduated with Honors.

High Honors

Graduate degree students graduating with a grade point average of 3.90 through 4.00 will graduate with High Honors.

SATISFACTORY ACADEMIC PROGRESS POLICY

Summary

A student must demonstrate academic/financial aid progress by successfully completing courses attempted. Completing courses with “C” or better grades indicates academic progress. Poor performance such as receiving “D” or lower, withdrawing from a course, and/or being dismissed from a course may put students at risk. Poor performance may lead to an academic/financial aid warning and/or academic dismissal from the University. It is very important that students attend all registered courses and complete them successfully.
The following criteria are used to determine whether or not a student is making academic/financial aid progress, where a student must be able to:

- Maintain a minimum acceptable cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Administrative actions will be taken when a student fails to meet the minimum standards of any of the above criteria. If the resulting action results in academic dismissal from the University, a student may appeal the dismissal. If the appeal is denied, the student will be academically dismissed from the University.

Periods of attendance when a student does not receive financial aid are included in determining academic/financial aid progress. Periods of non-attendance are not included in determining academic/financial aid progress. While the terms Academic Warning/Financial Aid Warning and Academic Probation/Financial Aid Probation are used, the status applies to all students whether receiving financial aid or not.

Regardless of a student’s status in relation to academic/financial aid progress, the student must meet the graduation requirements for his/her specific program in order to graduate from the University.

The Satisfactory Academic Progress Policy contains the following sections:

I. Criteria for Honor Designations
II. Minimum Standards for Undergraduate Academic/Financial Aid Progress and Consequences for Failing to Meet Minimum Standards
III. Minimum Standards for Graduate Academic/Financial Aid Progress and Consequences for Failing to Meet Minimum Standards
IV. Procedures for Appealing Academic/Financial Aid Dismissal
V. Procedures for Re-admission after Academic/Financial Aid Dismissal
VI. Explanations of Related Issues

The University has the right to modify the academic/financial aid progress policy at any time.

I. CRITERIA FOR HONOR DESIGNATIONS

South University is proud to honor those students who demonstrate outstanding academic achievement in their programs of study. Honors are awarded during a student’s academic program (for undergraduate students only) and after successful completion of his/her academic program. Only courses taken at South University will be considered in evaluating and computing honors.

a) Honors during a Student’s Academic Program

South University honors undergraduate students for their periodic outstanding academic achievement through the President’s List and the Dean’s List. To be eligible for the President’s List, a student must achieve a grade point average of 4.00 for the courses completed during the evaluation period. To be eligible for the Dean’s List, a student must achieve a grade point average greater than or equal to 3.50 but less than 4.00 for the courses completed during the evaluation period.

For undergraduate students in on-campus programs, the President’s and Dean’s Lists are published quarterly. To be eligible for the President’s List, a student must achieve a grade point average greater than or equal to 4.00 for the courses completed during the evaluation period.

For undergraduate students in online programs, eligibility for the President’s or Dean’s List is considered after attempting the applicable credit hours at the following evaluation points:

- 18 to 35 credit hours
- 36 to 53 credit hours
- 54 to 71 credit hours
- 72 to 89 credit hours
- 90 to 107 credit hours
- 108 to 120 credit hours
- 126 to 143 credit hours
- 144 to 161 credit hours
- 162 to 179 credit hours

After attempting the total number of credit hours specified, the grade point average for a student’s most recently attempted 18 credit hours are evaluated for the grade point average levels as specified for the President’s or Dean’s List. A student is only evaluated once for periodic outstanding academic achievement at each evaluation point.

b) Honors at Graduation

South University honors students for their outstanding academic achievement upon successful completion of all graduation requirements. All non-developmental courses taken at South University will count in the calculation of the cumulative grade point average for honors at graduation. The calculation will include original and repeated course grades.

For students in undergraduate programs, honors at graduation include:

- Summa cum Laude: Undergraduate degree students graduating with a grade point average greater than or equal to 3.90 through 4.00 will be graduated Summa cum Laude.
- Magna cum Laude: Undergraduate degree students graduating with a grade point average greater than or equal to 3.70 but less than 3.90 will be graduated Magna cum Laude.
- Cum Laude: Undergraduate degree students graduating with a cumulative grade point average greater than or equal to 3.50 but less than 3.70 will be graduated Cum Laude.

For students in graduate programs, honors at graduation include:

- Honors: Graduate degree students graduating with a cumulative grade point average of 3.75 through 3.89 will be graduated with Honors.
- High Honors: Graduate degree students graduating with a cumulative grade point average of 3.90 through 4.00 will graduate with High Honors.

II. MINIMUM STANDARDS FOR UNDERGRADUATE ACADEMIC/FINANCIAL AID PROGRESS AND CONSEQUENCES FOR FAILING TO MEET MINIMUM STANDARDS

To maintain academic progress, each undergraduate student must meet the required minimum standards of the following three criteria:

- Maintain a minimum acceptable cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

a) All Undergraduate programs for Campus Based Students (Except Nursing, Occupational Therapy Assistant and Physical Therapist Assistant)

Students in on-campus programs who start or re-enter at mid-quarter will have that mid-quarter count as an entire quarter for satisfactory academic/financial aid purposes.

The following evaluation points and minimum standards are used to assess each undergraduate student’s academic performance. The evaluation points are at every academic year:

- After attempting his/her first academic year (an academic year is three quarters in which courses are attempted in each quarter), a student must achieve a CGPA of 1.00 and an ICR of 33.33 percent. A student not achieving these minimum standards of satisfactory academic progress (SAP) will be academically dismissed from the University.
- After attempting his/her second academic year, a student must achieve a CGPA of 2.0 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be academically dismissed from the University.
• Starting the quarter after the second academic year, and every subsequent quarter, a student must achieve a CGPA of 2.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

• After attempting each subsequent quarter (for on-campus students) or subsequent payment period (for online students), a student must achieve a CGPA of 2.50 and an ICR of 66.67%. A student not achieving these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

Campus based students enrolled in a developmental course (ENG0099 and MAT0099) must successfully complete the course within their first three attempts or the student will be academically dismissed from the University.

Maximum Time Frame (MTF): An undergraduate student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

b) Bachelor of Science in Nursing

For undergraduate students in the Bachelor of Science in Nursing program and Nursing Completion Program (RN to BSN) program, the following evaluation points and minimum standards are used to assess each student’s academic performance. The evaluation points are at every academic year:

• After attempting the 1st quarter of the nursing program (for on-campus students) or first payment period of the nursing program (for online students), a student must achieve a CGPA of 2.5 and an ICR of 50%. A student not achieving these minimum standards of satisfactory academic progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

• After attempting the 2nd quarter (for on-campus students) or second payment period (for online students), a student must achieve a CGPA of 2.5 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

• After attempting each subsequent quarter (for on-campus students) or subsequent payment period (for online students), a student must achieve a CGPA of 2.85 and an ICR of 50 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

• After attempting each subsequent quarter (for on-campus students) or subsequent payment period (for online students), a student must achieve a CGPA of 2.85 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

Campus based students enrolled in a developmental course (ENG0099 and MAT0099) must successfully complete the course within their first three attempts or the student will be academically dismissed from the University.

Maximum Time Frame (MTF): An undergraduate student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

NOTE: If a student is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 50 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

Maximum Time Frame (MTF): An undergraduate student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF.

Students who have not met the minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.
d) Associate of Science in Physical Therapist Assistant
For undergraduate students in the Associate of Science in Physical Therapist Assistant program, the following evaluation points and minimum standards are used to assess each student’s academic performance.

- After attempting the 1st quarter (for on-campus students) or first payment period (for online students), a student must achieve a CGPA of 2.0 and an ICR of 33.33 percent. A student not achieving these minimum standards of satisfactory academic progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

- After attempting the 2nd quarter (for on-campus students) or second payment period (for online students), a student must achieve a CGPA of 2.25 and an ICR of 50 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

- After attempting each subsequent quarter (for on-campus students) or subsequent payment period (for online students), a student must achieve a CGPA of 2.50 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

 NOTE: If a student is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 66.67 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

- After attempting his/her first payment period, a student must achieve a CGPA of 1.25 and an ICR of 33.33 percent. A student not achieving these minimum standards of satisfactory academic progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

- After attempting his/her second payment period, a student must achieve a CGPA of 1.50 and an ICR of 50 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

- After attempting his/her third payment period, a student must achieve a CGPA of 1.75 and an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

Maximum Time Frame (MTF): An undergraduate student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF.

Students in online programs enrolled in an undergraduate course (including the developmental courses of ENG0099 and MAT0099) must successfully complete the course within their first three attempts or the student will be academically dismissed from the University.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

NOTE: If a student is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 66.67 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.
III. MINIMUM STANDARDS FOR GRADUATE ACADEMIC/FINANCIAL AID PROGRESS AND CONSEQUENCES FOR FAILING TO MEET MINIMUM STANDARDS

To maintain academic progress, each graduate student must meet the required minimum standards of the following three criteria:

- Maintain a minimum acceptable cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Students in on-campus programs who start or re-enter at mid-quarter will have that mid-quarter count as an entire quarter for satisfactory academic/financial aid purposes.

a) All Graduate Programs (Except for the Master of Medical Science in Anesthesia Science, Master of Science in Physician Assistant Studies, RN to Master of Science in Nursing and Doctor of Pharmacy Programs)

For all graduate students (except for those graduate students in the Master of Medical Science in Anesthesia Sciences, Master of Science in Physician Assistant Studies, RN to Master of Science in Nursing and Doctor of Pharmacy programs described in b), c), d), and e) below), the following evaluation points and minimum standards are used to assess each student's academic performance. The evaluation points are at every quarter (for students in on-campus programs) or at the successful conclusion of every payment period (for students in online programs):

- After attempting his/her first quarter (for on-campus students) or first payment period (for online students), a student must achieve a CGPA of 3.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of satisfactory academic progress (SAP) will be placed on one quarter of academic warning/financial aid warning and will continue to be eligible for financial aid.

- After attempting his/her second quarter (for on-campus students) or second payment period (for online students), a student must achieve a CGPA of 3.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

- After attempting each subsequent quarter (for on-campus students) or subsequent payment period (for online students), a student must achieve a CGPA of 3.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

NOTE: If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

b) Master of Medical Science in Anesthesia Science

For graduate students in the Master of Medical Science in Anesthesia Science program, the following evaluation points and minimum standards are used to assess each student's academic performance:

- After attempting his/her first quarter, a student in the Master of Medical Science in Anesthesia Sciences program must achieve a CGPA of 2.00, achieve an academic quarter GPA of 2.00, not receive a final grade of “F” for any course taken during the current quarter, not receive a final grade of “D” for any two courses taken during the current quarter, achieve satisfactory clinical performance, and receive an ICR of 50.00 percent. A student not achieving these minimum standards of satisfactory academic progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

- After attempting his/her second quarter, a student in the Master of Medical Science in Anesthesia Sciences program must achieve a CGPA of 2.00, achieve an academic quarter GPA of 2.00, not receive a final grade of “F” for any course taken during the quarter, not receive a final grade of “D” for any two courses taken during the quarter, achieve satisfactory clinical performance, and receive an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

- After attempting each subsequent quarter (for on-campus students) or subsequent payment period (for online students), a student must achieve a CGPA of 2.00, achieve an academic quarter GPA of 2.00, not receive a final grade of “F” for any course taken during the quarter, not receive a final grade of “D” for any two courses taken during the quarter, achieve satisfactory clinical performance, and receive an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

NOTE: If a student in the Master of Medical Science in Anesthesia Sciences program is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 66.67 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

c) Master of Science in Physician Assistant Studies

For graduate students in the Master of Science in Physician Assistant Studies program, the following evaluation points and minimum standards are used to assess each student's academic performance:

- After attempting his/her first quarter, a student in the Master of Science in Physician Assistant Studies program must achieve a CGPA of 2.50 and an ICR of 50.00 percent. A student not achieving these minimum standards of satisfactory academic progress (SAP) will be academically dismissed from the University.

- After attempting his/her second quarter, a student in the Master of Science in Physician Assistant Studies program must achieve a CGPA of 2.50 and an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

- After attempting each subsequent quarter (for on-campus students) or subsequent payment period (for online students), a student must achieve a CGPA of 2.50 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

NOTE: If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically dismissed from the University.

2013-2014 ACADEMIC CATALOG 149
warning, s/he will be academically dismissed from the University.

- After attempting each subsequent quarter, a student in the Master of Science in Physician Assistant Studies program must achieve a CGPA of 2.50 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

- After attempting the 4th quarter (for on-campus students) or second payment period (for online students), a student must achieve a CGPA of 2.75 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

- After attempting each subsequent quarter (for on-campus students) or subsequent payment period (for online students), a student must achieve a CGPA of 3.0 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

- After attempting the 2nd quarter (for on-campus students) or second payment period (for online students), a student must achieve a CGPA of 2.5 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

- After attempting the 3rd quarter (for on-campus students) or second payment period (for online students), a student must achieve a CGPA of 2.5 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter or payment period of academic warning/financial aid warning, s/he will be academically removed from the University.

- After attempting each subsequent quarter, a student in the Doctor of Pharmacy program must achieve a CGPA of 2.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, s/he will be academically dismissed from the University.

- After attempting each subsequent quarter, a student in the Doctor of Pharmacy program must achieve a CGPA of 2.00 and an ICR of 66.67 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, s/he will be academically dismissed from the University.

- After attempting each subsequent quarter, a student in the Doctor of Pharmacy program must achieve a CGPA of 2.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, s/he will be academically dismissed from the University.

Maximum Time Frame (MTF): During the undergraduate course work the RN-MSN student may not attempt more than 150% of the credits in his/her program; anything in excess of 150% of the credits will result in academic dismissal for violating the MTF.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

e) Doctor of Pharmacy
For graduate students in the Doctor of Pharmacy program, the following evaluation points and minimum standards are used to assess each student’s academic performance:

- After attempting his/her first quarter, a student in the Doctor of Pharmacy program must achieve a CGPA of 2.00 and an ICR of 50.00 percent. A student not achieving these minimum standards of satisfactory academic progress (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.

NOTE: If a student in the Doctor of Pharmacy program is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for him/her to meet the ICR standard of 66.67 percent. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

f) All Graduate Programs
Maximum Time Frame (MTF): A graduate student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in academic dismissal for violating the MTF.

A graduate student who has not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

A graduate student may only be placed on academic warning/financial aid warning one time during his/her academic program (except as noted below for graduate students in the Master of Medical Science in Anesthesia Sciences or Doctor of Pharmacy programs). If a student is placed on academic
warning/financial aid warning, successfully achieves the required CGPA, ICR, or other applicable SAP standards at the end of the next evaluation quarter or payment period (i.e., comes off academic warning/financial aid warning), and subsequently does not achieve the required CGPA, ICR, or other applicable SAP standards at the end of any subsequent evaluation quarter or payment period, the student will be dismissed from the University. A graduate student in the Master of Medical Science in Anesthesia Sciences program may be placed on academic warning/financial aid warning not more than two separate times (but not for two consecutive quarters) during his/her academic program. A graduate student in the Doctor of Pharmacy program may be placed on academic warning/financial aid warning not more than three separate times (but not for two consecutive quarters) during his/her academic program. A graduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

IV. PROCEDURES FOR APPEALING ACADEMIC/FINANCIAL AID DISMISSAL

Undergraduate and graduate students in on-campus programs wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their campus Dean of Academic Affairs and Operations. Undergraduate and graduate students in online programs wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their Academic Counselor. Graduate students in the Master of Medical Science in Anesthesia Sciences program wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to the Progress and Promotions Committee within the Department of Anesthesiologist Assistant Studies. Graduate students in the Master of Science in Physician Assistant Studies program wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to the Student Progress Committee within the Department of Physician Assistant Studies. Graduate students in the Doctor of Pharmacy program wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to the Professional Performance Committee within the School of Pharmacy.

The student’s written appeal must state the mitigating circumstances that contributed to the dismissal. The appeal must be supported with appropriate written documentation of the mitigating circumstances with explanation on how the circumstances have been remedied or changed that will allow the student to meet academic/financial aid progress. Mitigating circumstances are events that are outside the student’s control and are unavoidable. Following is an example list of events that indicate there may be a mitigating circumstance that has negatively impacted academic/financial aid progress:

- Death of an immediate family member.
- Student illness requiring hospitalization (this includes mental health issues).
- Illness of an immediate family member where the student is a primary caretaker.
- Illness of an immediate family member where the family member is the primary financial support.
- Abusive relationships.
- Divorce proceedings.
- Previously undocumented disability.
- Work-related transfer before the evaluation point.
- Change in work schedule before the evaluation point.
- Natural disaster.
- Financial hardship such as foreclosure or eviction.
- Loss of transportation where there are no alternative means of transportation.
- Documentation from the Academic Advisor, Academic Counselor, and/or a Professional Counselor.
- Military deployment.

NOTE: A student’s life issues and the student's transition to college are not considered mitigating circumstances under this policy since a student has at least two quarters/two payment periods to adjust to college life.

Documentation from a school or Professional Counselor should not breach the student/counselor relationship. A memorandum or letter on school or organizational letterhead indicating a Professional Counselor’s opinion that student issues are contrary to academic/financial aid progress can be offered as proof of mitigating circumstances.

The campus Dean of Academic Affairs and Operations (for students in on-campus programs), the Appeals Committee (for students in online programs), the Progress and Promotions Committee (for students in the Master of Medical Science in Anesthesia Sciences program), the Student Progress Committee (for students in the Master of Science in Physician Assistant Studies program), or the Professional Performance Committee (for students in the Doctor of Pharmacy program) will review the student’s appeal and related written documentation to determine whether the circumstances and academic status warrant consideration for granting the appeal. Any consideration of mitigating circumstances not specified above should be discussed with relevant College/School Dean. The Vice Chancellor for Academic Affairs is the final authority to which an academic dismissal can be appealed.

A student who submits a written appeal and is granted the appeal will be placed on academic probation/financial aid probation at the start of the quarter or course session in which s/he resumes coursework. During the probationary period (which lasts up to two quarters for a student in an on-campus program or one payment period for a student in an online program), a student may receive (if otherwise eligible) financial aid. Prior to and during the probationary period, the student must agree with and sign a written academic plan developed by the University on how the student will achieve specific minimum CGPA, ICR, and other applicable SAP standards associated with the appropriate evaluation points. If a student is able to meet the minimum CGPA, ICR, and other applicable SAP standards at the end of the appropriate evaluation points during the probationary period (i.e., at the end of the next quarter, the subsequent quarter [if granted], or the next payment period), the student would no longer be on probation. If a student is not able to meet minimum CGPA, ICR, and other applicable SAP standards at the end of the appropriate evaluation points during the probationary period, the student will be permanently dismissed from the University.

A student who submits a written appeal and is denied the appeal cannot reappear for one year after the quarter or course session in which the appeal was denied.

An individual graduate program may have additional specific procedures for appealing an academic dismissal/financial aid dismissal which are more stringent than the above Procedures for Appealing Academic/Financial Aid Dismissal.

A student is not allowed to appeal an academic dismissal/financial aid dismissal for violating the 150 percent MTI.

The result of the appeal (whether granted or denied) will be provided in writing to the student and recorded in the student’s academic file by the University.

V. PROCEDURES FOR READMISSION AFTER ACADEMIC/FINANCIAL AID DISMISSAL

After one year of remaining out of the University, undergraduate and graduate students can submit an additional written appeal for reinstatement. Undergraduate or graduate students in on-campus programs wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their campus Dean of Academic Affairs and Operations. Undergraduate and graduate students in online programs wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their Academic Counselor. Graduate students in the Master of Medical Science in Anesthesia Sciences program and the Master of Science in Physician Assistant Studies programs cannot submit such an appeal for reinstatement. Graduate
students in the Doctor of Pharmacy program wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to the Professional Performance Committee within the School of Pharmacy. The second written appeal must be accompanied by a written discussion (and demonstration) of accomplishments or changes made in the prior year that will allow the student to meet academic/financial aid progress. In addition they must demonstrate how former mitigating circumstances will no longer impact their academic performance.

A student who submits a second written appeal and is granted the appeal will be placed on academic probation/financial aid probation at the start of the quarter or course session in which s/he resumes coursework. During the probationary period (which lasts up to two quarters for a student in an on-campus program or one payment period for a student in an online program), a student may receive (if otherwise eligible) financial aid. Prior to and during the probationary period, the student must agree with and sign a written academic plan developed by the University on how the student will achieve specific minimum CGPA, ICR, and other applicable SAP standards associated with the appropriate evaluation points.

If a student is able to meet the minimum CGPA, ICR, and other applicable SAP standards at the end of the appropriate evaluation points during the probationary period (i.e., at the end of the next quarter, the subsequent quarter [if granted], or the next payment period), the student would no longer be on probation. If a student is not able to meet minimum CGPA, ICR, and other applicable SAP standards at the end of the appropriate evaluation points during the probationary period, the student will be permanently dismissed from the University.

Should the student have his/her second appeal denied, the student will be permanently dismissed from the University. The result of the second appeal (whether granted or denied) will be provided in writing to the student and recorded in the student’s academic file by the University.

VI. EXPLANATIONS OF RELATED ISSUES

a) Calculation of Cumulative Grade Point Average (CGPA)

A student’s cumulative grade point average (CGPA) is calculated by:

- Multiplying credits for each course by grade points associated with the grade earned;
- Totaling the grade points earned for all the courses; and
- Dividing total grade points earned by the total number of quality credits.

b) Calculation of Incremental Completion Rate (ICR)

A student’s incremental completion rate (ICR) is calculated by:

- Totaling the number of credit hours attempted;
- Totaling the number of credit hours successfully completed; and
- Dividing the total number of credit hours successfully completed by the total number of credit hours attempted.

Grades and symbols of “A,” “B,” “C,” “D,” “F,” “TR,” “P,” “AU,” “W,” “WP,” “WX,” “I,” and “^” in c) below are not included in a student’s CGPA.

c) Grading System

**Grade A**
- Quality Points 4.0
- Range 90-100
- Interpretation: Excellent

**Grade B**
- Quality Points 3.0
- Range 80-89
- Interpretation: Above Average

**Grade C**
- Quality Points 2.0
- Range 70-79
- Interpretation: Average

**Grade D**
- Quality Points 1.0
- Range 60-69
- Interpretation: Minimum Passing

**Grade F**
- Quality Points 0.0
- Range 0-59
- Interpretation: Failure

**Grade WF**
- Quality Points 0.0
- Range 0
- Interpretation: Withdraw/Failure

The following symbols are used on grade reports, but are not used in the determination of a student’s grade point average:
- EX: Interpretation: Course exempted
- PR: Interpretation: Course credit earned through credit by examination
- TR: Interpretation: Course credit earned through transfer
- P: Interpretation: Pass
- AU: Interpretation: Audit
- W: Interpretation: Withdrawal, no grade penalty

d) Course Attempts

A course attempt includes any time a student receives a grade for a course. This includes the letter grades of “A” through “F,” a passing grade of “P,” an incomplete grade of “I,” a withdrawal while passing the course of “WP,” a withdrawal while failing the course of “WF,” and a withdrawal with no grade penalty of “W.” Courses for which a student enrolls but then drops during the add/drop period at the beginning of a quarter or course session is not counted as a course attempt.

e) Maximum Allowable Timeframe (MTF)

A student may not attempt more than 150 percent of the credits in his/her program; anything in excess of 150 percent of the credits will result in the student’s academic dismissal from the University. Students are not allowed to appeal academic dismissals for violating the 150 percent completion rate. The appeal process and related procedures are the same as those described in sections III., IV., and V. above.

f) Developmental Courses

South University requires academic placement tests. Depending on test scores, students may be required to take developmental courses (i.e., ENG0099 and MAT0099). If so required, a student must successfully complete such courses in order to progress within the program. Developmental course credits do not count towards the total number of credits for graduation nor do they count in the CGPA; however, they do count in determining the maximum time frame and the ICR.

g) Repeated Courses and Grades

Grades achieved in repeated classes will replace withdrawn or failing grades. Withdrawn and failing grades are included in the maximum allowable time frame and ICR. The grade “I” indicates Incomplete and is calculated as if it is a “F” for CGPA and ICR purposes until it is changed to another grade. A student may also retake a class in which s/he received a passing grade in order to improve his/her CGPA. A campus based student enrolled in developmental coursework (ENG0099 and MAT0099) must be able to pass the courses within three attempts or the student will be academically dismissed. A student in online program enrolled in all undergraduate coursework must be able to pass the course within three attempts or be academically dismissed. Note that graduate students enrolled in the Doctor of Pharmacy program will have all course grades (including repeated courses) included in the calculation of the CGPA.
h) Remediation of Academic Deficiencies

It is strongly recommended that any student with withdrawn or failing grades register for the same course(s) in the subsequent quarter or course session to improve his/her academic performance.

i) Transfer Credits

Credits from transfer courses are calculated in the maximum allowable credits or ICR requirements.

Grades for credits transferred from any postsecondary institution will be recorded as “TR” and will not affect the student’s CGPA. Grades from courses taken in a program within the same school group, if applicable to a transfer program, will be recorded as earned credit and will affect the student’s CGPA.

STUDENTS TRANSFERRING BETWEEN A CAMPUS PROGRAM AND AN ONLINE PROGRAM

A student who transfers from a campus program to an online program or who transfers from an online program to a campus program is subject to the following SAP policies and procedures:

- A student who is in a campus program and is in good standing per SAP in his/her campus program and transfers from a campus program to an online program will be evaluated at the next applicable evaluation point per the SAP policies and procedures of the online program.

- A student who is in an online program and is in good standing per SAP in his/her online program and transfers to a campus program will be evaluated at the next applicable evaluation point per the SAP policies and procedures of the campus program.

- A student who is in an online program and is on financial/academic warning per SAP in his/her online program and transfers to a campus program will be evaluated at the next applicable evaluation point per the SAP policies and procedures of the online program.
  - If the student meets the SAP policies and procedures of the online program at the next applicable evaluation point (thus coming off financial/academic warning), s/he will be evaluated at subsequent evaluations points per the SAP policies and procedures of the campus program.
  - If the student does not meet the SAP policies and procedures of the online program at the next applicable evaluation point, s/he will be dismissed from the University. The student may appeal his/her dismissal, with the appeal reviewed by the campus Dean of Academic Affairs and Operations and a representative from the online programs appeals committee.

Note that the evaluation criteria and period of time until the next applicable evaluation point may differ from the SAP policies and procedures of the student’s original program. The student should work closely with his/her academic advisor or academic counselor to understand the SAP implications (including financial aid implications) of his/her transfer before taking any action.

CHANGE OF PROGRAM

Students will be allowed one change of program. Changing from a day offering to an evening offering of the same program is not considered a change of program. Changing from one specialization or concentration within a program to another specialization or concentration within the same program is not considered a change of program. A student may change his or her program at any point of his or her enrollment provided that s/he is in good satisfactory academic standing. The Dean of Academic Affairs and Operations (for on-campus students) or the appropriate Assistant College Dean for Online Programs (for students in online programs) or the Assistant College Dean for Campus Programs (for students in the Accelerated Graduate Program) may grant exceptions to students on Academic/Financial Aid Warning or Probation. Only then will a student be allowed the opportunity of changing from one program to another.

Courses that apply to the second program will be recorded as earned credit and will affect the student’s Cumulative Grade Point Average (CGPA). For Incremental Completion Rate (ICR) purposes, earned credit applied to the new program will reduce the total number of credits that must be attempted within the program. Therefore, the maximum allowable credits are one and one half times the number of credits remaining to complete for graduation. Students who change programs and students who change session times within the same program must sign a new program enrollment form (or the like), which must be filed in the student’s academic file.

Students in campus based programs must contact the Registrar’s office to change their program. Students in online programs must contact their Academic Counselor to change their program.

A course required in a student’s initial program that is not required in the student’s subsequent program may have a negative impact on a student’s financial aid. Therefore, students should consult with Student Financial Services before changing their program.

PROGRAM CHANGE FROM NURSING COMPLETION (RN TO BSN) PROGRAM TO ACCELERATED RN TO MASTER OF SCIENCE IN NURSING (RN TO MSN) PROGRAM

Students will be allowed to transfer from the RN-BSN to the RN-MSN program using the following process:

1. Students must have a 3.0 CGPA in all courses taken at South University.
2. A subcommittee of the Admissions, Progression, Retention and Graduation (APRG) Committee will review the student’s transcript and writing sample.
3. The subcommittee will notify the Registrar with the decision to approve or reject the request, the student will be notified.

Please note approval of the request may be dependent on space availability.

CAMPUS TRANSFERS

A student must be in good satisfactory academic standing in order to be allowed the opportunity of transferring from one South University campus to another, from one campus to an online (or partially online) program, or from an EDMC school to a South University campus, online program, or partially online program. To be considered a campus transfer student, the student must complete the quarter for campus-based students or session for online students at the originating school and immediately start at the new campus in the next quarter for campus-based students or session for online students. If the student has a break in enrollment, he/she will be considered a reentry student at the new school.

A student who has been terminated from a South University campus, online program, or partially online program and wishes to transfer to another South University campus, online program, or partially online program must appeal his/her dismissal at the originating campus or program and receive reinstatement before the transfer.

COLLEGE OF HEALTH PROFESSIONS

Anesthesiologist Assistant Code of Conduct

The South University, Savannah Student Handbook defines a Code of Conduct that must be followed by all students. Failure to comply with general University policies may result in dismissal from the program and the University according to defined disciplinary procedures enforced by the Dean of Student Affairs.

Each student who enters South University-Savannah commits, by the act of enrolling, to full acceptance of the University Code of Conduct. For ease of reference, the
The Code of Conduct also applies to inappropriate actions on campus outside of the actual classroom or while participating in university sponsored activities off campus. The Code of Conduct also applies to online activities that occur on South University-Savannah websites. Alleged violations of the conduct code will be referred to the dean of student affairs. See the Disciplinary Procedures section of the University Student Handbook for specific details. Violations of the code of conduct may result in disciplinary probation, suspension or dismissal. A full copy of the code of conduct is available in the South University-Savannah Student Handbook.

CONDUCT PROBATION

Conduct Violations
Anesthesiologist Assistant students are expected to maintain a professional demeanor, which includes trustworthiness, responsibility to duty, appropriate interaction with patients, patients’ families and other healthcare professionals. A student’s conduct may be reviewed at any time, including receipt of an unsatisfactory evaluation based on conduct or referral of a conduct issue to a Program Director. The Program Director shall take appropriate action based on the type and severity of the student’s misconduct, including referral of the matter to the Progress and Promotions Committee. The Program Director will inform the student of the program’s receipt of unsatisfactory evaluation or referral of conduct issue.

The Program Director, in consultation with the Vice President of Academic Affairs, will suspend the clinical activity of any student whose conduct is deemed illegal under federal, state, or local laws or in violation of the rules and regulation of South University-Savannah or in violation of the rules and regulations of the facility in which the conduct took place.

Students will be placed on conduct probation for any of the following violations:
- A breach of ethical, moral or professional conduct
  - When the student is attending clinical rotations or as exhibited while participating in program related activities
- Accumulation of more than two unexcused absences

The Progress and Promotions Committee, after review of the conduct issue recommends the action to be taken. Recommendation can be continuation, continuation with warning, continuation on probation, or dismissal.

A student placed on conduct probation will remain on probation until such time that the Progress and Promotions committee determines that the student may be removed from probationary status. It is assumed that the students will rectify inappropriate behavioral issues immediately. A student who fails to emerge from conduct probation may be dismissed from the program.

If a student faces multiple probationary violations (i.e. academic, clinical, conduct), they may be dismissed immediately from the program at the recommendation of the Progress and Promotions Committee.

When the behavior involved is in violation of the University’s Code of Conduct, the Program Director will forward a complete record of events related to the conduct issue along with the recommendation from the Progress and Promotions Committee to the Dean of the Student Affairs for review. If the documented event(s) involve a serious offense, the student may be dismissed from South University-Savannah College of Health Professions regardless of academic standing. For a lesser offense, the student may receive a letter of warning and be placed on probation. Repeat misconduct issues may result in dismissal from South University-Savannah College of Health Professions.

Professional Behavior
Standards of professional behavior for Anesthesiologist Assistants include the provision of responsible and ethical patient care. Students are expected to uphold these standards including demonstration of the following behaviors: trustworthiness; reliability, responsibility to duty, appropriate interaction with patients, patients’ families and other healthcare professionals.

In the practice of anesthesia, the safety and well-being of patients is every practitioner’s first and foremost concern. The confidential acquisition and maintenance of patient data is also of paramount importance. To these ends, students must always interact appropriately with patients and patients’ families and maintain the confidentiality of medical record and all patient data. Interacting appropriately with patients and conducting oneself professionally are requisite to continuation in the program. Conduct can be reviewed and the privilege of working with patients can be withdrawn at any time. Inappropriate behavior and/or failure to maintain patient data in an appropriate, confidential manner according to the Health Insurance Portability and Accountability Act (HIPAA) guidelines are grounds for immediate review and for possible dismissal.

Dismissal
Students may be dismissed from the program at the recommendation of the Progress and Promotions Committee for any of the following reasons:
- Failing to emerge from academic, clinical, or conduct probation status in a subsequent quarter
- Failing to improve sufficiently following remediation in classroom, laboratory or clinical activities according to the academic standards/requirements listed above
- Repeated misconduct issues and/or continued behaviors inconsistent with appropriate professional demeanor
- A recommendation from the Dean of Student Affairs for violation of the University Code of Conduct

When the Progress and Promotions Committee recommends that a student be dismissed from the program, the Program Directors meet with the student and inform them of the Committee’s decision in writing.

To appeal a conduct decision:
1. Student must submit their appeal in writing to the Program Directors within 10 calendar days of receipt of the initial decision. The letter must state the reason for the appeal and may include a petition to meet in person with the Progress and Promotions committee.
2. If the decision of the Progress and Promotions committee is upheld, the student may appeal to the Dean of Academic Affairs and Operations. The letter must include the reason for the appeal and may include a petition to meet in person with the Dean of Academic Affairs and Operations.
3. If the decision is upheld by the Dean of Academic Affairs and Operations, the student may appeal to the campus President. The letter of appeal must include the reason for appeal and be received within 5 calendar days of receipt of the previous decision.

Grading
The following letter grades, their indication of performance, and assigned quality points are used in the program:

- A: Excellent 4 90-100
- B: Above Average 3 80-89
- C: Average 2 70-79
- D: Below Average 1 60-69
- F: Failing 0 0-59
- W: Withdraw 0 No course credit or resident credit.
- P: Pass No course credit or resident credit. Course credit. No quality points restricted to certain courses.
- I: Incomplete
The notation P indicates a passing score in a course designated as Pass/Fail (P/F). A student receives credit hours for a P/F course, but there are no quality points assigned and a passing grade does not contribute to the student's grade point average. The notation I for incomplete will be submitted when assigned work has not been completed at the time that grades are due in the Registrar's office at the end of the quarter. If the work is not completed within the following academic quarter, a final grade of F will be assigned.

Clinical Performance
Performance during clinical education is based on preceptor evaluations. These evaluations track student performance and skill progression over the course of the program. It is the responsibility of the student to provide an evaluation to their preceptor at the conclusion of each clinical day.

Assessment of students is based on the minimal levels of competency at each distinct level of training. Areas of assessment include:
- Anesthesia knowledge base
- Technical skills
- Ability to multi-task
- Problem solving ability
- Pre-operative preparation for anesthesia delivery
- Post-operative transfer/report
- Desire to learn
- Patient interaction
- Professional Conduct
- Overall Performance

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Conduct
The South University Student Handbook defines a Code of Conduct that must be followed by all students. Failure to comply with general University policies may result in dismissal from the program and the University according to defined disciplinary procedures enforced by the Dean of Student Affairs. All disciplinary actions will be reported to the Progress Committee and will be considered relative to the student's suitability for continued participation in the program and entry into the PA profession. Each student shall be attired appropriately whenever he/she is in a clinical (patient care) environment. Failure to adhere to appropriate guidelines for attire can result in dismissal from clinical activity with a resulting penalty applied for absence. In the belief that physicians and PAs are called to the highest standards of honor and professional conduct and understanding that this responsibility begins at the inception of one's medical education rather than upon receipt of a degree, the students of the South University Physician Assistant Studies Degree Program must uphold the following standards that serve as an embodiment of the conduct and integrity to which they aspire. These standards are intended to promote an atmosphere of honesty, trust, and cooperation among the students, the faculty, their patients, and society. Students in the South University Physician Assistant Studies Degree Program are expected to demonstrate behavior that is considered appropriate for a career in medicine. Appropriate behavior includes, but is not in any way limited to honesty, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, and concern for the welfare of patients – all of which are outlined below. Violations of these Standards of Professionalism may result in disciplinary proceedings.

For more information on policies and expectations on PA student conduct see the PA program Student Handbook.

Grading
The following letter grades, their indication of performance, and assigned quality points are used in the program:

- A: Excellent (4)
- B: Above average (3)
- C: Average (2)
- D: Below average (1)

(This is a marginal grade for which the student may be required to perform remedial work or repeat the course at the discretion of the Progress and Promotions Committee)

- F: Failing (0) (no course credit or residence credit)
- WF: Withdrawal while failing (0) (no course credit or residence credit)
- WX: Registered, Never attended (0) (no course credit or residence credit)

A tuition adjustment may be made for courses that receive a WX grade.

A. A written counseling procedure will be developed by the course instructor.
B. All incorrect answers will be corrected by the student, with citation of the correct answer (textbook and page number) in the format determined by the course instructor. Failure to comply with the written counseling procedures will result in a grade of Incomplete for the course. Refer to the University catalog for resolution of an incomplete grade.

3. Medical assisting coursework must be completed meeting minimal competency standards as listed in the section on Entry-Level Competencies for the Medical Assistant. Failure to receive a passing grade for a required competency will require that the student repeat the course. Repeated AHS courses will require a learning contract with the student. This contract will describe the conditions under which the student may continue in the Medical Assisting program.

4. Students who are dismissed from an extern site will be suspended from the program while a faculty committee, chaired by the program director, investigates the reason for the dismissal. If the committee deems the dismissal a substantial indicator that the student will not succeed in the profession, the student will be dropped from the program. If the committee feels that despite dismissal from a particular clinical rotation the student has a high probability of entering the profession as a safe, proficient practitioner, the student will be provided the opportunity to continue with the practicum program. If the student is dismissed a second time while at an extern site the student will be dropped from the program.

ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING FORMATIVE PROGRESSION STANDARDS

To be eligible for graduation, all course and clinical education requirements must be completed satisfactorily. Course and clinical requirements are published in the course syllabi. These are provided to each student, for each course, before or during the first class contact. Medical assisting program faculty will comply with all published requirements for satisfactory student progress, course syllabi and course goals and objectives described in the program.

1. Students in advanced medical assisting coursework (AHS classes), must achieve a minimum grade of C in all courses. Students will be permitted to repeat a course in which they scored lower than a C, during the next quarter the course is offered. When a student repeats a course they must achieve a minimum grade of B. This repeat option will be offered only once.

2. To assist students' achievement of entry-level knowledge, the following remediation procedure will be followed in all AHS classes. Students scoring less than 80 percent on any written examination will be expected to remediate that examination. The remediation plan will be cited in the course syllabi and the following will be required:
   a. A written counseling procedure will be developed by the course instructor.
   b. All incorrect answers will be corrected by the student, with citation of the correct answer (textbook and page number) in the format determined by the course instructor. Failure to comply with the written counseling procedures will result in a grade of Incomplete for the course. Refer to the University catalog for resolution of an incomplete grade.

The notation "P" indicates a passing score in a course designated as Pass/Fail (P/F). A student receives credit hours for a P/F course, but there are no quality points assigned and a passing grade does not contribute to the student's grade point average. The notation "I" for incomplete has not been completed. If the work is not completed within the following academic quarter, a final grade of F will be assigned.

ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING FORMATIVE PROGRESSION STANDARDS

To be eligible for graduation, all course and clinical education requirements must be completed satisfactorily. Course and clinical requirements are published in the course syllabi. These are provided to each student, for each course, before or during the first class contact. Medical assisting program faculty will comply with all published requirements for satisfactory student progress, course syllabi and course goals and objectives described in the program.

1. Students in advanced medical assisting coursework (AHS classes), must achieve a minimum grade of C in all courses. Students will be permitted to repeat a course in which they scored lower than a C, during the next quarter the course is offered. When a student repeats a course they must achieve a minimum grade of B. This repeat option will be offered only once.

2. To assist students' achievement of entry-level knowledge, the following remediation procedure will be followed in all AHS classes. Students scoring less than 80 percent on any written examination will be expected to remediate that examination. The remediation plan will be cited in the course syllabi and the following will be required:
   a. A written counseling procedure will be developed by the course instructor.
   b. All incorrect answers will be corrected by the student, with citation of the correct answer (textbook and page number) in the format determined by the course instructor. Failure to comply with the written counseling procedures will result in a grade of Incomplete for the course. Refer to the University catalog for resolution of an incomplete grade.

3. Medical assisting coursework must be completed meeting minimal competency standards as listed in the section on Entry-Level Competencies for the Medical Assistant. Failure to receive a passing grade for a required competency will require that the student repeat the course. Repeated AHS courses will require a learning contract with the student. This contract will describe the conditions under which the student may continue in the Medical Assisting program.

4. Students who are dismissed from an extern site will be suspended from the program while a faculty committee, chaired by the program director, investigates the reason for the dismissal. If the committee deems the dismissal a substantial indicator that the student will not succeed in the profession, the student will be dropped from the program. If the committee feels that despite dismissal from a particular clinical rotation the student has a high probability of entering the profession as a safe, proficient practitioner, the student will be provided the opportunity to continue with the practicum program. If the student is dismissed a second time while at an extern site the student will be dropped from the program.
ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT PROGRAM
PROGRESSION STANDARDS

Physical Therapist Assistant 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. NOTE: The minimum CGPA required to be eligible to apply to the technical phase of the PTA program is 2.85.

1. Students in good standing are required to have a cumulative grade point average of 2.5 calculated from the courses taken while in advanced standing technical courses (PTA-designated courses). Failure to maintain a CGPA of 2.5 will result in the student being placed on academic warning. The student will be permitted to remain on academic warning for a maximum of one quarter (but no later than the end of the 3rd quarter), during which time the student must obtain a CGPA of 2.5. If the CGPA of 2.5 cannot be met within one quarter (no later than the end of the 3rd quarter) while on academic warning, the student will be removed from the PTA program. All students must have a CGPA of 2.5 by the end of the third quarter in order to proceed to clinical rotations. Students removed from the program may appeal to the Progressions Committee.

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. Students who receive more than one “D” or an “F” will be removed from the program. Students who wish to be considered for reinstatement should reapply using the following procedure. See the PTA student handbook for additional information. The decision of the committee will be final. Refer to the PTA Student Progressions Committee.

3. A successful clinical practitioner is required to apply knowledge learned in the classroom to the care and treatment of patients. Courses that include laboratory experiences 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 (technical phase) require a cumulative grade point average of 2.5. Remediation is mandatory if a student scores less than 85% on any test. Written remediation 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 instructor (or progressions committee) will result in an incomplete grade, failure to comply with a remediation plan is likely to result in a failing grade.

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. Each student is only permitted one opportunity to repeat a course upon approval of the Progressions Committee. A second failed course while the student is in advanced standing (academic or clinical) will result in the student being removed from the program for academic reasons.

6. Students who are removed from a clinical affiliation prior to completing the rotation will be suspended from the program while the PTA Progressions Committee investigates the reasons for the removal. If the committee deems the removal a substantial indicator that the student will not succeed in the profession, the student will be removed from the program. If the committee determines that despite removal from a particular clinical rotation the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the clinical course. If the student is removed a second time while in advanced standing, the student will be removed from the program.

7. Students who have been removed from the program may apply for advanced standing only after a minimum of one year from the time that they were removed 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 removal from the program.

Physical Therapist Assistant Reinstatement Policy

This procedure applies to readmission for students who withdraw from any course in the PTA program, who withdraw from the PTA program, or who receive less than a “C” in any course in any given quarter in the PTA program. Students who receive more than one “D” or an “F” will be removed from the program. Students who wish to be considered for reinstatement should reapply using the following procedure. The final decision for acceptance into the next cohort is provided by the progressions committee, based on available slots in the cohort and a reasonable expectation that the student in question has potential to succeed in the program. The reapplication process will only be offered once. There is no guarantee of reinstatement for a student who withdraws from the PTA program.

1. No later than the third week of the academic quarter preceding the quarter into which the student wishes to reenroll, the student must apply in writing to the progressions committee requesting reinstatement in the program.

2. No later than the fifth week of the academic quarter preceding the quarter into which the student wishes to reenroll, the student must meet with the progressions committee to complete a plan of action to address the reasons for the failure or withdrawal.

3. By the end of the academic quarter preceding the quarter in which the student wishes to reenroll, the PTA progressions committee will determine the appropriateness of reinstatement into the program. The decision will be based on availability of space in the cohort, the student’s ability to successfully demonstrate competencies that were required in the term before their leaving the program, for whatever reason, and on the committee’s judgment of the student’s potential to achieve success in the curriculum. The decision of the committee will be final. Refer to the PTA Student handbook for additional information.

4. The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during their absence from the program. Students who are eligible for readmission and who have been out of the program for any reason longer than one year must reapply for admission to the university and the PTA program.

5. Any student reinstated in the program for academic reasons (failure to obtain the minimum C final grade or withdrawal from the program with less than C achievement at the time of...
Timeline for the PTA Program

<table>
<thead>
<tr>
<th>REAPPLICATION TIMELINE</th>
<th>DEADLINE</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must apply in writing to Progressions Committee</td>
<td>By 3rd week of preceding quarter</td>
<td></td>
</tr>
<tr>
<td>Student must meet with Faculty Advisor or progressions committee</td>
<td>By 3rd week of preceding quarter</td>
<td></td>
</tr>
<tr>
<td>PTA Progressions Committee will announce decision. The decision will be final.</td>
<td>By 8th week of preceding quarter</td>
<td></td>
</tr>
</tbody>
</table>

COLLEGE OF NURSING AND PUBLIC HEALTH

Accelerated RN to MSN, Master of Science in Nursing, and Doctor of Nursing Practice Programs Progression Standards

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practical requirements are published in the course syllabi and expanded upon in the Student Handbook. Course syllabi are provided to each student before or during the first class contact for each course. Student Handbooks are given to students after acceptance into the nursing program. Nursing program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program. NOTE: The minimum CGPA required to be eligible to apply to the MSN program is 3.0.

1. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progression Policy. Failure to meet the SAP standards may result in dismissal from the nursing program.
2. Students, while in advanced standing (accepted into nursing program), must achieve a minimum grade of B in all graduate nursing courses. Students will be permitted to repeat coursework in a single occurrence in which they scored lower than the required letter grade the next quarter or session that the coursework is offered. When a student repeats a course the student must achieve a minimum grade of B or higher. The repeat option will be offered only once. Students who receive more than one incidence of less than a “B” in any nursing course will be removed from the nursing program.
3. Students who are removed from a clinical affiliation prior to completing the rotation will be suspended from the program while the Program Director/Chair investigates the reasons for the removal. If the Program Director/Chair deems the removal is warranted, the student will be removed from the nursing programs.
4. If the Program Director/Chair determines that despite removal from a particular clinical rotation the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the clinical course when space permits. If the student is removed a second time while in advanced standing, the student will be removed from the program.
5. Students who have been removed from the program may reapply for advanced standing only within one year from the time that they were removed from the program. Readmission will be based on all applicable admissions criteria at the time of application for readmission.
6. Students may appeal decisions to the Dean of Academic Affairs and Operations and then the College Dean.

Accelerated RN to MSN, Master of Science in Nursing, and Doctor of Nursing Practice Programs Reinstatement Policy

This procedure applies to readmission for students who withdraw from any course in the Nursing program, who withdraw from the Nursing program, or who receive less than the required letter grade in any course in any given quarter in the Nursing program. Students who receive more than one incidence of less than a “B” letter grade will be removed from the program. The final decision for acceptance into the next cohort is provided by the Program Director/Chair based on available slots in the cohort and a reasonable expectation that the student in question has potential to succeed in the program. The reapplication process will only be offered once. There is no guarantee of reinstatement for a student who withdraws from the Nursing program.

Timing for Reinstatement (On-Campus Programs)

1. No later than the 3rd (third) week of the academic term preceding the term into which the student wishes to reenroll, the student must apply in writing to the Program Director and/or Dean of Academic Affairs requesting reinstatement in the program.
2. No later than the 4th (fourth) week of the academic term preceding the term into which the student wishes to re-enroll, the student must meet with the Program Director and/or Dean of Academic Affairs to complete a plan of action to address the reasons for the failure or withdrawal.
3. By the end of the academic term proceeding the term into which the student wishes to reenroll, the Program Director and/or Dean of Academic Affairs will determine the appropriateness of reinstatement into the program. The decision will be based on the availability of space in the cohort and on the Program Director/Dean of Academic Affairs’ judgment of the student’s potential to achieve success in the curriculum. Students may appeal decisions to the Dean of Academic Affairs and Operations and then the College Dean.
4. The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during their absence from the program. Students who are eligible for readmission and who have been out of the program for any reason longer than one year must reapply for admission to the university and the Nursing program.
5. Any student reinstated in the program for academic reasons (failure to obtain the minimum final letter grade or withdrawal from the program with less than the required minimum academic achievement at the time of withdrawal) will be required to obtain a minimum final grade of B, determined as described in the university catalog, in any repeated courses in order to continue in the curriculum.
Reapplication Timeline for the RN to MSN, MSN and DNP Programs

Student must apply in writing to Program Director and/or Dean of Academic Affairs
Student must communicate with Program Director and/or Dean of Academic Affairs
Program Director or Dean of Academic Affairs will notify the student of the decision.

(Online Programs)
1. Student wishing to reenroll must apply in writing to the Program Director/Chair six (6) weeks prior to their desired re-entry date.

Bachelor of Science in Nursing (BSN)
Program Progression Standards

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practice requirements are published in the course syllabi and expanded upon in the Nursing Student Handbook. Course syllabi are provided to each student before or during the first class contact for each course. Student Handbooks are available electronically to students after acceptance into the nursing program. Nursing program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program.

NOTE: The minimum CGPA required to be eligible to apply to the BSN program is 2.50.

1. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progression Policy. Failure to meet the SAP standards may result in dismissal from the nursing program.
2. Students, while in advanced standing (accepted into nursing program), may have one quarter with a grade of less than C in undergraduate nursing courses. Students will not be allowed to progress in the program and will be required to sit out until the course is offered again. Students will be permitted to repeat course(s) in which they scored lower than the required letter grade of C the next quarter that the course is offered. When a student repeats a course the student must achieve a minimum grade of C or higher. Failure to obtain a grade of C or higher in the repeated course will result in the student being permanently dismissed from the program. The repeat option will be offered only once. Please refer to the Undergraduate Nursing Programs Withdrawal Policy.
3. A successful clinical practitioner is required to apply knowledge learned in the classroom to the care and treatment of patients. Laboratory or clinical experience courses will have grades reported as pass (P) or fail (F). Grades for practicum/laboratory courses are calculated using written and other appropriate methods of assessing clinical competence. Students are required to obtain a minimum grade of “P” (pass) in the laboratory/clinical course as well as the classroom courses. For purposes of progression, failure of practicum/laboratory courses carry the same consequences as those courses with letter grades.
4. Remediation is mandatory if a student scores less than the stated percentage on any ATI assessment as outlined in the course syllabi. Please refer to the nursing student handbook for details or course syllabi for detailed explanation.
5. Students who are removed from a clinical affiliation prior to completing the rotation will be suspended from the program while the Program Director/Chair investigates the reasons for the removal. If the Program Director/Chair deems the removal is warranted, the student will be dismissed from the nursing programs.

If the Program Director/Chair determines that despite removal from a particular clinical rotation the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the clinical course when space permits. If the student is removed a second time while in advanced standing, the student will be expelled from the program.

Students who have been removed from the program may reapply for advanced standing within one year from the time that they were removed from the program. Reapplication will be based on all applicable admissions criteria at the time of application for readmission.

Bachelor of Science in Nursing (BSN)
Program Reinstatement Policy

This procedure applies to readmission for students who withdraw from any course in the Nursing program, who withdraw from the Nursing program, or who receive less than the required letter grade in any course in any given quarter in the Nursing program. The final decision for acceptance into the next cohort is provided by the Program Director/Chair based on available space in the cohort and a reasonable expectation that the student in question has potential to succeed in the program. The reapplication process will only be offered once. There is no guarantee of reinstatement for a student who withdraws from the Nursing program.

1. No later than the 3rd (third) week of the academic term preceding the term into which the student wishes to reenroll, the student must apply in writing to the Program Director/Chair requesting reinstatement in the program.
2. No later than the 4th (fourth) week of the academic term preceding the term into which the student wishes to re-enroll, the student must communicate with the Program Director/Chair to complete a plan of action to address the reasons for the failure or withdrawal.

By the end of the academic term proceeding the term into which the student wishes to reenroll, the Program Director and/or Chair will determine the appropriateness of reinstatement into the program. The decision will be based on the availability of space in the cohort and on the Program Director/Chair judgment of the student’s potential to achieve success in the curriculum. Students may appeal decisions to the Dean of Academic Affairs and Operations and then the College Dean.

3. The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during their absence from the program. Students who are eligible for readmission and who have been out of the program for any reason longer than one year must reapply for admission to the university and the Nursing program.
Nursing Completion (RN to BSN) Nursing Program Progression Standards

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practice requirements are published in the course syllabi and expanded upon in the Student Handbook. Course syllabi are provided to each student before or during the first class contact for each course. Student Handbooks are given to students after acceptance into the nursing program. Nursing program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program.

NOTE: The minimum CGPA requirement for full admission into the RN-BSN program is 2.50. Provisional acceptance may be permitted for those students with a CGPA of 2.0-2.49.

1. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progression Policy. Failure to meet the SAP standards may result in dismissal from the nursing program.
2. Students may have one quarter for campus-based students, or one session for students in online programs with a grade of less than C in undergraduate nursing courses. Students will be permitted to repeat course(s) in which they scored lower than the required letter grade of C the next quarter or session that the coursework is offered. When a student repeats a course the student must achieve a minimum grade of C or higher. Failure to obtain a grade of C or higher in the repeated course will result the student being permanently dismissed from the program. The repeat option will be offered only once. Please refer to the Undergraduate Nursing Programs Withdrawal Policy.
3. Satisfactory completion of general education requirement and 3000 level nursing courses is required before progression to 4000 level nursing courses.
4. Students who are removed from a clinical affiliation prior to completing the rotation will be suspended from the program while the Program Director/Chair investigates the reasons for the removal. If the Program Director/Chair deems the removal is warranted, the student will be removed from the nursing programs.
5. Students who have been removed from the program may reapply for advanced standing only within one year from the time that they were dismissed from the program. Readmission will be based on all applicable admissions criteria at the time of application for readmission.

Nursing Completion Program (RN to BSN) Reinstatement Policy

This procedure applies to readmission for students who are dismissed from the nursing program, or who receive less than the required letter grade in any course in any given quarter in the Nursing program. The final decision for acceptance into the next available term is provided by the Program Director/Chair based on space availability and a reasonable expectation that the student in question has potential to succeed in the program. The reapplication process will only be offered once. There is no guarantee of reinstatement for a student who withdraws from the Nursing program. Students who voluntarily withdraw from the Nursing Completion Program are not guaranteed readmissions due to lack of space.

Timing for Reinstatement
(On-Campus Programs)

1. No later than the 3rd (third) week of the academic quarter preceding the quarter into which the student wishes to reenroll, the student must apply in writing to the Program Director/Chair requesting reinstatement in the program.
2. No later than the 5th (fifth) week of the academic quarter preceding the quarter into which the student wishes to re-enroll, the student must communicate with the Program Director/Chair to complete a plan of action to address the reasons for the failure or withdrawal.
3. By the end of the academic term proceeding the term into which the student wishes to reenroll, the Program Director/Chair will determine the appropriateness of reinstatement into the program. The decision will be based on the availability of space in the cohort and on the Program Director/Chair judgment of the student’s potential to achieve success in the curriculum. Students may appeal decisions to the Dean of Academic Affairs and Operations and then the College Dean.

Reapplication Timeline

Student must apply in writing to Program Director and/or Dean of Academic Affairs
Student must communicate with Program Director and/or Dean of Academic Affairs
Program Director or Dean of Academic Affairs will notify the student of the decision.

1. Student wishing to reenroll must apply in writing to the Program Director/Chair six (6) weeks prior to their desired re-entry date.
SCHOOL OF PHARMACY

Grading and Credit Hours
The School of Pharmacy employs the following grading scale:

- 90 and above: 4.00
- 89: 3.90
- 88: 3.80
- 87: 3.70
- 86: 3.60
- 85: 3.50
- 84: 3.40
- 83: 3.30
- 82: 3.20
- 81: 3.10
- 80: 3.00
- 79: 2.90
- 78: 2.80
- 77: 2.70
- 76: 2.60
- 75: 2.50
- 74: 2.40
- 73: 2.30
- 72: 2.20
- 71: 2.10
- 70: 2.00
- 69: 1.80
- 68: 1.60
- 67: 1.40
- 66: 1.20
- 65: 1.00
- 64 and below: 0.00

For the pharmacy program, courses are rated at one credit hour for 10 hours of lecture, 20 hours of recitation/small group discussion, or 30 hours of laboratory and/or practice session. A total of 2.0 credit hours will be assigned for each Introductory Practice Experience/Rotation and 1.6 credit hours will be assigned for each week of Advanced Practice Experiences/ Rotations. A cumulative grade point average will be calculated and posted on the student’s transcript at the end of each academic quarter. Class ranking information is available upon request from the Office of the Associate Dean of Academic Affairs and Assessment of the School of Pharmacy and is based on actual grade percentages earned in each course.

COMMENCEMENT ATTENDANCE

Students preparing for graduation are welcomed and encouraged to participate in their local campus ceremonies. Students in online programs are encouraged to participate in the Savannah, Georgia ceremony held each year in June. Students who choose to participate in the graduation ceremony, must do so within twelve (12) months from the date of their degree completion.

GRADUATION DATE POLICY

For campus based students, graduation dates and degree conferred will reflect the last day of the term in which the student completes the degree requirements. For students in online programs, graduation dates and degree conferred dates will reflect the last day of the session in which the students complete their degree requirements.

Students who satisfy incompletes or other degree requirements after 14 calendar days from the end of the term or session will have their graduation and degree conferred dates reflect the day the academic requirements are completed.

ASSOCIATE’S AND BACHELOR’S DEGREES PROGRAM

GRADUATION REQUIREMENTS

To receive an associate’s or bachelor’s degree or certificate, (except for Nursing, Medical Assisting, and Occupational Therapy Assistant) a student must satisfy these four requirements:

1. The student normally must complete the course requirements described in the catalog in effect when the student enrolled. However, academic programs are subject to change at the discretion of the institution. Students who leave the University longer than one calendar year will be required to meet catalog requirements in effect at the time of their return. Students may request department chair/coordinator approval for a course substitution or waiver. The registrar or dean of academic affairs must approve deviation from any program requirements.

2. The student must receive a cumulative grade point average of 2.00 or higher in all courses in the student’s major (i.e., those described in Area III in the University’s Academic Catalog).

3. The student must have a cumulative grade point average of 2.0 or higher for all coursework taken at the University. Students in the bachelor’s degree PA program must have a cumulative grade point average of 2.50. To graduate with the baccalaureate nursing degree, the student must have a cumulative grade point average of 2.0 or higher for all nursing prerequisite coursework taken at the University, a cumulative grade point average of 2.5 or higher for all didactic coursework in the nursing program, and a passing grade in all lab or practice courses.

4. The student must abide by all University rules and regulations and settle any financial obligations to the University before graduation.

ASSOCIATE OF SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT

GRADUATION REQUIREMENTS

In order to graduate from the Associate of Science in Occupational Therapy Assistant program, a student must:

1. The student normally must complete the course requirements described in the catalog in effect when the student enrolled. However, academic programs are subject to change at the discretion of the institution. Students who leave the University longer than one calendar year will be required to meet catalog requirements in effect at the time of their return.

2. The student must receive a C or better in all major courses.

3. The student must complete 40 percent of all required courses at South University. At least 50 percent of the major curriculum coursework must be completed at South University; The student must abide by all University rules and regulations and settle any financial obligations to the University.

BACHELOR OF SCIENCE IN NURSING AND NURSING COMPLETION (RN TO BSN) PROGRAMS

GRADUATION REQUIREMENTS

To graduate from the Undergraduate nursing programs (Nursing Completion and BSN) a student must satisfy the following requirements:

1. The student must successfully complete the program requirements described in the catalog in effect when the student enrolled. Students withdrawn from the university one year or longer will be required to meet the program requirements in effect at the time of their return.
2. Passing grades in all nursing lab and practice courses.
3. Grades of “C” or higher in all nursing courses.
4. A cumulative grade point average (CGPA) of 2.5 or higher.
5. Satisfactorily complete comprehensive achievement examinations.
6. Precandidate Nursing Students must complete NCLEX review courses.

MASTER OF SCIENCE IN CRIMINAL JUSTICE GRADUATION REQUIREMENTS

In order to graduate from the Master of Science in Criminal Justice program, a student must:
1. Successfully complete the program requirements described in the Catalog in effect when the student enrolled in South University.
2. Complete all course work in the degree program with a cumulative grade point average (CGPA) of at least 3.0 and no course grade below a C.

DOCTOR OF BUSINESS ADMINISTRATION GRADUATION REQUIREMENTS

To receive the Doctor of Business Administration degree, a student must satisfy the following requirements:
1. Successfully complete the course requirements described in the catalog in effect when the student enrolled in South University.
2. Possess a cumulative grade point average of 3.0 or higher.
3. Successfully complete the requirements of the required DBA Residencies.
4. Successfully complete the requirements (with a Pass or High Pass) of the DBA Preliminary Examination.
5. Successfully complete the requirements of the DBA Doctoral Dissertation.

MASTER OF SCIENCE IN ACCOUNTING GRADUATION REQUIREMENTS

To receive the Master of Science in Accounting degree, a student must satisfy the following requirements:
1. Successfully complete all required courses and coursework requirements in the program.
2. Possess a CGPA average of 3.0 or higher.

ANES THESI OLOGIST ASSISTANT PROGRAM GRADUATION REQUIREMENTS

The faculty’s judgment of a student’s suitability and fitness for graduation is based upon more than scholastic achievement, and includes the applicant’s character, physical abilities, and interaction with patients, patients’ families, and other healthcare professionals. Eligibility for the Master of Medical Science degree in Anesthesiologist Assistant Studies at South University includes the following:
1. Residence of nine academic quarters.
2. Satisfactory completion of all classroom, laboratory and clinical work.
3. Continued demonstration of ethical and moral behavior and appropriate clinical decorum.
4. Adherence to all federal, state, and local laws, especially those pertaining to substance abuse.
5. Adherence to the rules and regulations of South University and of all institutions in which students have clinical rotations, especially those rules and regulations pertaining to patient care and confidentiality of medical records.

Application for Graduation

It is the responsibility of each potential graduate to complete an application for graduation. The application should be submitted during the registration period two quarters before the anticipated graduation date. Fully online students should request and submit the graduation application to their Academic Advisor.

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING GRADUATION REQUIREMENTS

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:
1. Evidence a cumulative GPA of 3.0 or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination process.
3. Successfully remediate or repeat all courses in which a grade lower than a “C” was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress Promotions Policy during periods of probation or suspension.

*Please refer to the Graduate Student Handbook for the Clinical Mental Health Counseling program for additional information regarding the Progress Promotions Policy.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES DEGREE PROGRAM GRADUATION REQUIREMENTS

To receive a Master of Science in Physician Assistant Studies degree a student must satisfy the following requirements:
1. The student normally must complete the course requirements described in the catalog in effect when the student enrolled. Students who leave South University longer than 3 quarters will be required to meet catalog requirements in effect at the time of their return.
2. The student must receive a minimum grade of “C” or better in all courses.
3. The student must have a cumulative GPA of 2.5 or higher for all coursework taken while in the SUPAP.
4. The student must successfully complete the summative evaluation before graduation.

DOCTOR OF NURSING PRACTICE, MASTER OF SCIENCE IN NURSING AND THE RN TO MASTER OF SCIENCE IN NURSING GRADUATION REQUIREMENTS

To graduate from the South University College of Nursing graduate program a student must satisfy the following requirements:
1. The student must successfully complete the program requirements described in the Catalog in effect when the student enrolled. Students withdrawn from the University one year or longer will be required to meet the program requirements in effect at the time of their return.
2. The student must successfully complete the required number of clinical practice hours and receive a satisfactory clinical performance evaluation.
3. A letter grade of “B” or higher in all nursing courses.
4. RN-MSN students are required to maintain a letter grade of “B” or higher in all nursing courses.

SCHOOL OF PHARMACY GRADUATION REQUIREMENTS

Students who have satisfactorily completed all academic requirements and who have been recommended by the Scholastic Standing Committee and by the School of Pharmacy faculty (as indicated by the successful completion of the School of Pharmacy curriculum) may be awarded the Doctor of Pharmacy degree, provided that they are of good moral character and have met the following standards. They must:
1. Have successfully remediated all course scores of 0.00 (F).
2. Have completed the Doctor of Pharmacy curriculum with no less than a 2.00 cumulative grade point average.
3. Have satisfactorily completed four academic years of residence in a school of pharmacy that is either fully ACPE accredited or has ACPE pre-candidate or candidate status, the final two academic years of which must be completed at South University School of Pharmacy.
4. Have completed all legal and financial requirements of the School of Pharmacy.
5. Have exhibited the ethical, professional, behavioral, and personal characteristics necessary for the practice of pharmacy.
6. Have completed a Clearance Check Form from the office of the registrar.
7. Have completed an exit interview with the office of financial aid if the student is a recipient of any form of financial aid.
8. Attend the Commencement at which the degree is awarded. Only in unusual circumstances, and with approval of the dean, will a degree be awarded in absentia. A student who completes the curriculum is required to meet graduation requirements listed in the catalog of entry and/or any subsequent or additional program requirements. In the event of an extension beyond the three calendar years, the student must meet the requirements for the class with whom the individual graduates, and any other requirements specified by the Scholastic Standing Committee and the dean. Students must complete all requirements for graduation within five calendar years of the date of matriculation.

ACADEMIC HONESTY

Academic dishonesty will not be tolerated. Plagiarism and cheating will result in one of several sanctions, depending on the seriousness of the offense. Infractions of the academic honesty policy may result in receiving a failing grade for the assignment, receiving a failing grade for the course or even expulsion from school. These policies apply to both undergraduate and graduate students.

For a full description of the Academic Honesty Policy and the possible sanctions, please refer to the Student Handbook and Faculty Handbook. Student Handbooks are available in the office of the Dean of Student Affairs and the Dean of Academic Affairs and online.

Graduate students are governed by an Honor Code, the details of which are found in the Student Handbook and Faculty Handbook.

POSTHUMOUS DEGREES

South University will award a posthumous degree if a student, at the time of his/ her death had not completed degree requirements but was actively enrolled at the University, was in good academic standing, and has completed approximately two-thirds of the requirements for the program. Next of kin of the deceased student may request, in writing, consideration for a posthumous degree to the College/School Dean. If the degree is awarded, and the next of kin desires, the deceased student’s name can be read at the next commencement ceremony. In such cases a diploma will be provided free of charge.

INTELLECTUAL PROPERTY POLICY

Introduction

As a creative community of teachers, artists and scholars, South University is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of South University itself, which supports this creative and scholarly work.

I. Purpose and Scope

This document expresses South University’s policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of South University – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with South University, and this Policy governs in all circumstances, unless South University has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between South University and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit “fair use” as defined by U.S. laws.

II. Terminology

The following terms are used throughout the Policy and are defined as follows:

A. Copyright - Copyright is the intangible property right granted for a limited period of time by federal statute (Title 17 of the U.S. Code) for an original work of authorship fixed in any tangible form of expression. Copyright provides the owner with five exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly and to perform the work publicly (if relevant).

B. Commissioned Work - A Commissioned Work is defined as a Work (as defined in paragraph K) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph D) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract.

C. Independent Academic Effort or Creative Activity - Independent Academic Effort or Creative Activity is defined as the inquiry, investigation, research, or creative activity that is carried out by faculty, staff and Students of the Institution working on their own, that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff member(s), or Student(s) without the direct assignment, supervision, or involvement of the Institution.

D. Institutional Employee - An Institutional Employee is a full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, or fellow (as defined in the Faculty Handbook), or a full-time or part-time staff member (as defined in the Staff Handbook), or Student, who is employed by the Institution or who is working under an Institution contract, either expressed or implied.

E. Intellectual Property - Means: (i) trademarks, service marks, brand names, trade dress, assumed names, trade names, slogans, URLs, domain names, logos and other indications of source, sponsorship or affiliation, together with all associated goodwill (whether the foregoing are registered, unregistered or the subject of a pending application for registration); (ii) inventions, developments, improvements, discoveries, know how, concepts and ideas, whether patentable or not, in any jurisdiction; (iii) patents, patent applications and patent disclosures; (iv) trade secrets and proprietary or confidential information; (v) writings and other works of authorship, whether subject to copyright protection or not, in any jurisdiction, including but not limited to literary works (such as books, scholarly articles, journal articles and other articles, theses, research, course syllabi, curricula, exams, instructional and evaluation materials for classes, courses, labs or seminars, study guides, student rosters and attendance forms, grade reports, assessments, student work and projects, course or program proposals, software, data and databases, lecture and presentation materials); musical works (including any accompanying words); dramatic works (including any accompanying music); pantomimes and choreographic works; pictorial, graphic, and sculpture works (including graphic designs; illustrations, photographs, paintings, sculptures and other works of art); motion pictures and other audiovisual works (including films, audio and video recordings and multimedia projects); sound recordings; architectural works; and compilations; and (vi) copyrights, copyright registrations and applications for registration of copyrights in any jurisdiction.

F. Patent - A United States patent is a grant which gives the owner of the patent the right to exclude all others from making, using, or selling the claimed invention in the United States for a set period of time. Similar rights are granted in other countries,
but the discussion of Patents in this Policy will focus specifically on United States patent rights.

G. Sponsored Work - Sponsored Work is a Work (as defined in paragraph K) that is produced or created under an agreement between the Institution and a sponsor which provides the Institution with ownership and/or usage rights to the Work and Intellectual Property produced under the agreement. Sponsored works do not include works created through independent academic effort or creative activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.

H. Student - A Student is a regularly registered, full- or part-time, undergraduate or graduate at the Institution, including students attending the Institution as “special status students”: e.g., as participants in Professional Institute for Educators (PIE), Continuing Education (CE), the Pre-College or Saturday programs, or in exchange programs or through special grants or fellowships.

I. Substantial Institutional Resources - Any substantial use of Institution equipment, facilities, time, personnel, or funds, and use of Institution resources that are not “commonly provided”, is considered a use of “Substantial Institutional Resources.” This use does not include resources commonly provided to Institution faculty and staff, such as offices, library facilities, basic artistic facilities, and everyday telephone, computer, and computer network support. However, substantial time spent in the use of these latter resources may constitute the use of “Substantial Institutional Resources.” Resources not considered “commonly provided” include specially procured equipment or space, additional staffing or personnel, utilization beyond normal work hours of Institution personnel, and monetary expenditures that require a budget. Faculty may use the basic artistic facilities unless use infringes on student use of those facilities for coursework.

J. Trademark and Service Mark - A trademark or service mark is any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party’s goods or services from those of others.

K. Work - The term “Work” as used in this Policy shall be defined to include all of the items identified in Sections (i), (ii), (iv) and (v) of the definition of Intellectual Property in paragraph E.

L. Work Made for Hire - A “Work Made for Hire” is defined as a Work (as defined in paragraph K) prepared by an employee within the scope of his or her employment. Consistent with the Copyright Act of 1976, as amended, a Work Made for Hire under this Policy also includes a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire.

Examples of works made for hire include software programs created within the scope of an employee’s duties by a staff programmer, a newspaper article written by a staff journalist for the newspaper that employs him/her, and a musical arrangement or ditty written for a music company by a salaried arranger on its staff.

III. The Rights of the Creator of Intellectual Property (Policy Provisions)

A. Faculty, Staff and Student Works

   Subject to the exceptions noted in this Policy, as a general rule, South University does not claim ownership of Intellectual Property developed through Independent Academic Effort or Creative Activity and that is intended to disseminate the results of academic research and scholarship, and/or to exhibit forms of artistic expression on the part of faculty, staff, and Students.

2. Exceptions to the General Rule.
   Exceptions to the general rule set forth in III.A.1 above include Intellectual Property developed by faculty, staff, Students and Institutional Employees under any of the following circumstances:
   (a) The Intellectual Property is developed as a Sponsored Work.
   (b) The Intellectual Property is developed as a Commissioned Work.
   (c) The Intellectual Property is developed using Substantial Institutional Resources.
   (d) The Intellectual Property is owned by the creator within the scope of his or her employment with South University and constitutes a Work Made for Hire.
   (e) The Intellectual Property is developed by a creator who is assigned, directed or funded by South University to create the Intellectual Property.
   (f) The Intellectual Property is developed under a grant, program or agreement which provides South University with ownership rights, in whole or in part, to the Intellectual Property.

   Under the circumstances described in Section III.A.2 (a) through (f) above, the Intellectual Property shall be owned by South University (or by South University and any other party as specified in any written agreement, program or agreement).

   The creator of any Intellectual Property that is or might be owned by South University under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by South University’s President, and to execute an assignment of document deemed necessary by South University to perfect legal rights in South University and enable South University to file applications for registration when desired.

3. Ownership Rights in Specific Types of Works.
   For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:
   (a) Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by South University. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to South University.
   (b) Unless developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, scholarly articles and papers written for publication in journals, presentations and scholarly papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by South University as Works Made for Hire or otherwise.
(c) If any Intellectual Property to be owned by South University under Section III.A.2 (a) through (f) above is developed jointly with a non-Institution party, the parties respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a written agreement.

(d) Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of South University will develop a written agreement with the user of those resources, which must be executed by the parties before use of the resources, to identify the nature and terms of the use, including possible reimbursements or other systems of compensation back to South University.

(e) Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty.

(f) Unless the Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, Intellectual Property created by a Student working on his or her own, or developed in the context of a course, is owned by the Student and South University will not use the Student’s Work without the Student’s permission to do so.

(g) Students working on a project governed by an existing written agreement to which South University is a party are bound by all terms of that agreement.

(h) Students hired to carry out specific tasks that contribute to Intellectual Property of South University retain no rights of ownership in whole or in part to that Intellectual Property or to the Student’s contribution to that work.

(i) Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to South University outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.

(j) The rights of South University to a perpetual, worldwide license (exclusive or non-exclusive, as South University deems necessary), to use and reproduce copyrighted materials for educational, research, and promotional purposes must be included in any agreement with a non-Institution sponsor.

B. Independent Contractor Works

As a general rule, South University will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or South University has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If South University does not own the Intellectual Property created by an independent contractor, it shall have a right or license to use any Work produced by the independent contractor in the course of performance of the contract, in accordance with the parties’ agreement.

IV. Institution’s Usage Rights

To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, South University shall have a permanent, non-exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related accreditation or promotion of South University. Where practicable, South University will use best efforts to cite the creator of the Work if South University exercises such usage rights.

V. Institution’s Marks

Intellectual Property comprised of or associated with South University’s Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the “Marks”) belongs exclusively to South University and/or its affiliates. This Policy is designed to protect the reputation of South University and its affiliates, and to prevent the illegal or unapproved use of South University’s Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of South University. However, faculty, staff, and Students may identify their status or professional affiliation with South University as appropriate, but any use of South University’s Marks in this regard must avoid any confusing, misleading or false impression of affiliation with, or sponsorship or endorsement by, South University. No products or services may be marked, offered, sold, promoted or distributed with or under South University’s Marks without South University’s prior written permission and compliance with the licensing policies of South University. All requests for use of Institution Marks must be submitted in writing to an officer designated by the President. The designated Institution officer retains information concerning what marks, names, logos, symbols, insignias, and related words, phrases, and images currently comprise South University’s Marks.

VI. Substantial Use of Institutional Resources

Although “Substantial Institutional Resources” is defined (see Section II. Terminology), it is acknowledged that such resources and their use may change over time, with changes in technology, physical infrastructure of South University, modes of employment, etc. Therefore, this Policy allows the Academic Policy Advisory Committee to review the definition of “substantial use” from time to time and implement any changes or clarification to the definitions which South University deems necessary in order to establish an appropriate standard.

VII. Review Scheme

Questions concerning this Intellectual Property Policy should be addressed to the Dean of Academic Affairs.

VIII. Reservation of Rights

South University reserves the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. South University agrees, however, that it will endeavor to notify the entire Institution community through both print and electronic means of its intention to make modifications and/or changes to the Policy at least 30 working days before their enactment.

IX. Effective Date

This Policy supersedes any preexisting Intellectual Property policy of South University and will remain in effect until modified or revoked by South University. This Policy will be binding on all parties who create Intellectual Property after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with South University changes or terminates.

X. Governing Law

This Policy shall be governed by and interpreted under applicable federal laws pertaining to intellectual property and applicable state law, without regard to choice of law provisions.

STUDENT EXAMINATION OF OFFICIAL RECORDS (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) sets
out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information South University may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the registrar. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure of Educational Records

South University generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student’s prior written consent to the following individuals or institutions or in the following circumstances:

1. To South University officials who have been determined by the school to have legitimate educational interests in the records. A school official is:
   a. a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
   b. a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.

2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.

3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.

4. To organizations conducting certain studies for or on behalf of the school.

5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.

6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.

7. To comply with a judicial order or lawfully issued subpoena.

8. To appropriate parties in health or safety emergencies.

9. To officials of another school in which a student seeks or intends to enroll.

10. To an alleged victim of a crime of violence or a non forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.

11. To persons in addition to the victim of a crime of violence or non forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.

12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.

13. Directory information (see Section IV below).

14. To students as a part of the admissions or reenrollment process.

15. To appropriate parties in health or safety emergencies.

16. To certain state, local, and school officials for purposes of carrying out their functions.

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to South University officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), South University will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information

South University designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student’s consent):

1. Student’s name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received
13. The height and weight of athletic team members.

2013-2014 ACADEMIC CATALOG 165
Notice of these categories and of the right of an individual in attendance at <school name> to request that his/her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar, <school name>, <insert full school address>. Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

V. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.

2. South University may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student’s privacy rights.

3. Upon request, South University will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of South University. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student’s education records. The student may be assisted by other people, including an attorney.

4. South University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.

5. If, as a result of the hearing, South University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.

6. If, as a result of the hearing, South University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.

7. If a statement is placed in the education records of a student under paragraph 6 above, South University will:
   a. maintain the statement with the contested part of the record for as long as the record is maintained; and
   b. disclose the statement whenever it discloses the portion of the record to which the statement relates.

VI. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by South University to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

VII. Retention of Student Records

Transcripts and other student records are retained in paper and/or electronic form on each campus. In the event that a campus has changed locations or ceased operations in a geographical area, students should contact the South University central office, 912-201-8134 at the Savannah campus for access to their records.
COURSE DESCRIPTIONS

ACC1001 Accounting I
Prerequisites: None
ACC1001 is the first of a three-course sequence focusing on how stakeholders rely upon accounting information to assist them in their decision making activities. ACC1001 introduces accounting as the “language of business”—the tool used to communicate the effects of an organization’s business activities on its income, financial position, and cash flows. The course provides an overview of the financial accounting system, including: the role of accounting in business; the format, content, and use of financial statements; the impact of transactions on the financial statements; the regulatory environment of accounting; and the accounting standard-setting process. 4 quarter hours

ACC1002 Accounting II
Prerequisites: ACC1001 with grade of C or better
ACC1002 is the second of a three-course sequence focusing on how stakeholders rely upon accounting information to assist them in their decision making activities. ACC1002 continues the study of the financial accounting system, including a study of the time value of money and the effects of various financing, investing, and operating activities on a firm’s earnings, financial position, and cash flows. It also begins the study of managerial accounting systems as an invaluable source of information to support managers’ decision-making activities and introduces a host of alternative cost concepts, including the concept of different costs for different purposes. 4 quarter hours

ACC1003 Accounting III
Prerequisites: ACC1002 with grade of C or better
ACC1003 is the third of a three-course sequence focusing on how stakeholders rely upon accounting information to assist them in their decision making activities. ACC1003 continues the study of the managerial accounting system, including a focused study of product costing using both traditional and activity-based approaches, the uses of cost-based information in decision making, the use of budgeting to accomplish organization objectives, traditional and contemporary approaches to performance management for all levels of responsibility centers, and capital budgeting. 4 quarter hours

ACC2010 Automated Accounting Systems and Processes I
Prerequisites: ACC1002 and ITS1000
This course explores how to implement and use automated accounting systems. Topics may include setting up a chart of accounts, journalizing business transactions for sales and expenses, creating receivables and payables schedules, and producing financial statements for small and medium-sized businesses. 4 quarter hours

ACC2015 Automated Accounting Systems and Processes II
Prerequisites: ACC2010
This course continues the exploration of how to implement and use automated accounting systems. Topics may include transferring information from different software packages into the accounting system, payroll, inventories, cash budgeting, and financial ratios. 4 quarter hours

ACC3010 Accounting Information Systems
Prerequisites: ACC1003
This course provides students with an integrated view of business processes/ cycles, information processes, and accounting procedures. Topics may include how business and information processes impact business strategy, with internal controls embedded to mitigate different types of risk. Emphasis is placed on linkages between financial and managerial accounting techniques and business processes. 4 quarter hours

ACC3020 Intermediate Financial Accounting I
Prerequisites: ACC1002
This course explores Generally Accepted Accounting Principles (GAAP) associated with preparing and reporting a corporation’s balance sheet, income statement, and statement of cash flows. Topics may include the regulatory environment surrounding financial accounting, measurement and reporting of balance sheet assets, and fundamental revenue and expense recognition principles. 4 quarter hours

South University courses are numbered according to the general level of instruction. Although there are exceptional cases, most courses numbered at the 1000 2000 levels are designed for freshmen and sophomore students; courses numbered at the 3000 4000 levels are intended for junior and senior students. Developmental courses are designated by a 0099 course number. Courses are assigned letters by the department/major area in which they are taught and are listed in alphabetical order.

Academic offerings are subject to change at the discretion of the institution. Prerequisites can be waived with the permission of the Department Chair or Program Director. If no prerequisite is indicated, none is required.

South University reserves the right to cancel any scheduled class if 10 or fewer students are registered. Not all courses are offered at all campuses. Some courses are offered only through the online programs. Please contact the particular campus for current course availability.

Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student’s responsibility to participate in the activities that will lead to successfully meeting the learning outcomes.
ACC3025 Intermediate Financial Accounting II
Prerequisites: ACC3020
This course continues the exploration of Generally Accepted Accounting Principles (GAAP) associated with preparing and reporting a corporation's balance sheet, income statement, and statement of cash flows. Topics may include the measurement and reporting of balance sheet liabilities and equity, more advanced revenue and expense recognition situations, and accounting corrections and changes.
4 quarter hours

ACC3028 Intermediate Financial Accounting III
Prerequisites: ACC3025
This course continues the exploration of Generally Accepted Accounting Principles (GAAP) associated with complex financial transactions that are fundamental to modern corporations. Topics may include asset and/or utility acquisition through leases, accounting for employee pensions and post-retirement benefits, accounting for federal income taxes, and financial instruments. Students may also prepare more sophisticated financial statements to report the effect of complex financial transactions.
4 quarter hours

ACC3040 Cost Accounting
Prerequisites: ACC3010
This course explores cost accumulation and budgeting systems applicable to manufacturing, service, and informational organizations. Students relate cost accounting information to management planning and decision-making activities. Topics may include job order, process, and activity-based costing systems.
4 quarter hours

ACC3045 Intermediate Cost Management
Prerequisites: ACC3040, and BUS4101
This course continues the exploration of cost management techniques and approaches used in manufacturing, service, and information organizations. Topics may include performance measurement and reporting systems, Total Quality Management (TQM), cost allocations, decision support for managerial decision making, theory of constraints, and economic value added.
4 quarter hours

ACC4010 Federal Taxation I
Prerequisites: ACC3025
This course explores the U.S. Internal Revenue Code applicable to individual income taxes. Topics may include taxable income, deductions, exemptions, property transactions, filings, and individual tax planning.
4 quarter hours

ACC4020 Federal Taxation II
Prerequisites: ACC4010
This course explores the U.S. Internal Revenue Code applicable to corporate income taxes. Topics may include taxable income, expenses, equity transactions, filings, and corporate tax planning.
4 quarter hours

ACC4035 Governmental and Not-For-Profit Accounting
Prerequisites: ACC3025
This course explores accounting principles applicable to governmental (state and local), healthcare, educational, and other not-for-profit organizations. Topics may include the regulatory environment (which includes standard setting bodies such as the Governmental Accounting Standards Board (GASB)), fund accounting, reporting requirements, financial management, and budgets.
4 quarter hours

ACC4050 Internal Auditing and Assurance
Prerequisites: ACC3025 and MAT2058
This course emphasizes fundamental assurance theories, concepts, and techniques associated with internal auditing. Topics may include the regulatory environment applicable to internal auditing, risk assessment, internal controls, evidential matter, audit reporting, and fraud.
4 quarter hours

ACC5005 Financial Accounting and Reporting
Prerequisites: None
This course explores financial accounting (as defined by Generally Accepted Accounting Principles or GAAP) and reporting in a variety of decision and industry contexts. Topics may include preparing and reporting a corporation's balance sheet, income statement, and statement of cash flows. Topics may include the regulatory environment surrounding financial accounting, measurement and reporting of balance sheet assets, fundamental revenue and expense recognition principles, and analysis of a firm's financial statements.
4 quarter hours

ACC5310 Accounting Information Systems
Prerequisites: MBA5000 or an equivalent undergraduate introductory accounting course sequence
This course provides students with an integrated view of business processes/cycles, information processes, and accounting procedures. Topics may include how business and information processes implement business strategy, with internal controls embedded to mitigate different types of risk. Emphasis is placed on linkages between financial and managerial accounting techniques and business processes, current professional research in accounting information systems, and analyzing and solving problems within the accounting profession.
4 quarter hours

ACC5320 Intermediate Financial Accounting I
Prerequisites: MBA5000 or an equivalent undergraduate introductory accounting course sequence
This course explores Generally Accepted Accounting Principles (GAAP) associated with preparing and reporting a corporation's balance sheet, income statement, and statement of cash flows. Topics may include the regulatory environment surrounding financial accounting, measurement and reporting of balance sheet assets, and fundamental revenue and expense recognition principles. Emphasis is placed on current professional research in financial accounting and reporting and analyzing and solving problems within the accounting profession.
4 quarter hours

ACC5325 Governmental and Not-for-profit Accounting
Prerequisites: ACC5320 or an equivalent undergraduate course
This course explores accounting principles applicable to governmental (state and local), healthcare, educational, and other not-for-profit organizations. Topics may include the regulatory environment (which includes standard setting bodies such as the Governmental Accounting Standards Board (GASB)), fund accounting, reporting requirements, financial management, and budgets. Emphasis is placed on current professional research in governmental and not-for-profit accounting and analyzing and solving problems within the accounting profession.
4 quarter hours
ACC5340 Cost Accounting
PREREQUISITeS: ACC5310 or an equivalent undergraduate course
This course explores cost accumulation and budgeting systems applicable to manufacturing, service, and informational organizations. Students relate cost accounting information to management planning and decision-making activities. Topics may include job order, process, and activity-based costing systems. Emphasis is placed on current professional research in cost accounting and analyzing and solving problems within the accounting profession.
4 quarter hours

ACC5348 Advanced Financial Accounting
Prerequisites: Completion of the Master of Business Administration Core Courses and ACC3028 and ACC4035 (or equivalent graduate coursework)
This course explores Generally Accepted Accounting Principles (GAAP) associated with a corporation’s merger, acquisition, and foreign transactions and operations. Topics may include partnership transactions, International Financial Reporting Standards (IFRS), and advanced tools and techniques for governmental and not-for-profit entities.
4 quarter hours

ACC5360 External Auditing and Assurance
Prerequisites: Completion of the Master of Business Administration Core Courses and ACC4050 (or equivalent graduate coursework)
This course explores assurance concepts associated with external auditing. Topics may include the regulatory environment applicable to external auditing, Generally Accepted Auditing Standards (GAAS), audit tools and techniques, audit reporting, professional conduct and ethics, statistical sampling, and information systems auditing.
4 quarter hours

ACC5370 Federal Taxation I
Prerequisites: ACC5325 or an equivalent undergraduate course
This course explores the U.S. Internal Revenue Code applicable to individual income taxes. Topics may include taxable income, deductions, exemptions, property transactions, filings, and individual tax planning. Emphasis is placed on current professional research in individual taxation and analyzing and solving problems within the accounting profession.
4 quarter hours

ACC5372 Federal Taxation II
PREREQUISITeS: ACC5370
This course explores the U.S. Internal Revenue Code applicable to corporate income taxes. Topics include taxable income, expenses, equity transactions, filings, and corporate tax planning. Emphasis is placed on current professional research in corporate taxation and analyzing and solving problems within the accounting profession.
4 quarter hours

ACC6311 Advanced Accounting Information Systems
Prerequisites: Completion of the Master of Business Administration Core Courses and ACC3010 (or equivalent graduate coursework)
This course continues the exploration of accounting information systems by examining the impact industry models and paradigms have on accounting information systems. Industries may include healthcare, financial services, information technology and software, manufacturing, and hospitality services.
4 quarter hours

ACC6315 Accounting Services Consulting
Prerequisites: Completion of the Master of Business Administration Core Courses
This course explores the potential consulting models, policies, and procedures associated with other professional accounting services. Topics may include client marketing, engagement management, consulting categories, scope of services, risk mitigation, and customer service.
4 quarter hours

ACC6330 Advanced Financial Reporting
Prerequisites: Completion of the Master of Business Administration Core Courses and ACC3028 (or equivalent graduate coursework) and ACC5348
This course explores reporting as specified by the Securities and Exchange Commission (SEC) under a variety of business and corporate circumstances. Topics may include the regulatory environment applicable to corporate entities (which includes reporting requirements under Sarbanes Oxley), accounting restatements, forecasts, and projections.
4 quarter hours

ACC6342 Corporate Controllership
Prerequisites: Completion of the Master of Business Administration Core Courses and ACC6330, ACC5348 (or equivalent graduate coursework)
This course explores the knowledge, skills, abilities, and professional experience needed to become a successful corporate controller of a U.S. business organization. Topics may include strategic alignment of operating and financial systems, systems implementation, corporate reporting, budgetary control, and risk analysis.
4 quarter hours

ACC6362 Forensic and Fraud Auditing
Prerequisites: Completion of the Master of Business Administration Core Courses and ACC3010, ACC4050, and ACC5360 (or equivalent graduate coursework)
This course explores the historical and current fraud environment faced by business organizations. Topics may include investigation, loss calculation, asset valuation, fraud risks, and control policies and procedures controls.
4 quarter hours

ACC6374 Advanced Taxation
Prerequisites: Completion of the Master of Business Administration Core Courses and ACC4020 (or equivalent graduate coursework)
This course explores the U.S. Internal Revenue Code applicable to estates, trusts, gifts, partnerships, and other corporate entities. Topics may include advanced tax planning, tax research, and tax implications of management decisions.
4 quarter hours

ALLIED HEALTH SCIENCES

AHS1001 Medical Terminology
Prerequisites: ENG0099
This course presents a study of basic medical terminology, based on the human body system approach. Prefixes, suffixes, combining forms, plural forms, abbreviations, and symbols are included in the content. Emphasis is placed on spelling, definition, usage, and pronunciation. This course is designed for health profession students who require study in the fundamentals of medical terminology as part of their professional curriculum.
4 quarter hours

AHS2005 Clinical Competencies I
Co-requisite: BIO2015
Clinical Competencies I is designed to furnish the medical assisting student with the theory, rationale and technical application of the medical assisting profession. Theoretical and practical applications are presented, demonstrated and practiced by the student to prepare for professional practice. Areas studied include obtaining a health history and vital signs, proper documentation, performing Electrocardiograms and assisting the physician with routine and specialty examinations. Medical asepsis and correct hand washing techniques are emphasized. Students are required to obtain Standard First Aid Certification and Healthcare Provider CPR Certification to meet the outcomes of this course.
4 quarter hours
AHS2006 Clinical Competencies II
Prerequisites: BIO2015
Clinical Competencies II is designed to furnish the Medical Assisting student with the theory, rationale and technical application of the medical assisting profession. Theoretical and practical applications are presented, demonstrated and practiced by the student to prepare for professional practice in the areas of microbiology, specimen collection, sterile techniques and pharmacology. Course content includes specimens collection for microbiological testing, sterilization techniques, use of the autoclave; surgical asepsis, sterile gloving and dressing changes. Pharmacological principles including administration of intradermal, subcutaneous, and intramuscular injections are also covered.
4 quarter hours

AHS2007 Clinical Laboratory Competencies
Prerequisites: BIO2015
Clinical Laboratory Competencies is designed to furnish the Medical Assisting student with the theory, rationale and technical applications of the medical assisting profession. Theoretical and practical applications are presented, demonstrated and practiced by the student in the areas of hematology and clinical chemistry. Hematological screening and diagnostic procedures include aseptic blood collection (both venous and capillary), blood cell counts, erythrocyte sedimentation rates, coagulation studies and other miscellaneous tests are covered. Also included is the chemical and microscopic evaluation of urine specimens. Practical procedures include venipuncture techniques, the use of a microscope, and the operation of the centrifuge and chemistry analyzer.
4 quarter hours

AHS2007 Medical Office Procedures
Prerequisites: AHS1001, BIO2015, IT51000
Medical Office Procedures is designed to furnish the Medical Assisting student with basic knowledge of administrative medical office management. Techniques, methods and procedures covered include patient reception, record management, billing, scheduling, and human resource management. Medical law, ethics, and bioethics in the ambulatory healthcare setting are also the focus of this course.
4 quarter hours

AHS2090 Medical Insurance and Coding
Prerequisites: AHS1001, BIO2015
Medical Insurance and Coding is an introduction to medical insurance and diagnostic and procedural coding. The course is designed to furnish the medical assisting student with the basic knowledge of the types of medical insurance, diagnosis related groups, alternative delivery systems, resourced based relative value scales, and diagnostic and procedural coding.
In accordance with the American Association of Medical Assistant’s (AAMA) established Entry-Level Competencies for the Medical Assistant, upon completion of AHS2090, the medical assisting student will be able to perform the following competencies: analyze and employ current third party guidelines for reimbursement; implement current procedural terminology and ICD-9 coding; distinguish among the various types of health insurance; process medical insurance claims; abstract from medical records; recognize the alternate healthcare delivery systems; process patient billing and collections; and define legal issues affecting insurance claims and medical records.
This course is designed to furnish the student with the beginning competencies in the above stated areas. Terminal performance outcomes, tests, and assignments are employed to evaluate the student’s knowledge of these competencies.
4 quarter hours

AHS2095 Medical Assisting Certification Review
Prerequisites: Completion of all AHS coursework with a “C” or better
Co-requisites: AHS2098
This course consists of a comprehensive review which will prepare students for the American Association of Medical Assistants (AAMA) national certification examination for Certified Medical Assistant (CMA) or the American Medical Technologists (AMT) national certification examination for Registered Medical Assistant (RMA). Topics will include medical terminology, anatomy and physiology, pathophysiology, pharmacology, and clinical laboratory and administrative procedures. Medicolegal guidelines, communications techniques, and test taking strategies will also be discussed. A written report is submitted upon completion of the course. This report will be a critique of the program and the training received at the assigned site. Students will also be required to complete a questionnaire form critiquing the medical assisting program.
2 quarter hours

AHS2098 Medical Assisting Practicum
Co-requisite: AHS2095
The student will be placed in a physician’s office, clinic, group practice, or other appropriate healthcare setting where he or she will perform clinical and administrative duties appropriate to the Medical Assisting field. Twenty hours of supervised, unpaid training will be performed each week for a period of ten weeks. Consideration will be given to the student’s needs and special interests when assignments and schedules are determined.
A written report is submitted upon final completion of the course. This report will be a critique of the program and the training received at the assigned site. Students will also be required to complete a questioner form critiquing the medical assisting program.
6 quarter hours
ANS5001, ANS5002, ANS5003, ANS5004, ANS5005
Clinical Anesthesia I, II, III and IV
Prerequisite ANS5001: Permission of faculty
Prerequisite ANS5002: ANS5001
Prerequisite ANS5003: ANS5002
Prerequisite ANS5004: ANS5003
Prerequisite ANS5005: ANS5004
Summer, Fall, Winter, Spring quarter
Foundations of the clinical practice of anesthesia gained through one-on-one supervised instruction in the operating rooms and ancillary anesthetizing locations. Credit varies each quarter, escalating throughout the year as expectations and responsibilities increase with increasing knowledge base. ANS5001 1 quarter hour; ANS5002 4 quarter hours; ANS5003 3 quarter hours; ANS5004 4 quarter hours; ANS5005 6 quarter hours

ANS5020 Medical Terminology
Prerequisites: Permission of Faculty
Summer Quarter. This is a pass/fail (satisfactory/unsatisfactory) self paced, self-study course in which the students will complete a programmed learning text and take a final exam at the completion of the text. Includes: word formulation, association to body systems, standard abbreviations, and various surgical procedures. 1 quarter hour

ANS5040 Introduction to Cardiovascular Anatomy and Physiology
Prerequisites: Permission of Faculty
Summer Quarter. Introductory and supplementary coverage of the basic science courses in anatomy and physiology with emphasis on anatomy and physiology of the heart and great vessels as they pertain to the practice of anesthesia. 1 quarter hour

ANS5060 Introduction to Pulmonary Anatomy and Physiology
Prerequisites: Permission of Faculty
Summer Quarter. Introductory and supplementary coverage of the basic science courses in anatomy and physiology. Basic pulmonary physiology includes: ventilation, lung volumes, gas exchange, mechanics of breathing, and pulmonary function testing. 1 quarter hour

ANS5081, ANS5082 Principles of Airway Management I & II
Prerequisite ANS5081: Permission of Faculty
Prerequisite ANS5082: ANS5081
Summer, Fall Quarter. This course will provide an opportunity to learn basic airway management techniques including bag/mask ventilation, simple oral and nasal intubation techniques, oral and nasal airways, application of laryngeal mask airway and the Comitube, lightwands, placement of double lumen tubes, and complications of endotracheal intubation. Basic airway management equipment will be introduced and applied to airway management using teaching aids. ANS5081 2 quarter hours; ANS5082 1 quarter hour

ANS5100 Physics of Anesthesia
Prerequisites: Permission of Faculty
Summer Quarter. Basic physical principles and processes applied to the clinical practice of anesthesia. Includes dimensional analysis; work, energy, and power; gas laws; fluid mechanics; heat transfer; vaporization; solubility; diffusion and osmosis; fires and explosions; laser and x-ray radiation; as well as principles of electrical circuit theory used to model anesthesia equipment, physiologic systems and time constants. 2 quarter hours

ANS5120 Introduction to Anesthesia Delivery Systems and Equipment
Prerequisites: Permission of Faculty
Summer Quarter. Introduction to the anesthesia delivery system including gas distribution systems, anesthesia machines, breathing circuits, anesthesia ventilators, scavenging waste gases and monitoring pollution, risk management, along with critical incidents in anesthesia, and resuscitation equipment. 2 quarter hours

ANS5140 Pre-anesthetic Evaluation
Prerequisites: Permission of Faculty
Summer Quarter. Techniques for examining patients in the process of the preoperative patient. Evaluation, gathering data by patient interviews and chart reviews, including basic Electrocardiogram interpretation. Includes recording of relevant laboratory data as well as the summarization of preoperative consultations and special studies. 3 quarter hours

ANS5160 Introduction to Clinical Anesthesia
Prerequisites: Permission of Faculty
Summer Quarter. Includes history of anesthesia, hazards, precautions and personal protection, universal precautions and infection control, approaching the patient, the preoperative period, vascular access, obtaining arterial blood samples, types of anesthesia, the anesthesia care team, application of American Society of Anesthesiologists basic monitoring requirements, preparing the operating room for the first case of the day, introduction to patient positioning, introduction to induction, maintenance and emergence from anesthesia, identifying and managing anesthetic emergencies. 3 quarter hours

ANS5181, ANS5182, ANS5183, ANS5184 Anesthesia Laboratory I, II, III, and IV
Prerequisite ANS5181: Permission of Faculty
Prerequisite ANS5182: ANS5181
Prerequisite ANS5183: ANS5182
Prerequisite ANS5184: ANS5183
Summer, Fall, Winter, Spring Quarters.
This four quarter sequence starts with the students applying standard intraoperative monitors to each other and performing various experiments to explore the proper and improper applications, and to identify rudimentary pitfalls of routing monitoring techniques. The laboratory progresses to detailed study of the anesthesia delivery system and various types of breathing circuits. Experiments are designed to explore dead space, compliance losses, humidification, time constants, fresh gas flow effects, valve malfunction and potential complications of CO2 removal. Many patient modalities are explored, such as capnography and pulse oximetry, permitting investigation of those effects that routinely provide poor quality information and degradation of the monitoring system response, such as invasive blood pressure monitoring systems. Theory of dilutional methods of cardiac output monitoring, along with hemodynamic model experiments to explore relationships between Mean circulatory filling pressure and Central Venous pressure and the Frank Starling law of the heart. Physical principles such as resistance affects on infusion of various types of fluids are explored along with catastrophic failure analysis, and the concepts of various forms of mechanical ventilation. ANS5181 1 quarter hour; ANS5182 1 quarter hour; ANS5183 1 quarter hour; ANS5184 1 quarter hour
ANS5201, ANS5202
Cardiovascular Physiology for Anesthesia Practice I and II
Prerequisite ANS5201: ANS5040
Prerequisite ANS5202: ANS5201
Fall, Winter quarters. Review of hemodynamics, cardiopulmonary transport and exchange, Starling forces, vascular smooth muscle, control of blood vessels, venous return, control of cardiac output, coordinated cardiovascular and pulmonary responses, and maternal and fetal circulations. Also includes crystalloids and colloids IV fluid therapy, administration of blood products and the management of colloid oncotic pressures.
ANS5201 2 quarter hours; ANS5202 3 quarter hours

ANS5221, ANS5222 Principles of Instrumentation and Patient Monitoring I and II
Prerequisite ANS5221: Permission of faculty
Prerequisite ANS5222: ANS5221
Fall, Winter quarters. Covers the fundamental principles of measurement, the principles, application and interpretation of various monitoring modalities including: Electrocardiogram, invasive and noninvasive blood pressure, oximetry, cardiac output, respiratory gas analysis as well as monitoring respiration. Also includes intraoperative neurophysiology monitoring, temperature, renal function, coagulation/hemostasis, and neuromuscular junction.
ANS5221 2 quarter hours; ANS5222 2 quarter hours

ANS5300 Pulmonary Physiology for Anesthesia Practice
Prerequisite: ANS5060
This is the second course in a three course sequence that covers the anatomy, function, and processes of the human pulmonary system with particular emphasis on the application of concepts to the clinical practice of anesthesia.
2 quarter hours

ANS5302 Pulmonary Physiology for Anesthesia Practice
Prerequisites: ANS5300
Spring quarter. Functional anatomy of the respiratory tract, respiratory resistance, control of breathing, mechanisms and work of breathing, pulmonary circulation and non-respiratory functions, pulmonary ventilation/perfusion, diffusion of respiratory gases, oxygen and carbon dioxide transport, respiratory function in pregnancy, neonates and children, respiration during natural sleep, hypoxia and anemia, hyperoxia and oxygen toxicity, effects of smoking, acute lung injury, lung transplantation, and artificial ventilation.
ANS5300 2 quarter hours; ANS5302 2 quarter hours

ANS5345, ANS5346, ANS5347, ANS5348 Anesthesia Principles and Practice I, II, III, and IV
Prerequisite ANS5345: ANS5160
Prerequisite ANS5346: ANS5345
Prerequisite ANS5347: ANS5346
Prerequisite ANS5348: ANS5347
Fall, Winter, Spring and Summer Quarters. Principles involved in the formulation of anesthetic plans based upon data obtained during the preoperative evaluation. Includes the formulation of different anesthetic plans and techniques as related to specific surgical procedures and pathophysiology.
ANS5345, ANS5346, ANS5347 and ANS5348 3 quarter hours

ANS5400 Renal Physiology for Anesthesia Practice
Prerequisite: Permission of faculty
Spring Quarter. Basic renal processes, excretion of organic molecules, control of sodium and water excretion, regulation of extracellular volume and osmolarity, renal hemodynamics, and regulation of potassium and acid-base balance.
1 quarter hour

ANS5421, ANS5422 Pharmacology in Anesthesia Practice I and II
Prerequisite ANS5421: Permission of faculty
Prerequisite ANS5422: ANS5421
Spring and Summer Quarters. Emphasizes drugs specifically related to the practice of anesthesia: inhaled anesthetics, opioids, barbiturates, benzodiazepines, anticholinesterase and anticholinergic, neuromuscular blockers, adrenergic agonists and antagonists, nonsteroidal anti-inflammatory drugs, anti-dysrhythmics, calcium channel blockers, diuretics, anticoagulants, antihistamines and antimicrobials.
ANS5421 2 quarter hours; ANS5422 2 quarter hours

ANS5502 Advanced Anesthesia Systems and Monitoring
Prerequisites: ANS5120, ANS5221 and ANS5222
Through classroom lectures and personal learning experiences in the anesthesia learning laboratory, students will update their knowledge of current anesthesia delivery systems, mechanical ventilation and patient monitoring including point of care testing (POCT). Students will demonstrate their ability to successfully apply knowledge of anesthesia delivery systems and patient monitoring modalities to manage patients in unfamiliar complex situations. Students will learn about the proper use and interpretation of testing apparatus. Clinical scenarios will be provided for students to apply their knowledge to properly identify a patient’s acid base status and demonstrate how to use that information to appropriately manage pulmonary ventilation and renal function.
2 quarter hours

ANS5520 Advanced Airway Management
Prerequisites: ANS5181, ANS5182
Summer Quarter. Covers recognition of the difficult airway, techniques to manage the difficult pediatric and adult airway, the American Society of Anesthesiologists Difficult Airway Algorithm, physiologic response to intubation, fiber optic techniques, retrograde techniques, and the surgical airway.
2 quarter hours

ANS5601 Regional Anesthesia Practice I
Prerequisites: None
Through classroom lectures students will learn about all aspects of the practice of regional anesthesia. Students will gain an understanding of the anatomy specific for each type of regional block as well as techniques for establishing the block and the local anesthetics. Students will also gain an understanding of the use of ultrasound guidance and peripheral nerve stimulation for peripheral nerve blocks. Management of complications associated with these blocks will also be discussed. A skills lab in which students will be instructed and practice the techniques of neuraxial blockade will reinforce concepts taught in the lecture portion of this course.
2 quarter hours

ANS5602 Regional Anesthesia Practice II
Prerequisites: ANS5601
Through classroom lectures students will learn about all aspects of the practice of regional anesthesia. Students will gain an understanding of the anatomy specific for each type of regional block as well as techniques for establishing the block and the local anesthetics. Students will also gain an understanding of the use of ultrasound guidance and peripheral nerve stimulation for peripheral nerve blocks. Management of complications associated with these blocks will also be discussed. A skills lab in which students will be instructed and practice the techniques of neuraxial blockade will reinforce concepts taught in the lecture portion of this course.
2 quarter hours

ANS5901 Anatomy
Prerequisite: Permission of faculty
Fall Quarter. Gross anatomy and histology of human body systems. Anatomical terms, structures, and relationships emphasizing functional significance in problem solving situations. Laboratory provides demonstrations using models and other learning modalities.
4 quarter hours
ANS5921, ANS5922 Physiology I & II
Prerequisite ANS5921: Permission of faculty
Prerequisite ANS5922: ANS5921
Fall and Winter Quarters. Systems approach to normal function of the human body, including relevant information on anatomy. Weekly problem solving sessions, regular laboratory exercises and clinical application to systemic disorders. ANS5921 4 quarter hours; ANS5922 2 quarter hours

ANS5995 Individual Tutorial
Prerequisite: Permission of faculty
Permits first year students to study a particular problem or area of emphasis in anesthesiology, with more breadth or greater depth than covered in the normal curriculum, under the direction of a faculty member. Variable credit

ANS5996 Individual Directed Study
Prerequisite: Permission of faculty
Each semester. Permits first year students to study a particular problem or area of emphasis in anesthesiology that is not covered in the program curriculum, under the direction of a faculty member. Variable credit

ANS5998 Remedial Studies
Prerequisite: Permission of faculty
Each semester. Permits first year students to enroll for review, under the direction of a faculty member, an area of emphasis in anesthesiology for which the student is having difficulty. Variable credit

ANS6001, ANS6002, ANS6003, ANS6004
Clinical Anesthesia I, II, III and IV
Prerequisite ANS6001: ANS5005
Prerequisite ANS6002: ANS6001
Prerequisite ANS6003: ANS6002
Prerequisite ANS6004: ANS6003
Fall, Winter, Spring, Summer Quarters. This course encompasses the student's clinical experience in required rotations through all anesthesia subspecialty areas in the senior year. Clinical practice of anesthesia gained through one-on-one supervised instruction and ancillary anesthetizing locations. ANS6001 16 quarter hours; ANS6002 14 quarter hours; ANS6003 14 quarter hours; ANS6004 16 quarter hours

ANS6021, ANS6022, ANS6023, ANS6024
Senior Seminar
Prerequisite ANS6021: Permission of faculty
Prerequisite ANS6022: ANS6021
Prerequisite ANS6023: ANS6022
Prerequisite ANS6024: ANS6023
Fall, Winter, Spring, Summer Quarters. Includes student case presentations, student presentations of selected readings reviewing hazards and complications in anesthesiology, and student presentations from current anesthesiology literature. ANS6021 1 quarter hour; ANS6022 1 quarter hour; ANS6023 1 quarter hour; ANS6024 1 quarter hour

ANS6041, ANS6042, ANS6043, and ANS6044
Anesthesia Review I, II, III and IV
Prerequisite ANS6041: ANS5348
Prerequisite ANS6042: ANS6041
Prerequisite ANS6043: ANS6042
Prerequisite ANS6044: ANS6043
Fall, Winter, Spring, Summer Quarters. Students are required to read specific chapters in a nationally recognized authoritative textbook during senior clinical rotations on anesthesia and be tested on the contents of those chapters monthly. ANS6041 1 quarter hour; ANS6042 1 quarter hour; ANS6043 1 quarter hour; ANS6044 1 quarter hour

ANS6995 Individual Clinical Practicum
Prerequisite: Permission of faculty
Each semester. Permits students to enroll for review and participation in a subspecialty area of clinical anesthesia. Variable credit

ANS6996 Individual Directed Study
Prerequisite: Permission of faculty
Each semester. Permits senior students to study a particular problem or area of emphasis in anesthesiology that is not covered in the program curriculum, under the direction of a faculty member. Variable credit

PHA5001 General Pharmacology I
Prerequisite: None
Pharmacology PHA5001 is the first part of a two-part Pharmacology series that is designed to give a broad overview of basic and applied principles of pharmacology to health science professionals. The first block of PHA5001 covers basic pharmacological principles with a particular emphasis on two key concepts in pharmacology: pharmacodynamics and pharmacokinetics. The second block of the course focuses on the drugs that target the sympathetic and parasympathetic divisions of the autonomic nervous system, whereas the third block of the course encompasses the drugs that selectively target the cardiovascular system. Classroom lectures will include general reviews on physiology and pathophysiology when appropriate. The material will be emphasized by reading assignments, homework, case studies, and classroom discussions. 4 quarter hours

PHA5002 General Pharmacology II
Prerequisite: PHA5001
Pharmacology PHA5002 is the second part of a two-part Pharmacology series that is designed to give abroad overview of basic and applied principles of pharmacology to health science professionals. The first block of the course emphasizes local anesthetics, skeletal muscle relaxants, general anesthetics, anaesthetics, drugs of abuse, opiates, drugs used to treat seizures, and sedative hypnotics. The second block of the course focuses on drugs used to treat anxiety, depression, mania, psychoses, neurodegenerative and movement disorders, and disorders of inflammation. The third block of the course encompasses the classes of drugs used to treat bacterial, fungal, and viral infections. Lectures will include general reviews on physiology and pathophysiology when appropriate. These materials will be emphasized by reading assignments, case studies, and classroom discussions. 4 quarter hours

BIOLOGY

BIO1011 Anatomy and Physiology I
Prerequisites: MAT0099 and ENG0099 or exemption thereof, AHS1001
Co-requisites: BIO1012
This course is an introduction to the structures and functions of the human body, including the characteristics of life, homeostasis, organizational levels, basic metabolism, the cell, tissues, organs, organ systems, the organism, integumentary system, skeletal system, muscular system, nervous system, and special senses. 4 quarter hours

BIO1012 Anatomy and Physiology I Lab
Prerequisites: AHS1001
Co-requisites: BIO1011
In this course students perform laboratory exercises, demonstrations, experiments, and tests that correlate with the lecture material of BIO1011. BIO1012 must be taken concurrently with BIO1011. 2 quarter hours

BIO1013 Anatomy and Physiology II
Prerequisites: AHS1001, BIO1011, and BIO1012 with grades of C or better
Co-requisites: BIO1014
Anatomy and Physiology II is a continuation of BIO1011. It includes the endocrine system, digestive system, respiratory system, blood, cardiovascular system, lymphatic and immune systems, urinary system, fluids and electrolytes, reproductive systems, pregnancy, and growth and development. 4 quarter hours
BIO1014 Anatomy and Physiology II Lab
Prerequisites: BIO1011 and BIO1012 with grades of C or better
Co-requisites: BIO1013
In this course students perform laboratory exercises, demonstrations, dissections, and tests that correlate with the lecture material of BIO1013. BIO1014 must be taken concurrently with BIO1013. 2 quarter hours

BIO1020 Biology I
Prerequisites: MAT0099
Co- or prerequisite: ENG1001
This is the first of a two-course sequence in biology. This course introduces biology, scientific methods, biological chemistry, and energy for life. This course also exposes students to the organization of humans and plants, basic genetics, and evolutionary concepts. In addition, the student will complete writing assignments that serve to introduce scientific literature. 4 quarter hours

BIO1021 Biology II
Prerequisites: BIO1020 with a grade of C or better
Co- or prerequisite: ENG1001
Biology II is the second course in a two course sequence in biology. This course continues the study of human biology with the role of endocrine and nervous systems in homeostatic regulation. Other topics covered are human reproduction, development, evolution, and advanced genetics. Ecological concepts are also discussed. The student will complete writing assignments that serve to increase knowledge of the scientific literature. 4 quarter hours

BIO2015 Human Pathophysiology
Prerequisites: BIO1013 and BIO1014 with a minimum of “C”
Human Pathophysiology is an introductory study of disease processes in humans. Etiology, clinical manifestations, complications, common treatments, and diagnostic findings are examined based on a body systems approach. This course emphasizes physiological alterations resulting in disease and illness. 4 quarter hours

BIO2070 Microbiology
Prerequisites: CHM1010, BIO1013 and BIO1014 with grades of C or better
Co-requisites: BIO2071 or BIO2073
Microbiology introduces the student to microorganisms, with particular emphasis placed on their role in health, wellness and disease. Economic, social, and cultural issues related to utilization control and research of the monera, protista, and viruses are also considered. 4 quarter hours

BIO2071 Microbiology Lab
Prerequisites: CHM1010, BIO1013 and BIO1014 with grades of C or better
Co-requisites: BIO2070
In this course, students perform laboratory exercises, demonstrations, experiments and tests that correlate with the lecture material of BIO2070. This course must be taken concurrently with BIO2070. 2 quarter hours

BIO2073 Microbiology Laboratory
Prerequisites: BIO1013, BIO1014, CHM1010 with a grade of “C” or better
Co-requisites: BIO2070
Microbiology introduces the student to microorganisms with particular emphasis on their role in health, wellness and disease. In this course students perform laboratory exercises, experiments and tests that correlate with the lecture material of BIO2070. Emphasis is placed on aseptic technique, proper handling of lab specimens, universal precautions and proper waste disposal. BIO2071 must be taken concurrently with BIO2070. 2 credit hours, 4 lab hours per week

BIO3344 Principles of Genetics
Prerequisites: BIO1013 and BIO1014 with grades of C or better
This class provides an introduction to classic Mendelian genetics, current applications of genetic techniques, and exploration of the human genome project and its implications, along with the genetic components of immunology and cancer. 4 quarter hours

BUSINESS

BUS1038 Business Law I
Prerequisites: None
Business Law I is a survey of American law and procedure covering the legal environment, operation of the legal system, completion of contracts, torts, constitutional law, criminal law, intellectual property and more. Both the text and case study methods may be utilized. 4 quarter hours

BUS1101 Introduction to Business
Prerequisites: None
A basic exposure to business principles, functions, and practices that prepares students with the knowledge to pursue specific areas of study associated with business enterprise such as economics, marketing, finance, human resource management, information technology, operations, ethics, and entrepreneurship. Awareness of the significance of business in the free enterprise system is developed through topical research, discussion, and writing projects. 4 quarter hours

BUS2021 Spreadsheet and Database Applications
Prerequisites: None
This course provides students the opportunity to obtain basic knowledge and skills in using spreadsheet and database software. A broad range of software applications, concepts, and problems will be covered. 4 quarter hours

BUS2023 Business Communications
Prerequisites: ENG1001
This course is designed to prepare students to organize and compose effective business correspondence and technical writing. The basic principles of writing and approaches for writing various types of communications are stressed. 4 quarter hours

BUS2038 Business Law II
Prerequisites: BUS1038
This course covers the law of business entities, including agencies, partnerships, and corporations. This course will include a discussion of personal real property concepts, and a study of sales, negotiable instruments, agency and employment law. 4 quarter hours

BUS3041 Managerial Communications
Prerequisites: BUS2023, MGT2037
This course helps students to develop leadership through improved communication. Focus will be on those types of communication encountered in management functions: creating documents, presentations, leadership, managing meetings, building teams, internal and external organizational communication and professional career preparation. 4 quarter hours

BUS3055 Business Law for Commercial Transactions
Prerequisites: BUS1038
This course covers the law of business organizations, securities regulations, sales, negotiable instruments, secured transactions, bankruptcy, insurance, accountants’ liability and employment law. 4 quarter hours

BUS3059 Quantitative Business Analysis
Prerequisite: MAT2058
This course is designed to provide students with a sound conceptual understanding of the role that quantitative analysis plays in the decision making process. It emphasizes the application of a variety of techniques to the solution of business and economic problems to help students become effective users and evaluators of quantitative and qualitative information in making decisions. 4 quarter hours
BUS301 Dynamic Decision Making
Prerequisites: MAT1500, MGT3002
This course provides students with opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers for decision making in dynamic and rapidly changing environments. This course surveys the basic concept of quantitative approaches to decision making. It is designed to provide students with a sound conceptual understanding of the role that quantitative analysis plays in the decision making process. It emphasizes the application of a variety of quantitative techniques to the solution of business and economic problems. The purpose of the course is to help students become users of statistics to effectively evaluate statistical information in making decisions.
4 quarter hours

BUS4098 Business Simulation
Prerequisite: Completion- Core Courses
In this course, students act as managers of a firm operating in a simulated industry. They are responsible for developing a strategic plan, creating execution plans, monitoring results and modifying execution plans to achieve success in competition with others in the simulated industry. Additionally, students will review business concepts for all areas of the business curriculum and demonstrate proficiency in key competencies required of effective business managers and leaders through the Educational Testing Service (ETS) Major Field Test in Business.
4 quarter hours

BUS4101 Quality Management
Prerequisites: MGT2037, BUS3059
This course will introduce students to the philosophy and techniques of total quality management applied to business, governmental, and not-for-profit organizations. Students will explore the fundamentals of quality management with emphasis on the best practices of high performing organizations as measured by assessment tools such as the Baldridge Performance Excellence Program. Students will learn the proper application and use of techniques such as Statistical Process control, Six Sigma, and process management.
4 quarter hours

BUS7000 Introduction to the Professional Doctorate
Prerequisites: Program prerequisites if required
This course focuses on student familiarity with the doctoral structure and program resources at South University. The class discusses how the program is appropriate to those seeking to further their careers in higher education and business pursuits. The course sets the stage for students to understand the responsibilities of those who hold a terminal degree to provide teaching, scholarship, and service to the academic and professional communities they serve. Topics include the online library, how to analyze and critique the work of others, an overview of preliminary exams, the dissertation process, and opportunities to serve in academic/professional communities as students and professionals. Additional topics to be covered may include research in business, ethics in business research, thinking like a researcher, and an overview of the research process and style. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours

BUS7100 Research Methods I
Prerequisites: BUS7000
Co-requisites: MGT7100
Doctoral-level course focusing on the ethics and process of business research. Topics include the research process, clarifying the research question using secondary data, developing the research design, qualitative research, observational studies, surveys, and experiments. Students will test their understanding of these concepts through discussion of how each of these concepts is used in the articles covered in the content area courses. Additionally, students will explore how they can use their research to provide meaningful service to their academic/professional community. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours

BUS7105 Research Methods II
Prerequisites: BUS7100
Co-requisites: MGT7110
As a continuation of the first Research Methods course, this is a doctoral-level study in research methods focusing on measurement, scales, questionnaires and instruments, sampling, preparation of the data, descriptive statistics, hypothesis testing, measures of association and multivariate analysis. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours

BUS7200 Statistics for Research Methods I
Prerequisites: BUS7100 and MAT5005 or equivalent course
Co-requisites: MGT7105
This course focuses on building statistical models for professional research, including distribution assumptions, tests of hypotheses, confidence intervals, collinearity, outliers, transformations, general F test, analysis of variance, and multiple comparisons. Additional topics include generalized linear regression, best model selection, and the linear model approach to analysis of variance and analysis of covariance. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours

BUS7205 Statistics for Research Methods II
Prerequisites: BUS7105 and BUS7200
Co-requisites: MGT7200
This course focuses on building multivariate models for professional research, and studies topics such as MANOVA, MANCOVA, factor analysis, and discriminant analysis. Additional topics include data mining and predictive modeling for large datasets, with a focus on logistic regression, survival analysis, and classification trees. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours

BUS8100 Doctoral Dissertation Research Development
Prerequisites: BUS7205
Co-requisites: Final core curriculum course in the student’s program
The purpose of this course is for students to develop a viable doctoral dissertation research topic that will lead to the creation of the dissertation proposal. Students explore alternative topics and research questions of interest, focusing on those that can be developed into a dissertation that makes an original contribution to the academic literature. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours

BUS8105 Doctoral Dissertation Proposal
Prerequisites: BUS8100
The purpose of this course is for students to refine the work completed in BUS8100 and to develop the methodologies and procedures that will be used in their dissertation. Students refine their draft proposals using student, faculty, and dissertation committee feedback. The course includes an on-campus residency component in which students present their dissertation proposals for student and faculty feedback. This course may be repeated once. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours
BUS8110 Independent Research for the Doctoral Dissertation
Prerequisites: BUS8105, accepted dissertation proposal, and successful completion of the preliminary examination requirements
The purpose of this course is to provide continuous enrollment for students completing the requirements of their doctoral dissertation. This is a Progressing/Fail Progressing course. The course may be repeated.
4 quarter hours

CHEMISTRY

CHM1010 General Chemistry
Prerequisites: MAT0099 plus one other MAT course
CHM1010 is a survey course of general chemistry, organic chemistry and biochemistry. Fundamental concepts and principles will be presented including atomic theory, bonding, nomenclature, solutions, acids and bases, and an introduction to organic chemistry and biochemistry. Emphasis will be placed on the application of these topics in various health fields. This overview provides the healthcare worker the ability to appreciate physiological and therapeutic processes at the molecular level. The course will also explore the role of chemistry in society today by applying a problem solving approach to understanding chemistry.
4 quarter hours

COMMUNICATIONS

COM2005 Introduction to Communication Theory
Prerequisites: None
This course is an overview of the principles and theories of human communication. Verbal and nonverbal language, listening, group dynamics, and public speaking are highlighted. Emphasis is on applying communication principles to contemporary problems and preparing various types of oral discourse focusing on the nature, evaluation, and use and abandonment of evidence in the process of formulating and supporting an argument.
4 quarter hours

COM2006 Interpersonal Communication
Prerequisites: COM2005
This course examines the fundamental role of communication in establishing and maintaining relationships. By surveying leading research and theories in interpersonal communication, students explore scholarly perspectives on how individuals enter into, maintain, and terminate relationships. Conceptual perspectives examined will include communicative competence, relational development, interaction process, codes, and context. This course has a prescriptive orientation, meaning that it is geared toward learning how to be a more competent communicator by being oriented towards others.
4 quarter hours

COM2010 Introduction to the Electronic and Emerging Mass Media
Prerequisites: COM2005
This course introduces the history, structure, function, economics, content, and evolution of radio, television, film and the Internet, including traditional and mature formats and the emerging electronic media delivery systems. The social, political, regulatory, ethical, and occupational impact of the electronic media may also be examined.
4 quarter hours

COM2020 Fundamentals of Persuasion
Prerequisites: COM2005
This course focuses on the theories, principles, and practices of persuasion. Topics may include understanding persuasion, analyzing the audience, motivating the audience, making claims, organizing a persuasive presentation, creating a persuasive introduction, understanding the body of a persuasive presentation, methods of persuasion, and using different methods of persuasion.
4 quarter hours

COM3010 History of the Mass Media Influencing Culture and Society
Prerequisites: COM2005
This course surveys the history of media in the United States, focusing on the histories of books, newspapers and magazines (print media), cinema, analog electronic media, advertising, public relations, and digital media (including the Internet). Topics may include the cultural history of the media from its beginnings in print journalism, and the intersection of political, economic, aesthetic, technological, and social factors. Students explore the interrelationships between the mass media and American society in terms of social justice, the common good, and the legitimate scope of government in democratic and pluralistic society, and how such forces both construct and reflect the changing culture of the United States.
4 quarter hours

COM3020 Theories of Mass Communication
Prerequisites: COM2005
This course is an introduction to the study of mass communication and computer mediated communication (CMC) theories, social media venues, and communication implications of new communication technologies. Students focus on the relationships among communication theory, research, and practice. General themes include intra- and interpersonal communication, public communication, mass media, and contemporary issues associated with mediated communication.
4 quarter hours

COM3050 Intercultural Communication
Prerequisites: COM2006
This course introduces students to intercultural communication theory and research. Intercultural communication concepts of perception, convergence, cultural and linguistic differences, cultural stereotyping, adaptation and culture shock, diversity management, and maintaining relationships in an intercultural setting are explored. Students engage in applying intercultural concepts to current social contexts.
4 quarter hours

COM3070 Ethics in Mass Communication
Prerequisites: COM2020
This course examines the moral and ethical principles, and historical ethical philosophies of mass communications and their application to current problems. It is also a critical analysis of professional philosophies, standards and practices in journalism, public relations, and advertising. The course reconsiders the ethical and practical considerations and their interrelated dilemmas in different professional and social contexts with case studies.
4 quarter hours

COM3080 Legal Environment in Mass Communication
Prerequisites: COM3070
This course examines important legal issues that affect professional communicators. Topics may include copyright, intellectual property, fair use, privacy, freedom of information, freedom of speech, and freedom of the press, as well as issues raised by the growth of the Internet, the use of digital technologies, and the creation of social media and traditional media content.
4 quarter hours

COM3090 Research Methods in Mass Communication
Prerequisites: COM3020 and MAT2058
This course is an introduction to mass communication research methods. Topics may include field, survey, and experimental research methods as well as content analysis.
4 quarter hours
CNS6000 Counseling Theory
The basic theory, principles, and techniques of counseling and its application to counseling settings are explained. Also considered are the various theories of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of counseling. 4 quarter hours, Quarter 1 or Approval of the Program Director

CNS6002 Counseling Theory
The basic theory, principles, and techniques of counseling and its application to counseling settings are explained. Also considered are the various theories of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of counseling. 4.5 quarter hours, Quarter 1 or Approval of the Program Director

CNS6005 Counseling Theory
The basic theory, principles, and techniques of counseling and its application to professional multicultural counseling settings are explained. Also considered are the various theories, principles and techniques of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of professional counseling. An orientation to wellness and prevention as desired counseling goals, essential interviewing and counseling skills, and consultation theories and their application in various professional settings will be integrated in this course. An understanding of the family and systems theories will be conveyed. This coursework will conclude with crisis intervention and suicidal prevention models. 5 quarter hours, Quarter 1 or Approval of the Program Director

CNS6018 Psychopathology (DSM/ICD)
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 lifestyle 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, Quarter 2 or Approval of the Program Director

CNS6020 Psychopathology (DSM/ICD)
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 lifestyle 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, Quarter 2 or Approval of the Program Director

CNS6029 Diagnostics of Psychopathology and Treatment
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, Quarter 2 or Approval of the Program Director

CNS6041 Diagnostics of Psychopathology
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, Quarter 2 or Approval of the Program Director

CNS6043 Psychopathology
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 lifestyle 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, Quarter 4 or Approval of the Program Director

CNS6050 Lifespan Development
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, Quarter 1 or Quarter 3 or Approval of the Program Director

CNS6051 Diagnostics of Psychopathology and Treatment
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, Quarter 3 or Approval of the Program Director
CNS6052 Lifespan Development
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, Quarter 1 or Approval of the Program Director

CNS6053 Lifespan Development
This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Included in this course are current understandings about neurobiological behavior; theories and models of individual, cultural, couple, family, and community resilience; theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and theories for facilitating optimal development and wellness over the life span. Appropriate strategies for facilitating development over the lifespan are also integrated into the course. In addition, the coursework shall highlight the effects of crises, disasters, and other trauma-causing events on persons of all ages. 
5 quarter hours, Quarter 3 or Approval of the Program Director

CNS6106 Advanced Counseling Skills, Interventions, and Treatment
This course will provide students with an advanced understanding of the helping relationship. Evaluation and treatment methods associated with mental health issues such as sexual abuse, eating disorders, divorce, domestic violence, and depression will be discussed. Additional focus will be provided on methods of intervention and the prevention of mental and emotional disorders. 
4 quarter hours, Quarter 5 or Approval of the Program Director

CNS6162 Counseling Techniques
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, Quarter 2 or Approval of the Program Director

CNS6163 Professional Orientation and Ethics
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, Quarter 1 or Approval of the Program Director

CNS6164 Professional Orientation & Ethics
Approval of the Program Director

CNS6312 Professional Orientation and Ethics
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, Quarter 1 or Approval of the Program Director

CNS6313 Professional Orientation and Ethics
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, Quarter 1 or Approval of the Program Director

CNS6314 Professional Orientation and Ethics
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, Quarter 1 or Approval of the Program Director

CNS6315 Professional Orientation and Ethics
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, Quarter 1 or Approval of the Program Director

CNS6316 Professional Orientation & Ethics
This course will provide an in-depth review of the multifaceted aspects (historical, philosophical, societal, cultural, economic, political, professional identity (e.g., roles, functions, self-care), and practice issues (e.g., managed care, reimbursement, expert witness status) specific to Clinical Mental Health Counselors. The course also examines ethical and legal standards (ACA and AMHCA Code of Ethics), risk management, supervision models, practices, and professional credentialing according to the Foundations of Clinical Mental Health Counseling. This course shall include the counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. 
5 quarter hours, Quarter 1 or Approval of the Program Director

CNS6425 Clinical Mental Health Counseling
This course will provide an introduction to the field of clinical mental health counseling according to clinical and professional issues. Specifically, students will examine treatment delivery systems and gain an understanding of the dynamic interplay of professionals within these systems. The course will also focus on program analysis via theory and empirical methods. 
4 quarter hours, Quarter 3 or Quarter 5 or Approval of the Program Director

CNS6426 Clinical Mental Health Counseling and Philosophy
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 or Approval of the Program Director
CNS6428 Clinical Mental Health Counseling and Interventions
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, Quarter 3 or Approval of the Program Director

CNS6508 Group Dynamics
A broad understanding of group development, dynamics, methods, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling theories, methods, and skills. Different approaches to conducting group counseling are reviewed in addition to the appropriate counselor self-evaluation (e.g., moral), ethical, and legal considerations in the field of professional counseling.
5 quarter hours, Quarter 4 or Approval of the Program Director

CNS6509 Group Dynamics
A broad understanding of group development, dynamics, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills. Different approaches to conducting group counseling are reviewed in addition to the appropriate counselor self-evaluation (e.g., moral), ethical, and legal considerations in the field of counseling.
4.5 quarter hours, Quarter 4 or Approval of the Program Director

CNS6510 Group Dynamics
A broad understanding of group development, dynamics, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills. Different approaches to conducting group counseling are reviewed in addition to the appropriate counselor self-evaluation (e.g., moral), ethical, and legal considerations in the field of counseling.
4 quarter hours, Quarter 4 or Approval of the Program Director

CNS6514 Social and Cultural Fundamentals
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 counseling.
4.5 quarter hours, Quarter 2 or Approval of the Program Director

CNS6524 Research and Statistical Evaluation
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, Quarter 4 or Approval of the Program Director

CNS6529 Research and Statistical Evaluation
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, Quarter 4 or Approval of the Program Director

CNS6530 Research and Statistical Evaluation
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, Quarter 4 in the 8 Quarter program or Quarter 6 in 10 Quarter program or Approval of the Program Director

CNS6531 Research and Statistical Evaluation
Studies that provide a basic understanding of types of research are presented: basic statistics; research report development; and research implementation. The research includes studies that provide a broad understanding of the importance of research in advancing the counseling profession. Other areas studied include program evaluation; needs assessment; publication of research information; parametric and non-parametric statistics; quantitative and qualitative research designs; the use of computers for data management and analysis; including ethical and legal considerations pertinent to the professional counselor including culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies.
5 quarter hours, Quarter 6 or Approval of the Program Director

CNS6535 Clinical Mental Health Appraisal I
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, Quarter 3 in the 8 Quarter program or Quarter 5 in 10 Quarter program or Approval of the Program Director

CNS6536 Clinical Mental Health Appraisal II
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, Quarter 3 or Approval of the Program Director
CNS6565 Multicultural Foundations
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 counseling. 
4 quarter hours, Quarter 2 in the 8 Quarter program or Quarter 4 in 10 Quarter program or Approval of the Program Director

CNS6573 Clinical Mental Health Appraisal I
A broad understanding of group and individual educational and psychometric theories are covered in this course. Studies that provide a broad understanding of historical perspectives concerning the nature and meaning of assessment as well as basic concepts of standardized and non-standardized testing and other assessment techniques. Ethical and legal approaches to appraisal is the goal of this course. Also examined are data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; social and cultural factors related to the assessment and evaluation; and ethical strategies for selecting, administering, and interpreting assessment, evaluation instruments and techniques in counseling and use of appraisal results in helping processes. Also, the specific ability to select, administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered. 
5 quarter hours, Quarter 5 or Approval of the Program Director

CNS6566 Multicultural Foundations
Co-requisites: 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 counseling. 
4 quarter hours, Quarter 2 or Approval of the Program Director

CNS6567 Multicultural Foundations
This course includes studies of multicultural and pluralistic trends including characteristics and concerns of diverse groups; providing an understanding of theories of multicultural counseling, identity development, and social justice while examining attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, gender and review of the processes of intentional and unintentional oppression and discrimination. This course is meant to sensitize students to the impact of culture on the counselor’s understanding of individuals from diverse backgrounds, counselor self-evaluation (e.g., moral), ethical, and legal considerations in the context of professional counseling. This coursework shall include study of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients. 
5 quarter hours, Quarter 4 or Approval of the Program Director

CNS6602 Lifestyle and Career Development
This course includes studies that provide an understanding of career development theories and decision-making models; occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; and career development program planning, resources, and effectiveness evaluation. Students also focus on counseling techniques involving special populations, the role of technology, counselor self-evaluation (e.g., moral), ethical, and legal considerations. 
4.5 quarter hours, Quarter 4 or Quarter 7 or Approval of the Program Director

CNS6604 Lifestyle and Career Development
This course includes studies that provide an understanding of career development theories and decision-making models; occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; and career development program planning, resources, and effectiveness evaluation in a global economy. Students also focus on counseling techniques involving special populations, the role of technology, counselor self-evaluation (e.g., moral), ethical, and legal considerations. The coursework shall increase the knowledge of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. 
5 quarter hours, Quarter 5 or Quarter 7 or Approval of the Program Director

CNS6704 Couples, Marital, and Family Intervention and Therapy
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, Quarter 8 or Approval of the Program Director

CNS6709 Couples, Marital, and Family Dynamics
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, Quarter 8 in the 8 Quarter program or Quarter 10 in 10 Quarter program or Approval of the Program Director
CNS6752 Consultation, Management, Advocacy, and Policy
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, Quarter 10 or Approval of the Program Director

CNS6775 Counseling Administration, Advocacy, and Policy
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, Quarter 8 in the 8 Quarter program or Quarter 10 in 10 Quarter program or Approval of the Program Director

CNS6776 Counseling Administration, Advocacy, Consultation, and Policy
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, Quarter 8 or Approval of the Program Director

CNS6800 Human Sexuality
This course is designed for the counseling professional whose work will bring them in contact with client issues associated with human sexuality. Students will develop their knowledge base in human sexuality, increase understanding of the varied sexuality issues that may be brought up in a counseling session, learn appropriate assessment and intervention skills when working with clients experiencing problems with their sexuality, and increase awareness of their own beliefs and perceptions related to sexuality issues. The goal of this course is to assist students in becoming more effective in identifying, assessing and intervening with human sexuality in the counseling field.
4 quarter hours, Quarter 4 or Approval of the Program Director

CNS6850 Psychopharmacology
The course is designed to expose students to the taxonomy, side effects, and contraindications of commonly prescribed psychopharmacological medications. It is intended that students will gain an understanding of the contributions of medication regarding mental illness and an awareness of the collaborative relationship with medical personnel in the field of mental health counseling.
4 quarter hours, Quarter 7 or Approval of the Program Director

CNS6901 Diagnosis and Treatment of Addictive Disorders
This course will introduce students to the history, philosophy, and trends in addictions counseling. Students will examine prevalence rates, etiology, course, duration, and the diagnostic features of disorders within a biopsychosocial context and through use of the DSM. Additionally, multiple treatment modalities will be explored with regard to inpatient, outpatient, residential, and self-help strategies.
4 quarter hours, Quarter 5 in the 8 Quarter program or Quarter 9 in 10 Quarter program or Approval of the Program Director

CNS6910 Treatment Planning and Implementation
This course will focus on the intermediate and advanced techniques and processes involved with treatment planning and implementation. Students will have an opportunity utilize their existing knowledge of psychopathology to develop appropriate treatments.
4 quarter hours, Quarter 6

CNS7000 Practicum (100 hours minimum)
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.
4 quarter hours or Approval of the Program Director

CNS7003 Practicum (150 hours)
In this initial, supervised field placement experience, the student is required to spend a minimum of 15 hours per week at the field-placement site and to have a minimum of 60 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the advanced training required to assess and treat serious problems as categorized in standard diagnostic nomenclature in the state of South Carolina.
4 quarter hours or Approval of the Program Director

CNS7010 Practicum IA (100 hours)
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, Quarter 4 in the 8 Quarter program or Quarter 6 in 10 Quarter program or Approval of the Program Director
CNS7011 Practicum IB (100 hours)
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 working 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, Quarter 5 in the 8 Quarter program or Quarter 7 in 10 Quarter program or Approval of the Program Director

CNS7012 Practicum IB (150 hours)
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, Quarter 5 or Approval of the Program Director

CNS7300 Internship I (200 hours)
During this first internship experience, the student will perform most activities that a regularly employed staff member in the setting would perform and is required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 90 direct contact hours with clients (9 hours per week), 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 or Approval of the Program Director

CNS7510 Internship IA (200 hours)
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 40 direct contact 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, Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director

CNS7610 Internship IIA (200 hours)
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, Quarter 7 in the 8 Quarter program or Quarter 9 in 10 Quarter program or Approval of the Program Director

CNS7611 Internship IIB (200 hours)
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, Quarter 8 in the 8 Quarter program or Quarter 10 in 10 Quarter program or Approval of the Program Director

CNS7620 Internship IIA (300 hours)
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 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, Quarter 7 or Approval of the Program Director

CNS7621 Internship IIB (300 hours)
During this internship experience, the student is expected to perform activities at 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, Quarter 8 or Approval of the Program Director

CNS7900 Clinical and Professional Development Seminar
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, Quarter 1 or Approval of the Program Director

CNS7901 Clinical and Professional Development Seminar
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, Quarter 2 or Approval of the Program Director

CNS7902 Clinical and Professional Development Seminar
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, Quarter 3 or Approval of the Program Director
CNS7903 Clinical and Professional Development Seminar
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, Quarter 4 or Approval of the Program Director

CNS7904 Clinical and Professional Development Seminar
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, Quarter 5 or Approval of the Program Director

CNS7905 Clinical and Professional Development Seminar
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, Quarter 6 or Approval of the Program Director

CNS7906 Clinical and Professional Development Seminar
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, Quarter 7 or Approval of the Program Director

CNS7907 Clinical and Professional Development Seminar
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, Quarter 8 or Approval of the Program Director

CNS7908 Clinical and Professional Development Seminar
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, Quarter 9 or Approval of the Program Director

CNS7909 Clinical and Professional Development Seminar
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, Quarter 10 or Approval of the Program Director

CNS7950 Child/Adolescent Psychopathology and Treatment
Prerequisites: None
This course involves an in-depth analysis of abnormal behaviors in children and adolescents. The etiology, definition, prevalence rate, and morbidity of disorders in the DSM-IV-TR are reviewed. The course will focus on an introduction to the science and art of clinical assessment as the foundation of practice in mental health settings and the use of assessment techniques in a professional and ethical manner, toward the implementation of treatment. In part, adjustment disorders, V codes, and the ICD system will be studied. Students will primarily concentrate on serious mental disorders in the context of normal lifecycle transitions and review various methods of treatment related to the disorders covered. The course will make a concerted effort to apply the above to the “real world” of mental health professionals by examining treatment and assessment considerations.
4 credit hours, Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director

CNS7970 Clinical Mental Health Appraisal and Treatment II
This course will provide an understanding of biopsychosocial factors involved with the presentation of mental illness. In particular, students will learn the advanced skills necessary for conducting intake interviews, mental status examinations, and treatment planning for mental illnesses for the purpose of assessing, diagnosing, planning treatment intervention, and managing caseloads in a clinical mental health setting.
4 credit hours, Quarter 7 in the 8 Quarter program or Quarter 9 in 10 Quarter program or Approval of the Program Director
CNS8100 Preliminary Clinical Evaluation
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, Quarter 3 or Approval of the Program Director

CNS8101 Preliminary Didactic Evaluation
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 multiple choice sections. 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, Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director

CNS8201 Clinical Evaluation
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, Quarter 5 in the 8 Quarter program or Quarter 7 in 10 Quarter program or Approval of the Program Director

CNS8202 Didactic Evaluation
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, Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director

CRJ1001 Introduction to Criminal Justice System
Prerequisites: None
This course is intended to be an examination of the criminal justice system and will provide a core understanding of the history, processes and functions of the three primary components: law enforcement, corrections and the court system. Emphasis will be placed on contemporary problems in the definition of law, strategies of policing, judicial systems, enforcement of the law, and court system. This course will familiarize students with the operation of the criminal justice system and law enforcement in the United States while developing an appreciation for the diverse values and viewpoints that make up that system.
4 quarter hours

CRJ1002 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

CRJ2002 Criminal Law
(May be taken as LGS2004)
Prerequisites: CRJ1101 and CRJ1102
This course introduces students to the fundamental nature of law, giving them an overview of general legal principles and helping them develop an understanding of the historical development of criminal law and its contemporary form and function in today’s American society.
4 quarter hours

CRJ2003 Juvenile Justice System
Prerequisites: CRJ1101 and CRJ1102
This course takes a comprehensive look at the history, current state and future of the juvenile justice system in America. The course will focus on juvenile justice system programs, processes, and prevention programs and will connect theory to practice.
4 quarter hours

CRJ2004 Ethics in Criminal Justice
Prerequisites: CRJ1101 and CRJ1102
This course examines ethical issues faced by actors in the criminal justice system. The focus will be placed on the philosophical and practical approaches to solve ethical dilemmas within the complicated criminal justice system.
4 quarter hours

CRJ2006 Criminal Procedures
Prerequisite: CRJ2002
This course will cover the legal aspects of police investigatory practices, criminal procedure law, and constitutional cases as they pertain to the criminal justice system. Focus will be on U.S. Supreme Court cases and lower court cases setting out the requirements for arrest, search and seizure, confessions, and pretrial identifications. Students will develop a comprehensive understanding of the legal rights, duties, and liabilities of criminal justice professionals.
4 quarter hours

CRJ2005 Introduction to Police Organizations
Prerequisites: CRJ1101 and CRJ1102
This course covers current research and theory in policing and provides comprehensive presentation of police operations, patrol techniques, cultural diversity, and changes in police administration policy.
4 quarter hours
CRJ2100 Introduction to Law Enforcement
Prerequisites: CRJ1001
This course is intended to be an overview of contemporary policing in the United States. The course explores the principles of policing, history of police, police administration and police operations. The overall goal of the course is to familiarize students with the field of law enforcement in the United States.
4 quarter hours

CRJ2200 Introduction to Criminal Courts
Prerequisites: CRJ1001
This course provides a comprehensive look at the criminal court system in the United States. All levels are explored (local, state, federal, and international courts). Courtroom work groups as well as the roles of judges are examined. Relevant issues such as judicial selection, judicial decision making, and judicial review are covered. Trends in the court system will also be discussed.
4 quarter hours

CRJ2300 Introduction to Corrections
Prerequisites: CRJ1001
This course provides a broad examination of the American correctional system. The course considers the purposes of punishment and examines correctional facilities as well as community-based corrections. The student will examine the challenges related to operating a facility, including respecting the rights of inmates while ensuring safety and security. The course concludes with a review of key contemporary issues, including the death penalty.
4 quarter hours

CRJ2500 Criminal Law and Procedures
Prerequisites: CRJ1001
This course begins with an introduction to the nature of criminal law, including the definitions and elements of crimes and defenses available to those being prosecuted. The course then examines the procedures that take place after an arrest is made, including pre-trial activities, courtroom processes, jury procedures, and appeals.
4 quarter hours

CRJ3003 Juvenile Delinquency
Prerequisites: CRJ1001
This course examines the nature and extent of delinquency, as well as theories of delinquency and the various causes. In addition, an overview of the juvenile justice system will be presented. Specifically, issues and trends regarding juveniles and the police, the juvenile court system, and juvenile corrections will be examined. Current methods of treatment and prevention will also be discussed.
4 quarter hours

CRJ3004 Race, Class and Gender in Criminal Justice
Prerequisites: CRJ1001, CRJ2100, CRJ2200, CRJ2300
This course focuses on theoretical foundations and current research on theories of racial, ethnic, class and gender discrimination within America’s criminal justice system. Emphasis will be placed on the most recent research on patterns of criminal behavior and victimization, police practices, court processing and sentencing, the death penalty, and correctional programs as they relate to minority groups.
4 quarter hours

CRJ3005 Criminal Justice Management and Administration
Prerequisites: CRJ1001, CRJ2100, CRJ2200, and CRJ2300
This course covers modern management theory and the application of management techniques to the criminal justice system. This course focuses on criminal justice managers and supervisors, their jobs, and the complicated interrelationships between members of criminal justice agencies and the communities they serve. Topics covered include: leadership, organizational behavior, and employee supervision.
4 quarter hours

CRJ3011 Criminology
Prerequisites: CRJ1001, CRJ2100, CRJ2200, CRJ2300
This course focuses on the causes of crime and theories of criminal behavior including biological, psychological and sociological theories. Students will also explore recent developments in criminological theory and current issues in criminology.
4 quarter hours

CRJ3014 Criminal Justice and the Media
Prerequisites: CRJ3011
Criminal Justice and the Media explores the relationship between the mass media, crime and the criminal justice system in the United States. Students will examine the role media plays in the social construction of crime and justice, and the impact of the media on attitudes and perceptions of crime and criminality. Particular attention will be paid to the relationship of the media and crime prevention, and the impact of the media on the operations of the agencies in the criminal justice system from law enforcement to corrections.
4 quarter hours

CRJ3015 White Collar Crime
Prerequisites: None
This course examines the various types of “white-collar” and economic crimes in America. These include corporate crimes such as consumer fraud and stock fraud, environmental crimes, corruption, medical crime, and computer-based crime. Students will learn about pyramid schemes, e-mail and web-based crimes, boiler-room operations, and criminal organizations posing as religions or charities.
4 quarter hours

CRJ3023 Organized Crime
Prerequisites: CRJ1001, CRJ2100, CRJ2200, CRJ2300
Historical review and activities of national and international organized crime groups. Emphasis is placed on the nature and concept of organized crime, both traditional and nontraditional, as well as the rise of the modern street gang. Cultural and social implications of the presence of organized crime and emerging strategies used in the fight against organized crime are examined in depth.
4 quarter hours

CRJ3024 Serial Killers and Mass Murderers
Prerequisites: CRJ1001, CRJ2100, CRJ2200, CRJ2300
Exploration into serial killers and mass murderers, and the impact each has on society and individual victims. Examines issues of causation and the social environmental linkage of recent and notorious cases including the mindset of offenders.
4 quarter hours

CRJ3025 Comparative Criminal Justice Systems
Prerequisites: CRJ1001, CRJ2100, CRJ2200, CRJ2300
This course examines systems of law, police, courts, and corrections in different countries to show the various ways policing, adjudication and corrections systems can be organized and operated.
4 quarter hours

CRJ3026 Concepts in Crime Mapping and Prevention
Prerequisites: CRJ1001
This course is intended to be an overview of the various facets of crime mapping and prevention theories including, criminal behavior and victimology. Emphasis will be placed on understanding the role of place and space in crime theory, in analyzing crime patterns, and how the environment can be altered to prevent crime and/or reduce the fear of crime.
4 quarter hours
CRJ3300 Community Based Corrections
Prerequisites: CRJ1001 and CRJ2300
This course will introduce students to the procedures, practices, and personnel involved in community-based corrections. Students will learn about the wide array of effective punishments and treatment programs that constitute alternatives to incarceration, and which are designed to meet the level of risk posed by, and the needs of, each individual. These include probation, parole, electronic monitoring, house arrest, day-treatment centers, boot camps, restitutions, fines, and more.
4 quarter hours

CRJ3500 Ethics in Criminal Justice
Prerequisites: CRJ1001, CRJ2100, CRJ2200, CRJ2300
This course examines ethical issues faced by actors in the criminal justice system. The focus will be placed on the philosophical and practical approaches to solve ethical dilemmas within the complicated criminal justice system.
4 quarter hours

CRJ3600 Introduction to Forensics
Prerequisites: CRJ1001
This course will be an in-depth look at specific areas of forensic science. The course will focus on the Crime Scene; Physical Evidence; Organic and Inorganic Analysis; Paint Analysis; Fire and Explosion Investigation; Fingerprints; and Impressions.
4 quarter hours

CRJ4001 Victimology
Prerequisites: CRJ3011
The course is a comprehensive look at the theories of victimology and the interaction of crime victims with others in the criminal justice system.
4 quarter hours

CRJ4002 Restorative Justice
Prerequisites: CRJ1001, CRJ2100
This course defines restorative justice and its values, explores its foundational underpinnings, and details ways to build restorative justice into policy and practice. The course will expose students to how restorative justice fits into our criminal justice system and how it can be applied effectively.
4 quarter hours

CRJ4003 Critical Issues in Criminal Justice
Prerequisites: CRJ1001, CRJ2100, CRJ2200, and CRJ2300
This course examines contemporary issues involving the criminal justice system. Students will investigate all sides of current controversies and analyze their impact on the institutions that comprise the system.
4 quarter hours

CRJ4009 Illegal Immigration and the Criminal Justice System
Prerequisites: CRJ1001
This course provides an in-depth overview of immigration policy in the United States with a focus on how immigration patterns, laws, and related policies have affected the criminal justice system. Current issues related to immigration and its effects on American society will be analyzed including ways immigrants find their way into the United States, find work, residency issues, and the roles of the criminal justice system in responding to the presence of documented and undocumented immigrants. Proposed changes to immigration law and policies, including criminal justice system responses, will also be examined.
4 quarter hours

CRJ4011 Terrorism and Homeland Security
Prerequisites: CRJ1001
This course focuses on the theories of domestic and international terrorism and the criminal justice response to homeland security.
4 quarter hours

CRJ4015 Bloodstain Pattern Analysis
Prerequisites: CRJ1001 and CRJ3600
This course explains the underlying scientific principles involved in bloodstain pattern analysis, which helps in the reconstruction of violent crime scenes. Topics include: the general properties of blood, droplet directionality, documenting bloodstains, and dealing with the risk of bloodborne pathogens.
4 quarter hours

CRJ4021 Cyber Crime
Prerequisites: CRJ1001, CRJ2100, and ITS1101
This course is designed to introduce the student to the investigation of computer crime and the forensic examination of digital evidence. This course involves intensive study of the history and terminology of computer crime, the types of crimes committed in cyberspace, a behavioral profile of computer offenders, legal issues in cyberspace, the proper collection and preservation of digital evidence, and an overview of computer forensics.
4 quarter hours

CRJ4500 Violence in Society
Prerequisites: CRJ1001
This course will provide an overview of violence and its impact on society. This course examines a number of different types of both individual and collective violent acts and the behaviors, ideas, perceptions, and justifications that connect these different types of violence. The course will also look at violence prevention and possible solutions for violence reduction.
4 quarter hours

CRJ4600 Crime Scene Investigation and Case Management
Prerequisites: CRJ1001 and CRJ3600
This course covers crime scene investigation and reconstruction, focusing on effective methodologies and efficient investigation of crime scenes and criminal tools including fundamental collection, preservation and management techniques, documentation protocols, and proper courtroom presentation techniques.
4 quarter hours

CRJ4650 Forensic Issues
Prerequisites: CRJ1001 and CRJ3600
This course will be an in-depth look at specific areas of forensic science. The course will focus on the collection, preservation, and examination of physical evidence, drug analysis, toxicology, biological evidence, firearms, documents, fingerprints, and digital evidence.
4 quarter hours

CRJ4995, 4996, 4997 Internship in the Criminal Justice System I, II, III
Prerequisites: Completion or co-completion of all Area III Major Requirements
This course is designed to provide students practical work experience in some aspect of the criminal justice system and apply what they learn to real life situations. Students will serve as an unpaid intern in a preapproved criminal justice agency for a specified number of hours per week over the course of the school term.
4 quarter hours each

CRJ4999 Senior Seminar (Capstone)
Prerequisites: All required CRJ courses or co-completion
The Senior Capstone course is designed to provide students the opportunity to reflect upon their Criminal Justice education and demonstrate the specific competencies acquired from prior coursework. This course is designed to ensure that graduates of the Criminal Justice program are equipped with the knowledge and skills necessary to pursue further study in the discipline or obtain responsible positions within criminal justice agencies or related professional organizations. The Capstone course emphasizes the connection between scholarship, policy and practice.
4 quarter hours
**ECONOMICS**

**ECO2071 Principles of Microeconomics**  
Prerequisites: None  
Microeconomics is the study of how individuals, households and firms make decisions about consumption and production which affect the supply and demand of goods and services. Other topics include the costs of production, behavior of firms, organization of industries, economics of labor markets, and theories of consumer choice.  
4 quarter hours

**ECO2072 Principles of Macroeconomics**  
Prerequisites: None  
The study of macroeconomics includes the basic aspects of economic analysis of the business world. Students will develop an understanding of the monetary system, recession, inflation, and the main cycles of business activity.  
4 quarter hours

**EMERGENCY AND DISASTER MANAGEMENT**

**EDM2010 Fundamentals of Emergency and Disaster Management**  
Prerequisites: None  
This course provides students with fundamental knowledge of emergency and disaster management. Students examine the historical contact for emergency and disaster management, then explore topics such as risk assessment, preparedness, mitigation, recovery, and communications. Topics also include emergency disaster management in the international domain as well as approaches to terror threats.  
4 quarter hours

**ENGLISH**

**ENG0099 Principles of Composition**  
Prerequisites: None  
This course helps students refine their writing skills by focusing on the elements of style and grammar. Students compose paragraphs and essays in preparation for more advanced composition classes. A minimum grade of C is required to pass this course. NOTE: This course is offered for institutional credit only.  
4 quarter hours

**ENG1001 Composition I**  
Prerequisites: ENG0099 or exemption thereof  
In this course students develop their writing skills through the reading and construction of expository essays. A minimum grade of C is required to pass this course.  
4 quarter hours

**ENG1002 Composition II/Literature**  
Prerequisites: ENG1001  
In this course students write analytical and critical essays about fiction, drama, and poetry. Emphasis is placed on literal and figurative interpretations, structural analysis, and variations in thematic and critical reading approaches. A minimum grade of C is required to pass this course.  
4 quarter hours

**ENG2001 Composition III**  
Prerequisites: ENG1001  
Focusing on the construction of effective written argument, this course refines composition techniques, develops abstract thinking processes, and promotes critical thinking. By analyzing ineffective arguments and constructing effective ones, the student will discover how ambiguity, evasiveness, vagueness, and obscurity can weaken his or her credibility as a writer. A minimum grade of C is required to pass this course.  
4 quarter hours

**ENG2002 World Literature I**  
Prerequisites: ENG1002  
Organized by period, genre and theme, this course explores global viewpoints as expressed in novels, poems, plays, short fiction, and philosophical and theological works from the period of the very first written texts up until the Middle Ages. Parallels and contrasts will be drawn between cultures and across time.  
4 quarter hours

**ENG2003 World Literature II**  
Prerequisites: ENG1002  
Organized by period, genre and theme, this course explores global viewpoints expressed in novels, poems, plays, short fiction, and philosophical and theological works from the late 17th century through to the present day. Parallels and contrasts will be drawn between cultures and across time.  
4 quarter hours

**FINANCE**

**FIN2030 Introduction to Finance**  
Prerequisites: ACC1001, BUS1101  
This course exposes the student to a wide range of important issues in managerial and personal finance, including such topics as the role of finance in organizations, principles of financial analysis, forecasting and working capital management, and the basics of analysis and evaluation of investments such as stocks, mutual funds and bonds.  
4 quarter hours

**FIN3030 Corporate Finance**  
Prerequisites: FIN2030  
This course focuses on the financial management of non-financial organizations with emphasis on corporations. Topics covered include valuation and rates of return, cost of capital, capital budget decision, long-term financing options, mergers and acquisitions and international finance.  
4 quarter hours

**GRAPHIC DESIGN**

**GRA1000 Drawing and Perspective**  
Prerequisites: None  
Through observation and application of one, two, and multiple point perspective techniques, the student will render three-dimensional forms; the class will study the fundamentals of drawing — light and shadow, line, form, and values — and use various media, including pencil, charcoal, brush and ink and marker.  
4 quarter hours

**GRA1001 Color Fundamentals**  
Prerequisites: None  
This fundamental course will provide an introduction to the principles of color, and an exploration of color theory as it relates to design. Students will learn about the nature of color and its interaction through demonstrations and applications. The psychological and cultural aspects of color will be explored as well as their role in the design process.  
4 quarter hours

**GRA1004 Design Fundamentals**  
Prerequisites: None  
This course explores the realm of visual communication with a concerned focus on the elements that form the basics of two-dimensional design. It will focus on developing these concepts as a means of expressing ideas, as well as the terminology used in describing them.  
4 quarter hours
GRA1005 Graphic Design Studio
Prerequisites: ITS1000
An introduction to standard graphic design studio procedures, the course is designed to give students a baseline overview of the tools used by designers worldwide; the class studies the Macintosh OS and hardware, graphic design applications for illustration, page layout and photo editing, operating scanners and digital peripheral equipment, as well as troubleshooting software and hardware problems.
4 quarter hours

GRA1011 Typography I
Prerequisites: ITS1000, GRA1005
This course is an introduction to the history and foundation of letterforms. The placement of display and text type in a formatted space, and the relationship between the appearance and readability of letterforms, are also studied. Students will be introduced to contemporary typesetting technology and the role of type as an important visual element in graphic design.
4 quarter hours

GRA1160 Digital Imaging
Prerequisites: ITS1000, GRA1005
This course explores the realm of digital image manipulation. Students learn to manipulate photographic and other images to create concise advertising and graphics; the class will discuss publication standards for print and web graphics. The focus includes scanning, photo restoration, working in layers, and application of special effects.
4 quarter hours

GRA1170 Observational Drawing
Prerequisites: GRA1000
This course continues the exploration of drawing skills and the use of different media to render volume, light and shade, and perspective. The course will promote the understanding of the creative process and developing concepts into concrete images, as well as sharpening eye hand coordination.
4 quarter hours

GRA1195 Digital Layout
Prerequisites: ITS1000, GRA1005
This course will explore various means of indicating, placing and manipulating visual elements in page design, systematically developing strong and creative layout solutions by means of a cumulative, conceptual design process. The ability to effectively integrate photographs, illustrations, and display and text type will be developed using page composition software.
4 quarter hours

GRA2010 3D Design Fundamentals
Prerequisites: GRA1004
A studio course exploring three-dimensional form and space. This course introduces students to the materials, techniques, and ideas that comprise the three-dimensional world of natural and “manmade” objects. Point, line, plane, mass, volume, density and form are discussed. Students learn to create and discuss 3D situations using basic hand tools and readily available materials.
4 quarter hours

GRA2110 Digital Illustration
Prerequisites: GRA1005, GRA1160
This course helps students communicate and design with the computer as a professional tool. Using different software applications, the student will demonstrate an understanding of electronic illustration. The course will explore design applications that are considered to be industry standard.
4 quarter hours

GRA2290 Concept Design
Prerequisites: GRA1160
This course identifies and explains the components of the creative process. Problem identification and research methods will be explored. Design solutions appropriate to problem solving will be emphasized. The course will include generating exercises and a concentration on design purpose and function.
4 quarter hours

GRA2292 Print Production
Prerequisites: GRA1011, GRA1195
This course discusses traditional film and electronic prepress systems and the printing industry and its association with designers, art directors and print brokers. Image reproduction, color specification, file preparation procedures, and binding and finishing techniques will be explored. Discussion of various printing processes and paper selections are covered in this class. Students will produce print work for production.
4 quarter hours

GRA2800 Web Design I
Prerequisites: GRA1160, GRA1195, GRA1011
This course introduces some of the techniques, tools, and technologies associated with web development. By identifying, interpreting, and implementing the roles and responsibilities of web industry team members. Students will define, design, and develop an HTML-based website using standard authoring tools.
4 quarter hours

GRA2900 Portfolio I
Prerequisites: GRA2290, GRA2292
This course focuses on the completion of the associate’s level portfolio. The final portfolio should focus on the graphic artist’s individual strengths. This work should reflect the artist’s uniqueness and ability to meet demanding industry standards; students will participate in a gallery display of their work on campus.
2 quarter hours

GRA3000 Graphic Symbolism
Prerequisites: GRA1011
This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements including typography, simplified imagery, and abstract shapes will then be utilized to create individual symbolic designs and compositions.
4 quarter hours

GRA3010 History of Graphic Design
Prerequisites: ENG1002
This course will examine the influences of social trends, historical events, technological developments, and the fine arts on contemporary graphic design, illustration, typographic design, architectural design, photography and fashionable trends in general. Through lectures, supplied visual examples, independent research and design assessments, the student will gain insight into a variety of major design influences. The student will learn how to research and utilize a wide variety of design styles.
4 quarter hours

GRA3011 Typography II
Prerequisites: GRA1011, GRA1195
Emphasis is placed on the hierarchy and expressive potential of typography. How the form of the written word(s) affects the meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools.
4 quarter hours

GRA3060 Multimedia I
Prerequisites: GRA2800
Interactive computer programs combine animation with facilities for integrating text, sound, images, and full motion video into interactive products such as games, edutainment, computer based training, and the Internet. This course will allow the student to develop interfaces and 2D animation for interactive projects. Students will fine-tune their conceptual skills, and they will design an animated prototype using interactive multimedia software.
4 quarter hours

GRA3090 Digital Photography for Designers
Prerequisites: GRA1160
This course introduces students to the fundamental terminology, concepts, and techniques of digital photography. It focuses on the principles of using color, composition, lighting, and other techniques for overall thematic and visual effects of photographic images; effects and editing software will be used to enhance and montag digital images.
4 quarter hours
GRA3101 Package Design  
Prerequisites: GRA2010, GRA2110, GRA3011  
Students will receive a broad overview that covers essential package design basics, including materials and production methods, structures and surfaces, product positioning and environmental concerns.  
4 quarter hours

GRA3670 Corporate ID and Branding  
Prerequisites: GRA1160, GRA2110, GRA3000  
Students will conduct an in depth study of the creation of a corporate identity. Problem solving, information gathering, system development and application standards are discussed. Students will focus on color, logotypes, symbols, and branding.  
4 quarter hours

GRA3810 Collateral Design  
Prerequisites: GRA1195, GRA2290, GRA3292  
The role of graphic design in collateral materials will be introduced and explored with a focus on brochures, billboards, posters, point of sale materials, direct mail pieces, sales promotion materials, etc. The process of developing integrated collateral materials from concept through production will be emphasized.  
4 quarter hours

GRA3820 Advertising Design  
Prerequisites: GRA1195, GRA2290, GRA3011  
The course focuses on print advertising and its role as part of integrated campaigns; image, brand, history, and the role of the art director are a few of the many subjects studied, a comprehensive overview of advertising’s impact on modern society. Students will research, concept and develop several print ad campaigns for targeted audiences, and will consider the role the Web plays in interactive and viral campaigns.  
4 quarter hours

GRA3850 Web Design II  
Prerequisites: GRA2800, GRA3060  
Students will continue to design and develop HTML based website using standard authoring tools, as well as interactive features, forms, audio, video and animation. Ecommerce sites with dynamic databases will be studied. Students will also consider current and future trends in Web media and research topics regarding Web design and technology.  
4 quarter hours

GRA4000 Multimedia II  
Prerequisites: GRA3850  
Further refinement of interactive computer based programs that combine animation with facilities for integrating text, sound, images, and full motion video. Using interactive multimedia software, students will think “outside the box” by creating new concepts for their programming presented on the Web or in a standalone environment.  
4 quarter hours

GRA4100 Professional Development for Designers  
Prerequisites: Must be taken in last three quarters of the program  
This course prepares students for the business environment and the transition into an applied arts profession. It emphasizes the concepts of professionalism and an overall understanding of self-promotion in the field. Professional development tools are presented, including resume and cover letter writing, networking and interviewing skills. This course includes the multiple facets of media business law, including intellectual property, copyright and additional legal and ethical business issues, as it impacts design professionals. Freelance business operating practices such as negotiation of contracts, pricing and estimation of services, ethical guidelines, and pertinent tax laws will be addressed.  
4 quarter hours

GRA4440 Art Direction  
Prerequisites: GRA3820, GRA3810, GRA3011  
This course will examine the role of the art director in producing multifaceted design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. By encouraging a team approach, the course will further enhance students’ leadership, communications and negotiation skills.  
4 quarter hours

GRA4670 Digital Portfolio  
Prerequisites: Must be taken in last three quarters of the program  
This course will guide students through the process of compiling their work into a final interactive portfolio. This course will also stress the importance of professional development and help the student obtain the necessary completion of the initial job search requirements.  
4 quarter hours

GRA4801 Graphic Design Capstone  
Prerequisites: Must be taken in last three quarters of the program  
Students in this course present a comprehensive understanding of their academic experience. Students will develop an independent project. Developing a long-term assignment, providing a research and presentation document, and extending the skills learned in previous studio classes are emphasized.  
4 quarter hours

GRA4802 Graphic Design Capstone Internship  
Prerequisites: Must be taken in last three quarters of the program  
Students in this course present a comprehensive understanding of their academic experience. Students will take part in an internship, for course credit. Internship supervision and assessment must follow guidelines established for the student, supervisors and department program director/faculty. Students will work a minimum of 120 hours at the internship firm.  
4 quarter hours

GRA4910 Portfolio II  
Prerequisites: Must be taken in last three quarters of the program  
This course focuses on the completion of the bachelor level portfolio. The final portfolio should focus on the graphic artist’s individual strengths. This work should reflect the artist’s uniqueness and ability to meet demanding industry standards; students will participate in a gallery display of their work on campus.  
2 quarter hours

HEALTH SCIENCES

HSC2010 Medical Sociology  
Prerequisite: BIO2015  
This course introduces students to the field of medical sociology which addresses the social causes and consequences of health and illness.  
4 quarter hours

HSC3000 Ethics in Healthcare  
Prerequisites: HCM2005  
This course introduces the student to ethical issues and thinking with a special focus on ethical considerations in the practice of the health professions.  
4 quarter hours

HSC3002 Environmental Health  
Prerequisites: BIO2015, CHM1010  
This course explores the relationship and impact of the environment to health and illness in human populations. An exploration of man-made and natural environmental hazards will be discussed. Environmental health and risk assessment will be discussed as well as interventions. Environmental policy and practices will be viewed from the public health perspective and include the study of energy, waste, environmental justice and regulation.  
4 quarter hours
HSC3004 Complementary and Alternative Health  
Prerequisites: BIO2015, NTR2050  
This course reviews and compares traditional medicine to complementary or alternative  
health measures. Examination of current  
trends will focus on the business practices  
and practitioners involved in these alternative  
healing therapies. Various types of Alternative  
and Complementary medicine will be  
evaluated based on scientific research,  
including Systematized Practices, such as  
traditional Chinese and Ayurvedic medicine;  
Botanical Healing, such as herbs, nutritional  
supplements and homeopathy; Manual  
Healing Methods, including chiropractic,  
massage, and pressure point therapies;  
and Mind-Body Techniques, such as yoga,  
meditation, hypnotherapy, and biofeedback.  
4 quarter hours

HSC3010 Long-Term Care  
Prerequisite: HCM2005  
This course review the major issues  
and trends impacting the long-term care  
industry and discusses the business  
and clinical environment of various  
types of long-term care organizations  
including accreditation standards,  
reimbursement and patient care issues.  
4 quarter hours

HSC3015 Behavioral Health  
Prerequisites: HSC2010  
This course reviews the major issues and  
trends impacting the behavioral health  
industry and discusses the business and  
clinical environment of various types of  
behavioral health organizations  
including accreditation standards,  
reimbursement and patient care issues.  
4 quarter hours

HSC3020 Managed Care  
Prerequisites: HCM2005  
This course reviews the major issues and  
trends impacting the managed care industry  
and provides an overview of different  
types of managed care organizations,  
considering both provider and payer-  
sponsored systems. The business and  
financial relationship between managed care  
organizations and providers is explored.  
4 quarter hours

HSC3030 Federal and State  
Healthcare Programs  
Prerequisites: HCM2005  
This course reviews the organization and  
delivery of federal and state healthcare programs  
and the impact these programs have on the financing, regulation and  
quality of the overall healthcare delivery system. Special focus is provided on the  
mechanisms and impact of federal and state reimbursement of healthcare services.  
4 quarter hours

HSC3070 Medical Informatics  
Prerequisites: ITS1101, BIO2015,  
HSC2010, HCM2005  
Details the history of medical information and  
bioomedical communication. Studies  
information resources and services related to  
the transfer of information in the health  
sciences and integral computer applications  
to health sciences libraries including  
the organizational structure of medical  
knowledge. Familiarizes students with the  
concept of information management and  
the application of information technology to  
healthcare. Analyzes current issues in the  
healthcare field and the relationship to health  
sciences libraries and information centers.  
4 quarter hours

HSC4000 Contemporary Issues  
in Aging  
Prerequisites: HSC2010  
This course reviews current issues facing the  
elderly as they relate to physical changes,  
health concerns, social adjustments,  
economic pressures and public policy for  
this growing segment of the US population.  
Discussion will also include comparison of  
these issues within the international  
community and research in the field of  
gerontology.  
4 quarter hours

HSC4010 Epidemiology and  
Disease Control  
Prerequisites: BIO2015, HSC2010  
This course introduces the history and  
development of epidemiology in healthcare  
with a focus on disease identification and control. A special section is devoted to the  
detection and response to bioterrorism and pandemics.  
4 quarter hours

HSC4021 Health Promotion  
and Wellness  
Prerequisites: HSC2010  
This course reviews the major issues and  
trends impacting the field of health  
prevention and wellness, including the business and professional considerations  
in various delivery settings.  
4 quarter hours

HSC4030 Women and Minority  
Health Issues  
Prerequisites: HSC2010  
This course explores the health problems and issues unique to women and minorities,  
including access to healthcare resources and  
the delivery of quality healthcare services.  
4 quarter hours

HSC4040 Emergency and  
Disaster Management  
Prerequisites: HSC2010, HSC3030  
This course explores the organization and  
delivery of emergency and disaster  
management services, from local first  
responders, to hospital emergency rooms  
to state and federal emergency and  
disaster relief.  
4 quarter hours

HSC4060 Working with  
Healthcare Professionals  
Prerequisites: HSC2010, HSC4021  
This course explores the unique working environment, professional culture and job requirements of physicians, nurses, and  
physician extenders and offers tools for  
effectively working with and managing  
these professionals.  
4 quarter hours

HCM2001 Issues in Public Health  
Prerequisites: AHS1001, ENG1001,  
1 Natural Science as indicated in the General Education courses  
on page 46 of this catalog.  
This course explores the societal context of health, illness and healthcare system in  
American Society. We examine determinants and measurement of health and disease and  
develop an understanding of epidemiology and public health as it relates to  
healthcare managers.  
4 quarter hours

HCM2004 Introduction to  
Healthcare Management  
Prerequisites: ENG1002 or  
ENG2001, BUS1101  
This course provides an introduction to  
traditional management concepts needed in managing healthcare organizations. Students learn about general challenges and complexities of managing in the  
healthcare setting, focusing on the unique characteristics of healthcare delivery in the U.S.  
4 quarter hours

HCM2005 Healthcare Delivery  
and Organization  
Prerequisites: AHS1001, ENG1002 or  
ENG2001, ECO2071 or ECO2072  
This course is an introduction to the  
healthcare delivery system. It provides an overview of the various forces and elements that shape the way healthcare is delivered and received in the United States. It covers the structure and function of the health organizations, professions, and delivery systems across the continuum of care.  
4 quarter hours

HCM3002 Economics of Healthcare  
Prerequisites: ECO2071,  
ECO2072, HCM2005  
This course examines the application of both micro and macroeconomic principles to the healthcare industry.  
4 quarter hours
HCM3004 Ethics and Law for Administrators
Prerequisites: HCM2005, PHI2301
This course examines health law and ethics from an administrative perspective. Students learn to integrate ethical and legal aspects into administrative decision-making.
4 quarter hours

HCM3005 Healthcare Finance
Prerequisites: HCM2005, ACC1001, ACC1002
This course covers the unique structure and process of financial management in healthcare organizations. Students learn to examine and understand statements of profit and loss, balance sheets and cash flow statements in order to make administrative decisions regarding operations and resource allocation. The unique healthcare reimbursement system is given special attention.
4 quarter hours

HCM3006 Healthcare Marketing and Strategy
Prerequisites: HCM2005
This course will examine the role and function of marketing and strategy development in healthcare organizations. Marketing concepts including market research, segmentation, branding and advertising are reviewed. Strategy development includes the role of vision and mission, internal and external assessment, developing strategic initiatives, tactical planning and strategic execution.
4 quarter hours

HCM3008 Health Information Management Systems
Prerequisites: HCM2005
This course examines the design, operation, application and future of health information management systems.
4 quarter hours

HCM4002 Risk Management in Healthcare Settings
Prerequisites: HCM3004
In this course, we examine various risk factors and methods of managing risk in healthcare organizations.
4 quarter hours

HCM4004 Research Topics in Health Administration
Prerequisites: MAT2058, HCM3004
In this course, we examine various research methods that are used to gather data, evaluate needs and develop strategies and programs. Students learn to be discriminating users of healthcare research studies in managerial decision-making.
4 quarter hours

HCM4007 Leadership in Healthcare Organizations
Prerequisites: HCM3002, HCM3004, HCM3005, HCM3006, HCM3008
This course is designed to prepare students with leadership fundamentals in healthcare organizations. This includes content in interpersonal skills, leadership, ongoing professional development, and strategic management. This course is normally taught in conjunction with HCM4008 Leadership in Healthcare Organization—Internship.
4 quarter hours

HCM4008 Leadership in Healthcare Organization—Internship
Co- or Prerequisites: HCM4007
This course is a faculty supervised and evaluated field experience in health services management. This is an applied field course with a major research paper as an end product.
4 quarter hours

HCM4012 Case Studies in Health Administration
Co- or prerequisite: HCM4025
This is one of two capstone courses which provide students with the opportunity to integrate the skills and knowledge learned in the liberal arts foundation with their learned conceptual and technical competencies, through case studies.
4 quarter hours

HCM4025 Strategic Management in Healthcare Organizations
Co- or prerequisite: HCM4007
This capstone course integrates the information presented through the HCM core courses to the concept of strategic management. Students will apply their knowledge and skills of healthcare management to the strategic planning process.
4 quarter hours

HIS1101 U.S. History I: Colonial to 1865
Co- or Prerequisite: ENG1001
This course covers main themes of American history from reconstruction to the present day. The concepts, chief actors, and major events of this period of time will be studied, and the student will analyze the historic concepts of cultural expansion and development found in the history of America. The process of national growth required by foreign and domestic influences will also be examined.
4 quarter hours

HIS1102 U.S. History II: 1865 to Present
Co- or Prerequisites: ENG1001
This course covers main themes of American history from reconstruction to the present day. The concepts, chief actors, and major events of this period of time will be studied, and the student will analyze the historic concepts of cultural expansion and development found in the history of America. The process of national growth required by foreign and domestic influences will also be examined.
4 quarter hours

HSM1100 Introduction to the Hospitality Industry
Prerequisites: None
This introductory course provides students with an overview of the hospitality industry which includes various operational segments, career opportunities, historical perspectives on tourism and hospitality, and a comprehensive look at each department within the foodservice and lodging industry.
4 quarter hours

HSM1200 Service Quality Management
Prerequisites: HSM1100
This course focuses on service delivery and methods for implementation and improvement within the service delivery process. Special emphasis will be placed on management and supervision techniques in service quality along with steps in critically evaluating and implementing a quality service plan within a hospitality based establishment.
4 quarter hours

HSM1500 Purchasing and Cost Control
Prerequisites: HSM1100
This course is designed to introduce students to the principals of effective product identification and the cost controls necessary to support a hospitality operation, namely within the foodservice segment. Topics may include the process of procurement of goods, understanding various forms of product distribution, product identification, costing procedures, inventory management, value analysis, and proper record keeping.
4 quarter hours

HSM2100 Foodservice Operations Management
Prerequisites: HSM1100
This course focuses on the management of a variety of foodservice concepts which will include the understanding and the management of foodservice segments based on level of service, menu, theme, and price points. Topics may include how to manage each type of operating segment and how to maximize profitability based on specific management techniques within each foodservice segment.
4 quarter hours
HUM2102 World Civilization II: 1500 – Present
Co- or prerequisites: ENG1002 or ENG2001
This course covers the major themes and events in world history from 1500 to the present. The course will focus on history from a variety of perspectives: social, cultural interactions, environmental, political, economic, and the people and events that shaped our world’s history. Various themes that appear across time will be explored from the perspective that all cultures and all events are influenced by the interactions with other peoples, geography, and the environment; and in turn these events influence and shape future events.
4 quarter hours

ITS2103 Networking Fundamentals
Prerequisites: ITS1101
This course introduces students to the study of basic networking terminology, concepts, components (hardware) and basic network design. Investigation of functions required to operate computer communications networks will also be addressed.
4 quarter hours

ITS2104 Programming Logic
Prerequisites: None
This course introduces the beginning programmer to structured program logic without focusing on any particular language. Much emphasis is placed on developing sound programming techniques including flowcharting and naming conventions.
4 quarter hours

ITS2105 Programming I
Prerequisites: ITS2104
This course builds on the foundation developed in Programming Logic. Students are introduced to the elements of structured programming related components such as overall program design, constraints, variables, functions, procedures logic and code control, error trapping, error handling, interactive coding techniques etc.
4 quarter hours

ITS2108 Human Computer Interface
Prerequisites: ITS1101
This course introduces Interaction Design and Usability Design, a broad scope of issues, topics and paradigms, which has traditionally been the scope of Human-Computer Interaction (HCI) and Usability Design. Students will formulate a design project, using interactive designs appropriate for the client and/or target audience.
4 quarter hours

ITS2110 Database Design and Development
Prerequisites: ITS2108, ITS2104
This course introduces students to database basic concepts, conceptual data models with case studies, common data manipulation languages, logical data models, database design, facilities for database security/integrity, and applications.
4 quarter hours

ITS2111 Multimedia Web Development
Prerequisites: ITS1101
This course will provide a basic understanding of the methods and techniques of developing a simple to moderately complex website. Using the current standard web page language, students will be instructed on creating and maintaining a website. After the foundation language has been established, the aid of an Internet editor will be introduced. A second web-based language will be included to further enhance the websites.
4 quarter hours
ITS3100 Software Engineering Fundamentals
Prerequisites: ITS2105
This course introduces the principles of software development, addressing both procedural and object-oriented development. Topics include: requirements, analysis, design, coding, testing, verification, and maintenance. Students will design and implement a project. 4 quarter hours

ITS3101 Advanced Operating Systems and Architecture
Prerequisites: ITS1101
This course serves as a survey of the structure and functions of operating systems, process communication techniques, high-level concurrent programming, virtual memory systems, elementary queuing theory, security, and distributed systems using case studies. 4 quarter hours

ITS3102 SQL Development
Prerequisites: ITS2110, ITS3100
This course continues the concepts introduced in ITS2110 and introduces students to advanced database design concepts and further mastery of the SQL language, including advanced querying, SQL database creation, and SQL database updates. Throughout this course, the student will gain practical experience in database creation, updating, management, and optimization in the SQL language. 4 quarter hours

ITS3103 Advanced Networking
Prerequisites: ITS2103, ITS3100
This course continues the concepts introduced in ITS2103 and introduces students to the study of advanced network planning, protocols, and strategies for effective connectivity and deployment. Students will study the current generation of wireless technology, mobile networking technology, satellite networking, and connectivity protocols for widespread and global networks. 4 quarter hours

ITS3104 IT Security: Access and Protection
Prerequisites: ITS2103
This course addresses computer security issues in five key areas: (1) threats, vulnerabilities and controls, (2) encryption, (3) code, (4) management and (5) law, privacy and ethics. 4 quarter hours

ITS3105 Programming II
Prerequisites: ITS2105, ITS3100
This course provides a more in-depth use of tools introduced in Programming I and introduces object-oriented programming (OOP), Graphic User Interface (GUI) classes, libraries, over-loading, and inheritance. Introduction to OOP techniques: elementary data structures including lists, stacks, and queues. Dynamic storage allocation concepts, interactive debugging techniques, and use of recursion are also addressed. 4 quarter hours

ITS3110 Applied Systems Analysis
Prerequisites: ITS3100
This course introduces students to System Development Life Cycle (SDLC) containing system analysis, design, development and implementation. The course will explain about conventional and current approach for SDLC and explain the role of Computer Aided Systems Engineering (CASE) tools, software, communications and data base technology in practicing various steps of SDLC. This is the first of two courses addressing the issues of requirements analysis, competing designs, current trends, and incorporating existing tools. 4 quarter hours

ITS4090 Applied Systems Analysis II
Prerequisites: ITS3110
This course focuses on the information technology project management process and development of the project team as key to the successful achievement of IT projects. The process examines the main elements required in every proposal: time frame and budget. Key areas of IT project teams serve to support the fundamental approach that every project team is tailored to achieve project results efficiently and effectively. This course includes topics in managing multiple projects and team scheduling to address the development of multiple systems. 4 quarter hours

ITS4011 IT Project Management
Prerequisites: ITS4090
This course focuses on the information technology project management process and development of the project team as key to the successful achievement of IT projects. The process examines the main elements required in every proposal: time frame and budget. Key areas of IT project teams serve to support the fundamental approach that every project team is tailored to achieve project results efficiently and effectively. This course includes topics in managing multiple projects and team scheduling to address the development of multiple systems. 4 quarter hours

ITS4009 IT Research
Prerequisites: ITS4011
This course focuses on teaching the research methods for conducting an academic investigation into information technology concepts. This course is intended to be taken concurrently with the elective track to prepare students to successfully research topics for the capstone project. Students will learn to evaluate source credibility, locate academic material on a topic, summarize contributions, and successfully review subject literature. 4 quarter hours

ITS4103 IT Capstone I
Prerequisites: ITS4011
This course centers on the evaluation and augmentation of selected projects completed by the student during prior courses. The purpose is for each student to refine project work associated with his/her area of emphasis. The finished project(s) will highlight the skills and industry interest of the student and form the basis of an individualized ePortfolio. 4 quarter hours

ITS4105 Network Administration I
Prerequisites: ITS2103
This course provides an overview of implementing LAN network management tools through the study of TCP/IP, hardware routers and client/server architecture related to configuring network services, e.g. DHCP scope and policies. Routing, ICMP, troubleshooting, non-broadcast IP networks and subnet/supernet and connectivity will also be addressed. 4 quarter hours

ITS4106 Network Administration II
Prerequisites: ITS2103
This course provides an in depth study and comparison of the two primary networking paradigms, Internet/broadcast and switched, using two technologies, IPv6 and ATM, as representative examples. The course is implementation oriented, focusing on issues such as routing, broadcast, multicast, mobility, network configuration, and quality of service. Students will be introduced to network related areas of project management, vendor management, network inventory management, security management, etc., that are related to the day-to-day job of network administration. 4 quarter hours

ITS4107 Designing and Maintaining Network Implementations
Prerequisites: ITS4106
This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. Emphasis is on the analysis and design of networking applications in organizations. 4 quarter hours
**ITS4108 Network Programming**  
Prerequisites: ITS4106  
This course is designed to prepare students to write programs that operate across network connections. The basic principles of programming general client/server applications in Perl and interacting with a variety of common servers will be addressed.  
4 quarter hours

**ITS4109 Server Technology**  
Prerequisites: ITS2103, ITS3101  
This course integrates different aspects of server-based technologies and the practical requirements and implementations of secure communication. Topics will include password authentication in the Apache web server; using password authentication in PHP scripting for both Internet and Intranet applications; administering user accounts through database operation; and, using email to validate/confirm user account information.  
4 quarter hours

**ITS4110 Digital Audio and Imaging for Multimedia and Web**  
Prerequisites: ITS2111  
This course examines the use of audio, video and other digital media as corporate, educational and personal communication. You will configure and apply a number of compression techniques and file formats to different media, and evaluate the effective use of digital media. You will also publish your course project to the Web.  
4 quarter hours

**ITS4111 Web Authoring Tools**  
Prerequisites: ITS2111  
Students learn and practice the principles of multimedia authoring using software similar to Flash as a development tool and XML based web multimedia approaches such as SMIL and SVG. Students develop presentations targeted to the various media players/browsers, integrating video clips, rolling text documents with hyperlink, background music, animation sequences, and slideshows of still and moving images with narration.  
4 quarter hours

**ITS4112 Web Programming**  
Prerequisites: ITS2104  
This course will introduce industry standard programming languages including SQO and Java to develop or manage web applications. Error and exception handling techniques, stored procedures and functions, concurrency issues, etc will be addressed.  
4 quarter hours

**ITS4113 Database Systems for Website Applications**  
Prerequisites: ITS2110  
This course examines how databases are used to support websites and organizations using case studies. Students will develop dynamic websites with web applications that link databases to websites, pull web data and content in and out of databases and integrate a variety of coding and scripting technologies to enhance the functionality and flexibility of websites. Emphasis is placed on web performance tuning, and the application and maintenance of databases to web development.  
4 quarter hours

**ITS4114 Advanced Database Design and Development**  
Prerequisites: ITS2110  
This course represents the practical and demanding challenges of creating web applications for ecommerce, with an emphasis on the SQL queries necessary to build complex relations. In creating the “shopping cart” project for this course, the students will design a normalized database. This course will review PHP code structures as well as provide basic instruction in Object-Oriented techniques. Also, this course will show students how to document and evaluate their work, within codified goals and test protocols.  
4 quarter hours

**ITS4115 Database Administration**  
Prerequisites: ITS4114  
This course provides students with an in-depth coverage of tasks an administrator performs which include, but are not limited to creating and managing database users, implementing a security system, designing a backup strategy, performing recovery, tuning databases to optimize performance and troubleshooting.  
4 quarter hours

**ITS4116 Database Programming**  
Prerequisites: ITS2105  
In this course, students will be introduced to the Data Access Object (DAO) hierarchy which provides the background for the development of sophisticated relational database applications using the control based methods and object programming methods for data. Remote Data Objects (RDO), Active Data Objects (ADO), structured query language (SQL) and how to combine SQL with Visual Basic controls will also be covered.  
4 quarter hours

**ITS4119 Information Technology Internship**  
Prerequisites: ITS4103  
This course is intended for students taking a qualified internship in the IT field. Students must have permission from their Program Director or Chair to take this course. This course focuses the contributions to the student’s learning from the tasks performed in the actual internship. Part of this course is documentation of contributions, weekly activity tracking, successful networking, and experience marketing.  
4 quarter hours

**ITS4199 IT Specialization Capstone**  
Prerequisites: ITS4103  
This course is a continuation of the IT Capstone project in which students will complete an independent project based on the chosen specialization of their elective track. This is a culmination of the prior academic work and requires the completion of all prior major curriculum courses before this course can be taken. The outcome of this course is a hiring portfolio and a successful project demonstrating mastery of the specialization topics.  
4 quarter hours

**ITS4211 Network Security**  
Prerequisites: ITS3104  
The course covers the network security principles and applications, including authentication applications. IP security, Web security, network management security, wireless security and system security.  
4 quarter hours

**ITS4221 Application Software Security**  
Prerequisites: ITS3104  
The course is a study of security concepts in developing software applications. This course discusses design principles for secure software development, and some of the security issues in current programming and scripting languages, database systems and web servers.  
4 quarter hours

**ITS4231 Case Studies in Computer Security**  
Prerequisites: ITS3104  
This course presents the tools and tactics of forensic analysis in the context of electronic data tracking and recovery. Students will participate in an in depth study of the practical aspects of computer security, including the study of vulnerabilities and tools used in their discovery. This course focuses on case studies as the primary means of exploring attacks and investigations.  
4 quarter hours
IST5010 Information Technology Infrastructure
Prerequisites: None
Concepts, systems development and effective use of up-to-date tools and application software, focusing on IT infrastructure, systematic approach to management, processes involved in managing IT infrastructures, best practices to IT service support and service delivery, the place of IT infrastructure and IT service in an organization, IT management frameworks, and concepts of the work processes used to manage an IT infrastructure.
4 quarter hours

IST5020 Information Systems Fundamentals
Prerequisites: None
Real-world projects dealing with issues related to development, management and maintenance of medium-size and large-scale information systems with emphasis on business information systems for a distributed environment. The identification of vulnerabilities and risks inherent in the operation of information systems are also explored.
4 quarter hours

IST5070 Network and Systems Fundamentals
Prerequisites: None
This course serves as a graduate level introduction to network and communication systems for non-major students. The goal of this course is to familiarize students in overlapping majors with the fundamental terminology, applications, and principles of basic computing, network structure, and communication systems. Topics may include representing information, how signals are transmitted, communication connections, networking basics, Local Area Networks (LANs), wireless networks, network security, and network management.
4 quarter hours

IST6000 Principles of Systems Development
Prerequisites: IST5010 and IST5020
System development and design of software engineering methodologies, with emphasis on object-oriented analysis, design and implementation of information systems, distributed information systems, information systems life cycle models, and platforms with discussions of requirements definition and management, modeling quality assurance and development environments.
4 quarter hours

IST6010 Project Management
Prerequisites: IST6000
Tools and techniques for the successful management of IT projects, project selection and approval, planning, estimation techniques, scheduling methods, budgeting, IT project organizations, and project control and assessment. Students explore each of the nine domains of project management including project planning, scheduling, risk management, cost management, and effective project control, as well as the associated pre-project and post-project activities that need to be performed for a project.
4 quarter hours

IST6020 Corporate Information Systems Management
Prerequisites: Foundation Courses
This course is an overview and case studies of contemporary information systems management in a digital enterprise. It focuses on the relevant issues of effective management of information services activities and highlights the areas of greatest potential application of the technology. The course emphasizes the skills and knowledge to identify and communicate business system needs, select the right information systems and integrate these systems into organizations to improve business performance.
4 quarter hours

IST6101 Web Technologies
Prerequisites: IST5010 and IST5020
Design and implementation of distributed information systems involving the technologies developed for the World Wide Web. Client/server architectures, graphical user interfaces, concurrent and distributed programming, distributed information systems server architectures, database connectivity and standard enterprise development packages.
4 quarter hours

IST6160 Information Design and Usability
Prerequisites: IST6000, IST6010 and IST6020
Design elements, methods and software metrics for usability assessment and improvement of interface design and architecture. This course emphasizes the critical need for site design for efficient user navigation to needed materials from the information services of large organizations.
4 quarter hours

IST6161 Human Computer Interaction
Prerequisites: IST6000, IST6010 and IST6020
This course is a study of effective and productive interfaces. Topics may include design and evaluation of interactive computer systems, input and output devices, screen layouts, machine design, health issues and ergonomics, and organizational impacts.
4 quarter hours

IST6163 Cognitive Software Design
Prerequisites: IST6000, IST6010 and IST6020
This course serves to focus on the application of cognitive principles to improve system design and usability. Topics in this course will include system unification, locus of attention, successful navigation design, user interface issues, successful user interface design, and theory of operation.
4 quarter hours

IST6262 Networks Operations Management
Prerequisites: IST6000, IST6010, and IST6020
Planning and designing a network infrastructure for an enterprise, including domain architecture design. Issues relating to choosing appropriate networking technologies and management tools for an enterprise, planning and strategizing servers for a given network infrastructure, and designing a business continuity plan are addressed, with an emphasis on planning and delivering network services to support business objectives of the organization, including monitoring, reporting, troubleshooting, and automating response capabilities.
4 quarter hours

IST6995 Information Systems Capstone
Prerequisites: IST6000, IST6010, and IST6020
The course provides students an opportunity to demonstrate professional competencies and capabilities covered in the IST curriculum by conducting a study in an advanced IT or IS related topic or undertake the analysis, design and implementation of a real world application.
4 quarter hours

INSTRUCTION

INS7115 College Teaching
Prerequisites: BUS7000
This doctoral-level course provides students with the essential concepts and skills for successful college teaching. Beginning with an exploration of today's higher education environment and a problem-solving skill framework for college teaching and learning, students then work toward practical solutions to learning, proactive planning, self-awareness, and self-assessment. The course guides students to formulate a teaching style that capitalizes on their individual personality and talents. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours
COURSE DESCRIPTIONS

INS7200 Instructional Design
Prerequisites: INS7115
This course provides students with an in-depth exploration of the instructional design process in higher education. From analysis through evaluation and implementation, the course includes practice in all phases. The course focuses on design issues including course planning, selection of instructional strategies, assessment of instruction, and course evaluation and revision. Students practice the design of effective instruction based on principles from instructional design theory.
This course contains an on-campus residency that occurs near or during Week 8 of the course. During the course, students will design an undergraduate course based upon one of the content courses they have completed. The group will present the course for critique in a professional format. As result of the critiques, the group will make appropriate revisions to the course. The revised course design will be turned in as a final project. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours

INS7205 Measurement and Assessment in Education
Prerequisites: INS7200
This course provides an examination of measurement as it applies to higher education student performance, as well as a review of current practices and trends in assessment in the schools. Topics may include quantitative and qualitative measures such as standardized testing, criterion-referenced tests, teacher-made tests, rubrics, and portfolios. A minimum grade of B or better is required of DBA students to pass this course.
4 quarter hours

LEGAL STUDIES

LGSS1001 Introduction to Paralegalism
Prerequisite: None
This course examines the American legal system with emphasis on the methods and institutions of the law. The rights and responsibilities of paralegals, both professional and ethical, are described. Duties and opportunities for paralegals are discussed. Law office management procedures are introduced to the student.
4 quarter hours

LEADERSHIP

LEA5100 Leadership, Organization Theory and Change
Prerequisites: None
Leading organization wide structural and cultural change is a significant challenge facing today’s organizations. This course will explore the nature of these changes, the basis for their adoption, and both the management and leadership of organizational change in the 21st century, including issues of managing growth, resistance to change, intervention phases, crisis management, inter and intra-group conflict/power.
4 quarter hours

LEA5125 Leadership Ethics, Culture, and Politics
Prerequisites: None
This course compares and contrasts the disciplines of leadership and management with an emphasis on fostering organization culture and personal ethics. Topics include historical and contemporary leadership and management theories, current leadership research, and the practice of leadership and management across a wide variety of organizational contexts.
4 quarter hours

LEA5130 Team Building and Group Dynamics
Prerequisites: Completion of the MSL foundation courses
This course focuses on the theories and applications of team building and group dynamics, with an emphasis on leadership opportunities in small and large groups.
4 quarter hours

LEA5140 Emotional Intelligence and Leadership
Prerequisites: Completion of the MSL foundation courses
This course explores a variety of leadership approaches, with a special emphasis on leading with emotional intelligence. Topics include the roles and functions of messages and messaging activities, empathy and self-awareness, and emotional intelligence used in the practice and outcomes of leadership.
4 quarter hours

LEA6150 Coaching and Professional Development
Prerequisites: Completion of the MSL foundation courses
This course explores the theories and applications of coaching and professional development by a leader with individuals on his/her staff. Topics include coaching strategies employed across a variety of situational contexts and organizational and professional development employed by leaders.
4 quarter hours

LEA6175 International Leadership
Prerequisites: Completion of the MSL foundation courses, LEA5130, LEA5140
This course examines international issues and challenges the leaders face. Topics may include historical and contemporary perspectives of international leadership and the influence of international cultures and politics on the practice and outcomes of leadership.
4 quarter hours

LEA6180 Strategic Negotiations
Prerequisites: Completion of the MSL foundation courses, LEA5130, LEA5140
This course explores the theories and applications of single and multiparty negotiations in a wide variety of organizational contexts. Topics may include the exploration of negotiation as an art and science, consideration of negotiating behaviors and characteristics, and strategies to achieve negotiation success for the stakeholders involved.
4 quarter hours

LEA6185 International Negotiations
Prerequisites: LEA6175 and LEA6180
This course continues to develop applications of single and multiparty negotiations in international organizational contexts. Topics include advanced role playing among different stakeholders, and the impact of culture and political differences, and coalition building strategies.
4 quarter hours

LEA6999 Strategic Leadership and Implementation
Prerequisites: Completion of all other MSL courses
This capstone course explores the methods of providing leadership in a firm, or a significant division thereof in an internationally competitive environment. Students will develop an understanding of the way in which general managers integrate leadership and strategy in today’s market economy.
4 quarter hours

LEA6190 Strategic Leadership and Implementation
Prerequisites: None
This course focuses on the theories and applications of single and multiparty negotiations in international organizational contexts. Topics include advanced role playing among different stakeholders, and the impact of culture and political differences, and coalition building strategies.
4 quarter hours

SOUTH UNIVERSITY
LGS1005 Legal Research and Writing I
Prerequisites: LGS1001
Co-requisite or Prerequisites: ENG1001
This course is designed to familiarize the student with primary and secondary sources of law, judicial reports, statutes, citators, digests, annotated law reports, and legal treatises and periodicals. It enables the student to undertake, under the supervision of a lawyer, legal research and preparation of memoranda and briefs.
4 quarter hours

LGS1006 Legal Research and Writing II
Prerequisites: LGS1001, LGS1005
LGS1006 continues the study of legal research and writing, giving special emphasis to computer research in online legal research databases. Students will be required to present conclusions from their research in well-reasoned memoranda and briefs.
4 quarter hours

LGS2001 Civil Litigation
Prerequisites: LGS1001
This course examines civil procedures and the court system, including the role of judges, attorneys, and juries. Venue, jurisdiction, and ethical considerations are studied. The course enables students, under the supervision and control of an attorney, to assist in pretrial practice including drafting complaints, answers, and pretrial motions; preparing pretrial witnesses, conducting preliminary investigations; and assisting the attorney in the preparation of the case for trial.
4 quarter hours

LGS2002 Family Law
Prerequisites: LGS1001
Examination of the subjects and preparation of documents for adoption, legal separation, divorce, marriage, annulments, and child visitation and custody will be made in this course. The student will be prepared to assist in the interviewing of clients and the drafting of petitions and agreements.
4 quarter hours

LGS2003 Estate Planning and Probate
Prerequisites: LGS1001
In this course, students examine the transferring of assets, trusts, wills, gifts, administration of decedents’ estates, federal and state taxes, and administrator’s responsibilities. Students will receive hands-on experience drafting legal documents and using related computer software.
4 quarter hours

LGS2004 Criminal Law
Prerequisites: LGS1001
This course familiarizes the student with substantive criminal law and criminal procedures. It enables the student, under the supervision of a lawyer, to prepare pretrial pleadings, interview witnesses, and conduct trial and post-trial proceedings.
4 quarter hours

LGS2005 Real Estate Law
Prerequisites: LGS1001
This course develops the student’s understanding of ownership, deeds, mortgages, easements, landlord/tenant relations, liens, and eviction procedures. An examination is made of the mechanics of transferring interest in real property.
4 quarter hours

LGS2007 Computers in the Legal Office
Prerequisites: LGS1001, ITS1000
This course introduces paralegal students to several of the uses of computer software in the law office, including the following: drafting legal documents; legal timekeeping and billing; docket control; and litigation support. Other specialized legal software is introduced as appropriate.
4 quarter hours

LGS2008 Worker’s Compensation
Prerequisites: LGS1001
This course provides a detailed study of worker’s compensation law covering the procedures used to initiate and process worker’s compensation claims. Students will have the opportunity to draft relevant forms, as well as study employer responsibility, risk management, and litigation.
4 quarter hours

LGS2010 Bankruptcy Law
Prerequisites: LGS1001
This course provides an overview of the federal bankruptcy law and the rights of creditors and debtors. Emphasis is placed on bankruptcy procedures in Chapter 7, 11, 12, and 13 of the U.S. Bankruptcy Code. Upon completion of the course, students under the supervision of an attorney should be able to prepare and file bankruptcy forms, collection letters, UCC search, and post-judgment collection such as garnishment.
4 quarter hours

LGS2030 Administrative Law
Prerequisites: LGS1001
This course presents basic concepts of administrative law and procedure in federal and state agencies. Topics include representing clients before administrative bodies, agency operation, adjudication, constitutional questions, statutory issues, and appeals.
4 quarter hours

LGS2099 Paralegal Externship
Prerequisites: All required 1000 and 2000 level LGS legal specialty classes paralegal courses or co-completion thereof
In this course, students are given the opportunity to validate their skills through a 120-hour supervised, unpaid externship experience. Students are assigned to private legal offices, government legal departments, or corporate legal departments where they perform the various responsibilities of the paralegal. Students must contact the Legal Studies Program Director the quarter before enrolling in this course regarding approval of site selection and schedule. There will be a mandatory outcome assessment exam given in this course.
4 quarter hours

LGS3009 International Law
Prerequisites: LGS1001
This course acquaints the student with the principles, laws, and organizations that impact on the management of an international business transaction. Topics include basic principles governing relations between nations, such as human rights, treaties, sovereignty, immunity, and dispute resolution. At the end of this course, students should be able to analyze the risks involved in international trade and create an import/export business.
4 quarter hours

LGS3040 Constitutional Law
Prerequisites: LGS1001
This course is designed to give the student a basic understanding of constitutional law. The course will provide an overview of the Constitution itself, coupled with the beliefs and purpose of its framers. The ongoing controversies over jurisprudence of original intent versus the evolutionary interpretation of the Constitution will also be examined. Topics covered will include separation of powers in the national government, regulation of commerce, taxing and spending powers, war and national defense, conduct of foreign relations, state and local powers, limitation on the exercise of government powers, and the Bill of Rights.
4 quarter hours

LGS3050 Immigration Law
Prerequisites: LGS1001
This is a practical course on immigration law and procedures and includes the history and administration of U.S. immigration law. Topics include citizenship, admission to the United States, refugees, and political asylum. Students will gain experience in completing numerous immigration forms, including applications for naturalization and applications for employment authorization.
4 quarter hours
LGS3060 Contract Law for Paralegals
Prerequisites: LGS1001 and BUS1038
This course is designed to provide students with a strong foundation in basic concepts of contract law from formation of contracts (offer, acceptance, consideration, capacity, intent and mistake) to more complex issues presented by advancements in technology in business and the law. Students will learn to analyze a variety of contracts, develop defenses to breach of contract claims and handle “bad faith” claims that paralegals face in modern legal or business offices. Upon completion of the course students will be able to draft a contract, identify various defenses and identify ways of voiding a contract.
4 quarter hours

LGS3065 Criminal Procedure
Prerequisites: LGS1001 and LGS2004
This course mixes the study of our constitution and common law in regard to the procedural steps in a criminal prosecution from arrest through trial. Pre-Trial through Post-trial motions and remedies are also covered. The primary focus is based on criminal defense since the cases studied apply equally to the defense and prosecution. Students will review at least one pivotal US Supreme Court case in each chapter and apply the law to hypothetical situations presented in the text. Discussion Questions and Hypothetical Questions are presented in each chapter to sharpen student’s critical thinking skills so they will understand the procedural safeguards that stem from the federal constitution.
4 quarter hours

LGS4005 Advanced Legal Research and Writing
Prerequisites: LGS1001, LGS1006
This course is a comprehensive examination of legal resources and references. It allows the student to apply analytical and logical skills when drafting legal documents such as memoranda of law and an appellate court brief.
4 quarter hours

LGS4008 Litigation Support Management
Prerequisites: LGS1001, LGS2001
LGS4008 is an intensive drafting course where students have the opportunity to concentrate on preparing complex pleadings and motions related to the pretrial, trial, and appeal processes. The focus is on developing practical skills in the legal analysis necessary to identify and pursue an appropriate cause of action in a civil case.
4 quarter hours

LGS4010 Evidence
Prerequisites: LGS1001, LGS2001
This course is designed to provide a thorough study of the rules of evidence. Emphasis will be placed on application of the rules in preparing and presenting evidence for trial. The role evidence plays in the legal system and the paralegal’s responsibility in finding, collecting, handling, labeling, and preparing evidence for litigation will be examined. Since evidence is one of the most critical parts of civil and criminal legal actions, this course will present the essential skills necessary for students using evidence law, and allow for students to apply and practice what they learn.
4 quarter hours

LGS4020 Advanced Real Estate Law
Prerequisites: LGS1001, LGS2005
This course is an advanced study of real property law relating to title examination, foreclosures, and preparation of commercial closing documents. Emphasis will be placed on practical work, including examination of titles by obtaining information from the public records and drafting title insurance forms.
4 quarter hours

LGS4030 Employment Law
Prerequisites: LGS1001
Employment Law is designed to provide students with an overview of the legal relationship between employer and employee. Areas covered include federal and state laws governing discrimination, wrongful termination, and privacy. Students will get practical experience in drafting an employment policy manual that addresses sexual harassment, Americans with Disabilities Act, and other employment issues. Other topics studied include pre-employment concerns, employee benefits, and other ethical issues in employment law.
4 quarter hours

LGS4045 Advanced Technology for Paralegals
Prerequisites: LGS1001, LGS2007
The purpose of this course is to explore electronically stored Information (ESI) with an emphasis on managing ESI. Students will analyze the leading cases, existing and pending rules, and prepare several drafting assignments, including motions and supporting memoranda. Students will learn about emerging technologies of electronic filing of court documents with an understanding of the architecture and usability of popular litigation support and trial presentation software used currently in law offices. Students will be given different client scenarios and generate associated legal content.
4 quarter hours

LGS4040 Environmental Law
Prerequisites: LGS1001
LGS4040 provides a thorough overview of the government systems that form environmental policy. This course covers the federal statutes on environmental law, including, but not limited to, the Clean Air Act, Clean Water Act, and Toxic Substances Control Act, as well as administrative procedures used to enforce the various laws. International environmental law will be explored, also.
4 quarter hours

LGS4051 Cyberlaw
Prerequisites: LGS1001
This course introduces paralegal students to the legal environment of cyber-law in law firms, businesses and governmental agencies. Cyber-law transcends many areas of legal practice. Responsibility for managing digital data is increasingly being delegated to paralegals working under the supervision of licensed attorneys. In the twenty-first century attorneys, businesses, and governmental agencies frequently utilize electronic communications to transmit documents. Online aspects of business include contract formation and signing, intellectual property protections, tort law and invasions of privacy, security and encryption and the proper creation, protection and use of software. This course covers topics that paralegals employed in such firms would benefit from in the digital age.
4 quarter hours

LGS4055 Intellectual Property
Prerequisites: LGS1001
This course explores the areas of patent, trademark, and copyright and how they are bound up with antitrust law and government regulations. Topics include competition among businesses and protection of intellectual property in the global market place. Students will apply substantive legal concepts to protection of intellectual property including poetry, lyrics, advertising, inventions, and product names.
4 quarter hours

LGS4060 Legal Externship II
Prerequisites: All LGS legal specialty courses or co-completion; or approval by the Legal Studies Program Director
Legal Externship II is a 120-hour supervised practical experience in a law firm, corporate legal department, or government entity. It provides students with an opportunity to make the transition from classroom knowledge and theory to practical applications. This course is strongly recommended for students who have never worked in a legal setting.
4 quarter hours
MANAGEMENT

LGS4075 Legal Topics Seminar
Prerequisites: All LGS legal specialty courses or concurrent
This capstone course will be conducted in a seminar format where students can apply their broad knowledge of the paralegal profession through specific projects integrating work related competencies with academic information. The major objective of this course is successful completion of the capstone project.
4 quarter hours

MGT2037 Principles of Management
Prerequisites: BUS1101 (College of Business students only)
The latest major approaches and techniques of management are studied, including planning, systems management, new organizational concepts, computer influence, controlling, and quantitative measurement.
4 quarter hours

MGT2040 Fundamentals of Strategic Negotiations
Prerequisites: None
This course explores the terminology, theories, and application of negotiations in a wide variety of organizational contexts. The primary focus for this class is single party negotiations although concepts related to multiparty and complex negotiations will be introduced. Consideration will be given to defining a successful negotiation outcome as well as to the behaviors and strategies that contribute to negotiation success.
4 quarter hours

MGT3002 Organizational Behavior
Prerequisites: MGT2037
This course advances the concepts learned in the Principles of Management. In addition, behavioral concepts are applied to motivation, leadership, work groups, and communication.
4 quarter hours

MGT3035 Fundamentals of Project Management
Prerequisites: ACC1003 and MGT2037
This course will provide the student with an understanding of the main principles of project management. It will provide real-world examples of how and when to apply these principles, including financial, accounting, and budgeting considerations. An overview and usage of project planning software package will also be provided.
4 quarter hours

MGT3045 Human Resources Management
Prerequisites: None
This course represents a realistic study of the principles and practices of personnel management, major factors in personnel problems and labor relations, and the organization of personnel work. Attention is also given to the task of procuring, developing, maintaining, and using an effective team.
4 quarter hours

MGT3050 Organizational Change Management
Prerequisites: MGT2037
The methods and processes of planned change are examined. This course will emphasize design and implementation of continuous improvement systems and issues related to constant change. Change models are examined and students are given opportunities to apply these models to case studies and scenarios. Students are given the skills and tools to facilitate organizational change processes in organizations.
4 quarter hours

MGT3059 Operations Management
Prerequisites: MGT2037 and BUS3059
This course focuses on the production and operations component of business. Topics include operations strategy, forecasting of demand, design of goods and services, process, capacity and location planning, scheduling of jobs and projects, and job design. Students will learn to use basic decision tools to analyze and make decisions in these topic areas.
4 quarter hours

MGT3102 Leadership
Prerequisites: MGT3002
This course examines the art and science of leadership in complex organizations. The roles of leaders and managers at different levels of the organizational structure are analyzed. Students are given opportunities to apply personal characteristics of effective leaders and to examine the five primary forces that drive contemporary businesses. Through experiential activities, students discover the implications of collaborative management and effective leadership on the organization’s performance.
4 quarter hours

MGT4047 Global Business Management
Prerequisites: MGT2037, ECO2071, ECO2072
Students study the basis for transacting business among countries, the mechanics of international trade and foreign exchange transactions, the characteristics of international management, and the different perspectives on organizational behavior, human resource management, management styles and business ethics practiced in different cultural settings. Business in the international environment is investigated from a strategic management and marketing perspective that yields practical guidance concerning the management of firms and social responsibility.
4 quarter hours

MGT4054 Small Business Management
Prerequisites: MGT2037, MKT3010, FIN2030
In this course, students study the special problems of initiating and managing a small business. The course integrates the functions of finance, marketing and management and stresses the special discipline and characteristics required of the small business entrepreneur.
4 quarter hours

MGT4059 Advanced Operations Management
Prerequisites: MGT3059
This course provides an analysis of supply chain and operations management for products and services and the dynamic interaction of companies along an integrated supply chain. Topics include supply chain strategy, outsourcing, inventory management, aggregate planning, MRP and ERP, scheduling, advanced production planning, and maintenance and reliability.
4 quarter hours

MGT4070 Strategic Management (Capstone Course)
Prerequisites: Completion- Core Courses
This capstone course is intended to integrate subject matter from more specialized business courses and related areas of study to help students develop conceptual skills needed in management. Major topics include the development of organizational strategy, decision making within a strategic framework, the planning process, formulation of objectives and policies, and the management of change. Use of the case method will draw significantly on students’ prior management study and experience.
4 quarter hours
MGT710 Seminar in Organizational Behavior
Prerequisites: BUS7000
Co-requisites: BUS7100
Doctoral-level course focusing on topics related to individual behavior including individual personality, decision making, motivation, satisfaction, positive and negative reactions at work, conflict, and impression management. Students will be exposed to literature reviews of weekly topics and will discuss how to develop appropriate literature reviews for peer reviewed journals. The class will also begin to examine the basic design of research articles and analyze the research paradigms employed at the individual level of analysis. This course will incorporate research concepts being covered in the first research methods course. Students will also develop resources to be used in teaching the course topics. A minimum grade of B or better is required of Doctor of Business Administration students to pass this course.
4 quarter hours

MGT7105 Seminar in Group and Team Behavior
Prerequisites: MGT7100
Co-requisites: BUS7200
Doctoral-level course focusing on topics related to groups and teams. Topics covered include team dynamics, team alignment, coaching teams, team management, motivation through team management, integrating teams into business strategy and evaluating teams. The study of multi-level analysis will be an important part of this course. This course will incorporate statistical concepts being covered in the first statistics for research methods course. Students will also develop resources to be used in teaching the course topics. A minimum grade of B or better is required of Doctor of Business Administration students to pass this course.
4 quarter hours

MGT7110 Seminar in Organizational Theory
Prerequisites: MGT7105
Doctoral level course focusing on theoretical and pragmatic topics related to organizational theory. Topics include organizational design, strategy, environment, structure, process, people, coordination, context, partnerships, and diagnosis. Students will be exposed to literature reviews of weekly topics and will discuss how to develop appropriate literature reviews for peer reviewed journals. Research paradigms at the organizational level of analysis will be explored. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the first research methods course and first statistics for research methods course. Students will also develop resources to be used in teaching the course topics. A minimum grade of B or better is required of Doctor of Business Administration students to pass this course.
4 quarter hours

MGT7115 Seminar in Leadership
Prerequisites: MGT7110
Co-requisites: BUS7105
Doctoral-level course focused on effective organizational leadership. Topics include leader attributes and behaviors, leader/follower interaction, approaches to leadership, theories of leadership, leading change, strategic leadership, and global leadership. The focus will start with the leader as individuals, followed by leading others and leading organizations. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the second research methods course. Students will also develop resources to be used in teaching the course topics. A minimum grade of B or better is required of Doctor of Business Administration students to pass this course.
4 quarter hours

MGT7200 Seminar in Organizational Development and Change
Prerequisites: MGT7115
Co-requisites: BUS7205
Doctoral-level course focusing on topics related to organizational development and change within organizations. Topics covered include the history of organizational development, strategies for change, transforming organizations, organizational learning, implementation issues, and challenges and opportunities for organizational development. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the second statistics for research methods course. Students will also develop resources to be used in teaching the course topics. A minimum grade of B or better is required of Doctor of Business Administration students to pass this course.
4 quarter hours

MGT7205 Seminar in Ethics and Social Responsibility
Prerequisites: MGT7200
Doctoral level course focusing on topics related to business ethics including corporate social responsibility, stakeholder relationships, ethical leadership, trust and trustworthiness, morality and justice, international business ethics, and teaching business ethics. Students will be exposed to literature reviews of weekly topics and will discuss how to develop appropriate literature reviews for peer reviewed journals. The class will also begin to examine the basic design of research articles and analyze research paradigms employed at the individual and organizational levels of analysis. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the second statistics for research methods course. Students will also develop resources to be used in teaching the course topics. A minimum grade of B or better is required of Doctor of Business Administration students to pass this course.
4 quarter hours

MIS3101 Application of Management Information Systems
Prerequisites: None
The course provides an introduction to applications of business modeling such as entity relationship diagrams and dataflow diagrams. This course emphasizes application of management information system tools to support modeling.
4 quarter hours

MARKETING

MKT2100 Principles of Marketing
Prerequisites: BUS1101
This is an introductory course in the primary activities and practices of domestic and global marketing. It provides an overview of the marketing environment, consumer behavior, market segmentation and target marketing, branding, the distribution of goods and services, the pricing system, promotional and communication activities, and new product development.
4 quarter hours

MKT3100 Marketing Management
Prerequisites: MKT2100 and MAT2058
This course studies the marketing process and the business environment in which it operates. The emphasis is on the role of the marketing manager and the basis for strategic and tactical marketing decisions required for achieving the firm’s strategic business goals.
4 quarter hours
MKT4106 Advertising and Promotion
Prerequisites: MKT3010
This course helps students understand how to plan, develop and execute integrated marketing communications programs using the tools of advertising, direct marketing, sales promotion, public relations, internet advertising, and personal selling.
4 quarter hours

MBA5000 Financial and Management Cost Analysis
Prerequisites: Graduate Standing
An integrated approach to the study of financial and management cost analysis that describes the appropriate usage of reported information to support external and internal stakeholders’ decision-making activities. This is an option only for Master of Business Administration students who have not completed the required courses in financial and managerial accounting (foundation courses).
4 quarter hours

MBA5001 Organizational Behavior and Communication
Prerequisites: Program prerequisites if required
This course addresses the issues of motivation, leadership, and communications. Included are negotiation, conflict resolution, and teambuilding.
4 quarter hours

MBA5004 Managerial Economics
Prerequisites: Program prerequisites if required
This course provides an overview of microeconomic concepts and applications to common business problems. Topics include supply and demand analysis, cost analysis, economics of scale, basic market types and their characteristics, pricing, risk analysis and the role of government in economic affairs.
4 quarter hours

MBA5005 Law and Ethics for Managers
Prerequisites: Program prerequisites if required
This course provides a framework for managers to understand and assess the ethical and legal responsibilities of managers and the implications of their decisions. The course introduces an ethical framework for managers and explores the constitutional foundation for laws and regulations that affect business, the current legal environment, employment and civil rights law, major regulations, corporate governance, securities and financial transactions and international law.
4 quarter hours

MBA5008 Quantitative Analysis and Decision Making
Prerequisites: Program prerequisites if required
This course presents students with quantitative tools for effective business analysis and decision-making. In addition to a review of basic inferential statistics, the course includes tools such as chi-squared tests, nonparametric statistics, correlation and regression analysis, time-series analysis and forecasting, and decision analysis.
4 quarter hours

MBA5009 Managerial Environment
Prerequisites: None
This course develops important quantitative skills needed for graduate business coursework and for success in the practice of management. Critical thinking and analytical skills will be developed. Business cases will be used to develop oral and written communication skills, presentation skills, analytical skills and team building skills.
4 quarter hours

MBA5015 Business and Commercial Law
Prerequisites: MBA5005
The course presents a comprehensive study of legal topics in commercial transactions for students interested in pursuing careers in accounting or other professions that require a detailed understanding of more advanced business law concepts. Topics covered include types of business organizations, securities regulations, sales, negotiable instruments, secured transactions, bankruptcy, insurance, accountants’ liability, and employment law. Emphasis is placed on current professional research in business and commercial law and analyzing and solving legal problems within the business profession.
4 quarter hours

MBA6010 Managerial Finance
Prerequisites: Completion of Master of Business Administration prerequisite courses, foundation courses or MBA5009 (Accelerated Master of Business Administration)
In this course students learn to apply analytical tools to making strategic financial decisions that add value to the shareholder. Students will learn to use financial statement analysis tools, value long-term securities, relate risk and return, perform financial forecasting, evaluate assets and portfolios, determine the firm’s cost of capital and design an optimal financial structure.
4 quarter hours

MBA6011 Strategic Marketing
Prerequisites: Completion of Master of Business Administration prerequisite courses, foundation courses or MBA5009 (Accelerated Master of Business Administration)
a framework for examining key strategic marketing issues faced by modern organizations and helps students to develop an understanding of the marketing environment, customer and their buying behavior, the marketing research process, new product development, marketing channels, and marketing communication and advertising.
4 quarter hours

MBA6012 Operations and Supply Chain Management
Prerequisites: Completion of Master of Business Administration prerequisite courses, foundation courses or MBA5009 (Accelerated Master of Business Administration)
This course introduces students to the management activities involved in operating organizations within a global supply chain context. Students will learn how business functions (such as marketing, operations, and finance) interact to support decisions for successful execution of the organization’s strategic plan.
4 quarter hours

MBA6501 Strategic Human Resource Management
Prerequisites: Completion of the Master of Science in Leadership Foundation Courses
This course explores human resources from a strategic perspective to help an organization achieve its goals. Topics may include investments in human resources, workforce demographic trends, theories of human resource management, workforce training and development, workforce utilization and assessment, and performance management systems.
4 quarter hours

MBA6505 Organizational Development and Change Management
Prerequisites: Completion of the MBA Core Courses
This course explores the theoretical grounding and practical approaches necessary to effectively diagnose organizational problems, develop intervention approaches, and implement organizational solutions. Topics may include entering and contracting, organizational diagnostic models, organizational surveys, change impediments, managing the change process, organizational/interpersonal/group interventions, and evaluation approaches.
4 quarter hours
MBA6710 Entrepreneurial Organizations and Small Businesses
Prerequisites: Core Courses
This course focuses on the unique characteristics, needs, and implications of entrepreneurial organizations and small businesses in the U.S. and global economies. Topics may include the life cycle of entrepreneurial organizations and small businesses, entrepreneurial leadership and the role of the entrepreneur, functional needs of these enterprises, and evaluation of recent new ventures.
4 quarter hours

MBA6999 Strategic Development and Implementation
Prerequisites: Foundation and Core Courses
This course explores the methods of directing a firm, or a significant division thereof, in an internationally competitive environment. Students will develop an understanding of the way in which general managers formulate and implement business level strategy and corporate level strategy in today's market economy. These techniques will incorporate tools and perspectives for international and cooperative strategy. In this course students will also develop skills and perspectives in corporate leadership, corporate parenting, and corporate entrepreneurship.
4 quarter hours

MHC6301 Healthcare Structure, Organization, and Governance
Prerequisites for Master Business Administration, Healthcare Administration students – Completion of all Foundation Courses
This course examines the way healthcare organizations are structured, organized, and governed to achieve optimum performance. Explores the various subsystems of healthcare delivery and the way in which these interrelate in the marketplace.
4 quarter hours

MHC6302 Public Health Organization and Management
Prerequisites for Master Business Administration, Healthcare Administration students – Completion of all Foundation Courses
Prerequisites for Accelerated Master of Business Administration, Healthcare Administration Students - MBA5009
This course examines the assessment and understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations. It also reviews federal and state emergency management procedures and services with lessons learned from recent national and foreign disasters.
4 quarter hours

MHC6303 Quality Performance and Management
Prerequisites for Master Business Administration, Healthcare Administration students – Completion of all Foundation Courses
Prerequisites for Accelerated Master of Business Administration, Healthcare Administration Students - MBA5009
This course examines the quality assessment of both business practices and healthcare delivery focusing on outcome measurements, process/outcome relationships, and methods for process improvement. Quality management tools and techniques are reviewed with a focus on patient safety, clinical quality, care outcomes, and cost benefit analysis in patient care.
4 quarter hours

MHC6304 Health Policy
Prerequisites for Master Business Administration, Healthcare Administration students – Completion of all Foundation Courses
Prerequisites for Accelerated Master of Business Administration, Healthcare Administration Students - MBA5009
This course examines the formulation, implementation, and evaluation of government health policy both at the state and federal levels, and the manner in which public, private, and social forces influence the politics of healthcare, shape the system, and impact healthcare providers.
4 quarter hours

MHC6305 Financial Management of Healthcare Organizations
Prerequisites for Master Business Administration, Healthcare Administration students – Completion of all Foundation Courses
Prerequisites for Accelerated Master of Business Administration, Healthcare Administration Students - MBA5009
This course examines budgeting, reimbursement, financial planning, capital planning, financial statement analysis, and financial decision-making in healthcare organizations.
4 quarter hours

MHC6306 Human Resource Management in Healthcare Organizations
Prerequisites for Master Business Administration, Healthcare Administration students – Completion of all Foundation Courses
Prerequisites for Accelerated Master of Business Administration, Healthcare Administration Students - MBA5009
Prerequisites for MSN Students: None
Presentation of human resource management principles as applied in healthcare organizations. Examines the unique aspects of managing healthcare professionals including recruitment and retention; staff privileges; legal issues; job design and analysis; compensation; and labor relations.
4 quarter hours

MCJ5001 Foundations in Criminal Justice
Prerequisites: None
This course is intended to be an overview of the historical and contemporary criminal justice system and an introductory look at student research interests. Emphasis will be placed on the relationships among law enforcement, courts, and corrections with an introduction to the basic categories of criminal behavior. The overall goal of the course is to prepare the individual for success as a graduate student and in the study of criminal justice. Students will learn to recognize and utilize appropriate scholarly sources, how to critique those sources, and use them to develop a topic suitable for a field paper or a thesis.
4 quarter hours
MCJ5003 Ethics and Moral Behavior in the Criminal Justice System  
Prerequisites: None  
This advanced course in ethics and moral behavior discusses, examines, considers, and critiques the various facets of justice, crime, and ethics within the criminal justice system. A major emphasis will be placed on the theoretical foundations of ethics as they apply to the fields of criminal justice practice. Students will examine the diverse values and ethical dilemmas that arise in law enforcement, the courts and corrections. In addition, we will explore the same concerns in the formulation of crime control policies at the federal, state, and local levels.  
4 quarter hours

MCJ6003 Criminological Theory  
Prerequisites: None  
This course provides a comprehensive analysis of major classical and current criminological perspectives including social, behavioral and biochemical theories of crime. Particular attention is given to sociological constructions of criminality.  
4 quarter hours

MCJ6004 Criminal Justice Planning and Innovation  
Prerequisites: None  
This course discusses the application of planning theory and techniques to the criminal justice system as well as to agency specific problems. The class emphasizes problem identification, goal setting, forecasting, and the selection of alternative courses of action. Students become familiar with computerized data analysis and case study simulation in order to illustrate suitable planning techniques as well as pitfalls that can be avoided by implementing such techniques.  
4 quarter hours

MCJ6401 Critical/Controversial Issues: Law Enforcement  
Prerequisites: None  
This course focuses upon contemporary critical and controversial issues confronting law enforcement organizations. Discussions may include such topics as police functions; discovery of crime; gender, sexual orientation and/or race ethnicity issues; the changing role of the police; police training and abuse of authority; local, State and Federal interagency relations; domestic terrorism; police/media relations; police/community relations; civil liability; hazards of policing; and, progressive changes in law enforcement.  
4 quarter hours

MCJ6404 Political Terrorism  
Prerequisites: None  
This course presents an overview of the characteristics and causes of terrorism emerging in the 21st century. Students are exposed to the emergence of modern terrorism from several different areas of the world as well as an analysis from a criminal justice perspective of terror movements affecting the United States. Relevant issues include domestic terrorism undertaken for political purposes in liberal states, state sponsored international and domestic terrorism, and the dilemmas of counterterrorism in a democracy.  
4 quarter hours

MCJ6601 Critical/Controversial Issues: Terrorism  
Prerequisites: None  
This course exposes students to large-scale coordination challenges involved in responding to critical incidents when dealing with the wide variety of resources and agencies involved. Topics may include identification, prioritization, and assessment of resources (including financial, human, information, and physical) and agencies (including local, state, national, and international).  
4 quarter hours

MCJ6620 Special Topics in Homeland Security  
Prerequisites: MCJ6601  
This course exposes students to contemporary topics in homeland security and explores pressing national and international issues within the profession.  
4 quarter hours
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 College Algebra I
Prerequisites: MAT0099 or exemption thereof
The course is designed to develop the concepts needed for College Algebra II using graphs and applications to motivate students and provide real-world examples. The course covers the solution of systems of linear equations, exponents and polynomials, factoring, rational expressions, functions, and quadratic equations. MyMathLab or a comparable resource may be used for lecture, homework and assessment assignment delivery.
4 quarter hours

MAT1005 College Algebra II
Prerequisites: MAT1001
College Algebra provides students with lecture and extensive practice in the concepts required as background for Pre-Calculus and Calculus. The course emphasizes the graphs and properties of functions generally, with emphasis on linear, quadratic, polynomial, rational, exponential, and logarithmic functions.
4 quarter hours

MAT1500 College Mathematics
Prerequisites: MAT0099
College Mathematics covers the fundamentals of several areas of mathematics, including set theory, logic, geometry, graph theory, probability, and statistics.
4 credit hours

MAT2000 Pre-Calculus
Prerequisites: MAT1001, MAT1005
Precalculus provides students with lecture and extensive practice in the concepts required as background for Calculus. The course begins with trigonometric functions, proceeds to analytic trigonometry and applications, polar coordinates, and ends with conic sections. MyMathLab or a comparable resource may be required in the course.
4 quarter hours

MAT2008 Statistics
Prerequisites: MAT1005, or MAT1001 AND MAT1500
Statistics introduces the student to the terminology and techniques of Statistics including levels of measurement, measures of central tendency and variance, random variables, linear correlation and regression, normal probability distributions, sampling distributions, the Central Limit Theorem, and hypothesis testing.
4 quarter hours

MAT2101 Calculus I
Prerequisites: MAT2000
Calculus I provides students with lecture and extensive practice in the basic concepts of differential calculus. The course emphasizes the limit definition of the derivative, the differentiation of polynomial and exponential functions, curve sketching, optimization, exponential growth and decay, and applications. MyMathLab or a comparable resource may be required in the course.
4 quarter hours

MAT2102 Calculus II
Prerequisites: MAT2101
Calculus II provides students with lecture and extensive practice in the basic concepts of differential and integral calculus. The course emphasizes the area definition of the integral, definite integrals, functions of several variables, the differentiation and integration of trigonometric functions, techniques of integration, and first order differential equations. MyMathLab or a comparable resource may be required in the course.
4 quarter hours

MAT3058 Statistics II
Prerequisites: MAT2101
This course builds upon the concepts of descriptive and inferential statistics covered in the introductory course and provides students with lecture and extensive practice in advanced methods of inferential statistics. The course emphasizes calculation using technology and application. The course begins with inferences about one and two populations using the t-distributions, proceeds to the chi-square test for contingency tables and analysis of variance, and concludes with inferences about the linear correlation coefficient and some nonparametric statistical methods.
4 quarter hours

MAT5001 Introductory Statistics for Graduate Studies
Prerequisites: MAT1001 or equivalent undergraduate course
This course emphasizes practical knowledge and skills of data analysis and predictive modeling for decision making. It begins with examining data and relationships graphically and numerically, proceeds to data collection and stat quality, introduces probability theory and statistical inference, and concludes with proportion inference and two-table inference. Students will utilize statistical software to perform analyses. This course is not available for programmatic credit for students who took MAT2058 or an equivalent undergraduate course.
4 quarter hours

MAT5005 Intermediate Statistics for Graduate Studies
Prerequisites: MAT5001 or equivalent undergraduate course
The course emphasizes practical knowledge and skills in data analysis and predictive modeling for decision making. It begins with regression modeling and its inference, proceeds to statistical process control and time series forecasting, introduces analysis of variance (ANOVA) and nonparametric tests, and concludes with logistic regression and s-sampling methods. In this course, students will use statistical software to perform analyses.
4 quarter hours
NSG3001 Introduction to the Profession of Nursing  
Prerequisites: Admission to the Bachelor of Science in Nursing Program  
Co-requisites: NSG3009, NSG3011, NSG3014  
This course introduces professional nursing as a discipline based profession, centered in the art of caring and integrating principles of holism in its foundation of service. Topics discussed include evolution and philosophy of nursing, theoretical foundations of practice, legal and ethical issues, healthcare delivery systems, finance and healthcare policy. Students are introduced to critical thinking, the nursing process and documentation. Students learn the unique contribution of nursing to society. The health illness continuum, health promotion, basic human needs, therapeutic communication and nurse client interactions are explored, including the interdisciplinary team approach.  
4 quarter hours

NSG3005 Transition into Professional Nursing for RNs  
Prerequisites: Admission to the RN to Bachelor of Science in Nursing Degree Completion Program  
This course introduces the student to baccalaureate nursing practice, centered in the art of caring and integrating of holism in its foundation of professional service. Students utilize critical thinking and communication skills as they explore issues related to the evolution and philosophy of nursing, theoretical foundations of practice, legal and ethical issues, healthcare delivery systems, finance and healthcare policy.  
4 quarter hours

NSG3006 Professional Nursing Practice  
Prerequisites: Admission into the Bachelor of Science in Nursing program  
This course provides an introduction to the theories, concepts, and knowledge necessary in professional nursing practice. Emphases are on professional role development; the value of lifelong learning and the trends, issues, values, and standards for advanced nursing practice. The student explores the application of five integral components of the nursing profession: Caring, Communication, Critical Thinking, Professionalism, and Holism in the professional practice role.  
2 quarter hours

NSG3009 Principles of Assessment  
Prerequisites: Admission to the Bachelor of Science in Nursing Program  
Co-requisite: NSG3001, NSG3011, and NSG3014  
This course introduces the beginning level nursing student to a systems approach to physical assessment. Each physiological system will be studied with inclusion of normal or expected findings as well as abnormal or pathological findings. A lifespan approach and an end of course integration toward a comprehensive holistic assessment of person will be included. Therapeutic communication skills and cultural diversity issues are integrated.  
3 quarter hours

NSG3011 Principles of Assessment Lab  
Prerequisites: Admission to the Bachelor of Science in Nursing Program  
Co-requisite: NSG3001, NSG3009, and NSG3014  
This laboratory course is designed to provide the student with practical application of NSG3009. Students will be expected to integrate all components of assessment to perform comprehensive holistic assessments. Students practice interviewing skills, obtain health histories, and perform physical assessments. Satisfactory performance of all assessment skills is necessary for successful completion of the course.  
4 quarter hours

NSG3012 Principles of Assessment for RNs  
Prerequisites: NSG3005 or NSG3006  
This course builds on the physical assessment skills of the registered nurse. The course takes a systems approach to physical assessment and includes both normal and abnormal findings.  
4 quarter hours

NSG3014 Critical Reading, Studying and Thinking in Nursing  
Prerequisites: Admission to the Bachelor of Science in Nursing Program  
Co-requisites: NSG3001, NSG3009, NSG3011  
Designed to equip nursing students with the active learning skills needed to excel in the nursing education program, emphasis will be on critical reading, self-management and complex knowledge acquisition as well as development and application of critical thinking to actual material students will be studying. Concrete strategies for preparing for and taking tests will be included.  
2 quarter hours

NSG3016 Caring for a Multicultural Society  
Prerequisites: Admission to the RN to Bachelor of Science in Nursing Degree Completion Program and the Bachelor of Science in Nursing Program  
This course focuses on ways to assist the nurse to provide holistic care in a multicultural society. Topics related to culture and caring, holism, and spirituality are used as a foundation for understanding our multicultural world. Specific cultural practices, beliefs and issues affecting the health of persons and communities are studied.  
2 quarter hours

NSG3022 Pharmacotherapeutics I  
Prerequisites: Admission to the Bachelor of Science in Nursing Program  
Co-requisite: NSG3027  
This course addresses the basic principles of pharmacology and studies drugs using a pharmacotherapeutics approach. The course focuses on the major pharmacological classifications and utilizes a prototype approach. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Drugs that affect neurological, cardiovascular, fluid and electrolyte, and hematological balance are included.  
3 quarter hours

NSG3023 Fundamentals of Nursing  
Prerequisites: NSG3001, NSG3009, NSG3011, NSG3014  
Co-requisite: NSG3024, NSG3027  
This course focuses on holistic caring for basic human needs. Strategies to promote health and well-being are identified for inclusion into the care of the person. Also included is the care of persons with special needs including clients with immobility problems, skin integrity and wound problems, sensory alterations, the surgical client, elders and those requiring extended care. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.  
3 quarter hours

NSG3024 Fundamentals of Nursing Skills Lab  
Prerequisites: None  
Co-Requisite: NSG3023 and NSG3027  
This laboratory course is designed to provide the student with practical application of NSG3023. Students are expected to prepare for each class session by reading or completing all assigned materials in advance. This class concentrates on psychomotor performance. Students will practice skills until proficient. Practice sessions may involve class partners and laboratory manikins and a variety of supplies and equipment. Students must satisfactorily perform all assigned skills to successfully complete the course.  
4 quarter hours
NSG3027 Fundamentals of Nursing Practice
Prerequisites: NSG3001, NSG3009, NSG3011, NSG3014
Co-requisite: NSG3002, NSG3023, NSG3024
This first clinical course is designed to provide the student with practical application of NSG3023 and NSG3024 and to assist the beginning level student to become grounded in caring for elders and persons requiring long-term care. This course is conducted in extended care facilities where student focus on the skills of communication, assessment, and assisting residents with personal hygiene, feeding and mobility. Skills requiring sterile technique such as wound care and catheterization are integrated after these skills have been successfully completed in NSG3023. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable student to integrate theory and practice.
2 quarter hours

NSG3028 Caring for the Community
Prerequisites: NSG3009 and NSG3011, or NSG3012
This course focuses on the role of the nurse in the community and public health. The community and public health focus includes caring for people in the home, school, workplace, health department, as well as various agencies. Content focuses on the environment, epidemiological issues, and vulnerable populations across the lifespan, communicable disease, and health promotion. Perspectives on healthcare and community oriented nursing, influences on healthcare delivery, and conceptual and scientific approach applied to community oriented nursing are also emphasized. The principles of professional nursing care to culturally diverse individuals, families, and groups are integrated throughout the health illness continuum.
4 quarter hours

NSG3032 Pharmacotherapeutics II
Prerequisites: NSG3022, NSG3023, NSG3024, NSG3027
Co-requisite: NSG3033, NSG3034
A continuation of NSG3022, this course addresses the basic principles of pharmacology and uses a pharmacotherapeutic focus to study drugs. The course will focus on the major pharmacological classifications and will utilize a prototype approach. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Content includes drugs that are used in the treatment of endocrine, reproductive, respiratory, gastrointestinal, bone and joint, cancer, immunologic, inflammatory and infectious disorders.
3 quarter hours

NSG3033 Caring for Adults I
Prerequisites: NSG3022, NSG3023, NSG3024, NSG3027
Co-requisite: NSG3032, NSG3034, NSG3036
This course serves as the foundational course in caring for adults with health alterations. This unit of study will concentrate on adults experiencing cardiovascular, respiratory, gastrointestinal, endocrine and related oncological disorders. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG3034 Caring for Adults I – Practice
Prerequisites: NSG3022, NSG3024, NSG3023, NSG3027
Co-requisites: NSG3032, NSG3033
This clinical practice course is designed to provide the student with application of theoretical content from NSG3033. Students, utilizing therapeutic communication, provide nursing care for adults experiencing health problems. The clinical focus will be related to adults experiencing cardiovascular, pulmonary, gastrointestinal, endocrine, cancer and immunological disorders. Emphasis is placed on the various nursing roles used to implement care and meet the needs of ill adults and their families. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG3036 Introduction to Nursing Research
Prerequisites: NSG3022, NSG3023, NSG3024, NSG3027
Co-requisite: NSG3033
Students are introduced to concepts, issues and processes in nursing research and its application to practice. Emphasis is placed on the review, analysis, evaluation, and application of current nursing research. Selected research studies are critiqued.
3 quarter hours

NSG3042 Caring for Women and Neonates
Prerequisites: NSG3032, NSG3033, NSG3034, NSG3036
Co-requisite: NSG3043, NSG3044, NSG3045
This course provides the student with a foundation for caring for women and neonates. Emphasis is on caring for women before, during and after childbirth. Caring for the neonate is also addressed. Traditional and nontraditional treatments and management of women’s health issues are explored. Students will critically examine contemporary issues and concerns in gynecological and reproductive healthcare. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
4 quarter hours

NSG3043 Caring for Women and Neonates – Practice
Prerequisites: NSG3032, NSG3033, NSG3034, NSG3036
Co-requisite: NSG3044, NSG3045
This course is designed to provide the student with clinical application of NSG3042. Clinical experiences are provided in acute care settings including maternity services and newborn nursery and neonatal intensive care settings. Selected community experiences will also be included. Students utilize critical thinking skills in application of the nursing process in the care of neonates and women. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG3044 Caring for Adults II
Prerequisites: NSG3032, NSG3033, NSG3034, NSG3036
Co-requisites: NSG3042, NSG3043, NSG3045
This course concentrates on caring for adults with sensory and neurological disorders. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote critical thinking and assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
2 quarter hours
NSG3045 Caring for Adults II – Practice
Prerequisites: NSG3032, NSG3033, NSG3034, NSG3036
Co-requisites: NSG3042, NSG3043, NSG3044
This clinical practice course is designed to provide the student with application of theoretical content from NSG3044. Utilizing supervised acute, rehabilitative and community based clinical experiences provides nursing care practice for adults and geriatric adults experiencing health problems primarily in the areas of neurology and sensory disorders. Emphasis is placed on utilizing the nursing process to provide holistic care for a culturally diverse population. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Students develop increased nursing skills, including problem solving and decision making, as they work toward becoming independent.
3 quarter hours

NSG3069 Caring for Diverse and Vulnerable Populations I
Prerequisites: NSG3001, NSG3009, NSG3011, NSG3014
This course focuses on caring for aggregates, particularly vulnerable populations. Concepts related to community and public health nursing are addressed. Among these are environment, epidemiological issues, and communicable disease. The nursing process is applied to groups and students are introduced to community-based care settings through observational experiences. Offered on the Columbia campus only.
4 quarter hours

NSG4028 Concepts of Teaching and Learning
Prerequisites: NSG3005
This course gives the registered nurse the opportunity to enhance his/her patient teaching skills and develop skills for staff education. Principles of learning, teaching strategies, communication and preparation of continuing education programs will be included. Considerations for teaching and learning with a diverse population will be explored.
4 quarter hours

NSG4045 Health Promotion Across the Life Span
Prerequisites: NSG3005
This course prepares the student to practice holistic health promotion across the life span. Content includes assessment and planning care for individuals, families and aggregates. Special emphasis will be given to diverse and vulnerable populations. 4 quarter hours

NSG4050 Caring for Children
Prerequisites: NSG3042, NSG3043, NSG3044, NSG3045
Co-requisite: NSG4051, NSG4052, NSG4053
This course provides an understanding of the healthcare needs of children from birth to adolescence. Caring for the child and the family are addressed using the framework of holism. Health promotion, acute and chronic health concerns and injury prevention are addressed with integration of child growth and development issues. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
4 quarter hours

NSG4051 Caring for Children – Practice
Prerequisites: NSG3042, NSG3043, NSG3044
Co-requisite: NSG4050, NSG4052, NSG4053
This course is designed to provide the student with the clinical application of NSG4050. Supervised clinical experience takes place with children of various ages both in acute care and community settings. Students will learn to care for children within the framework of holism and caring. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG4052 Caring for Adults III
Prerequisites: NSG3042, NSG3043, NSG3044
Co-requisites: NSG4050, NSG4051, NSG4053
This course will concentrate on caring for adults with male reproductive, renal and urological, hematological and musculoskeletal disorders. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment will be integrated throughout the course to promote assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical thinking are incorporated throughout this course to enable students to integrate theory and practice. 2 quarter hours

NSG4053 Caring for Adults III – Practice
Prerequisites: NSG3042, NSG3043, NSG3044, NSG3045
Co-requisite: NSG4050, NSG4051, NSG4052
This course is designed to provide the student with clinical application of theoretical content from NSG4052. This practicum offers students opportunities to provide supervised care for a culturally diverse adult population in acute care and home health settings with healthcare problems related to movement and coordination, urinary function and male reproductive disorders. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
3 quarter hours

NSG4055 Illness and Disease Management Across the Life Span
Prerequisites: NSG3005, NSG3028
This course focuses on the experience of illness and chronicity. The student will apply concepts of health maintenance and restoration to individuals, families and aggregates. Strategies to increase the quality of life and minimize complications will be addressed.
4 quarter hours

NSG4060 Caring for Adults IV
Prerequisites: NSG4050, NSG4051, NSG4052, NSG4053
Co-requisites: NSG4061, NSG4062, NSG4063
This course concentrates on caring for critically ill adults. Content includes caring for patients with multiple trauma, shock, dysrhythmias, respiratory failure, Multiple Organ Failure, emergency and critical care. The challenge of holistic caring in high technologic environments is addressed. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
2 quarter hours

2013-2014 ACADEMIC CATALOG 207
**NSG4061 Caring for Adults IV – Practice**
Prerequisites: NSG4050, NSG4051, NSG4052, NSG4053
Co-requisites: NSG4060, NSG4062, NSG4063
This course is designed to provide the student with clinical application of theoretical content from NSG4060. This clinical practice offers students opportunities to provide supervised care for a culturally diverse adult population in critical/emergency acute care and home hospice settings with healthcare problems related to multiple system failures. Experiences include providing supervised nursing care within the critical care units, emergency room, PACU, and home hospice visits. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
3 quarter hours

**NSG4062 Caring for Persons with Psychiatric/Mental Health Problems**
Prerequisites: NSG4050, NSG4051, NSG4052, NSG4053
Co-requisites: NSG4060, NSG4061, NSG4063
This course provides the essential theoretical content for the performance of the professional mental health/psychiatric nurse. The conceptual framework of mental health/mental disorders is integrated in caring for culturally diverse individuals, families, and groups throughout the health illness continuum. Students will be introduced to psychiatric disorders, treatment modalities, and contemporary issues that affect persons with mental health/psychiatric problems. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Emphasis will be placed on therapeutic communication.
4 quarter hours

**NSG4063 Caring for Persons with Psychiatric/Mental Health Problems – Practice**
Prerequisites: NSG4050, NSG4051, NSG4052, NSG4053
Co-requisites: NSG4060, NSG4061, NSG4062
This course is designed to provide the student with application of NSG4062, this clinical practice takes place in both inpatient psychiatric facilities and outpatient community settings utilizing the nursing process as well as critical thinking in caring for individuals experiencing specific psychiatric disorders. Group dynamics, treatment modalities, and strategies for prevention of mental illness are practiced. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

**NSG4064 Financial Management for Nurses**
Prerequisites: NSG3005
This course explores nursing finance and budgeting issues. The course includes an overview of the healthcare system, ethics, leadership and budgeting strategies. The use of information technology is examined.
4 quarter hours

**NSG4065 Complementary and Alternative Methods in Nursing**
Prerequisites: NSG3005
This course explores complementary and alternative methods of healing. Principles of psychophysiology of healing are discussed. Alternative therapies such as energy healing, imagery, and music therapy are examined.
4 quarter hours

**NSG4066 Palliative Care**
Prerequisites: NSG3005
In this course the student explores concepts and issues in end of life care. Students learn strategies to give optimum end of life care to the individual and the family. Symptom management, legal/ethical consideration, grief and death are covered.
4 quarter hours

**NSG4067 Gerontological Nursing**
Prerequisites: NSG3005
This course focuses on the care of the older adult. Pathophysiology of normal aging and common ailments will be discussed. The course examines the older adult in the community, long-term care and acute care.
4 quarter hours

**NSG4069 Caring for Diverse and Vulnerable Populations II**
Prerequisites: NSG3006
This course analyzes professional ethical issues with the ensuing nursing dilemmas integrating the factors of professional laws/standards, personal ethical stance, social, spiritual, transcultural, economic, institutional and political climate. Legal and ethical practice issues will be reviewed. Emphasis is given to the resolution of ethical dilemmas through ethical reasoning and ethical and legal obligations in professional patient relationships.
2 quarter hours

**NSG4070 Legal and Ethical Issues in Nursing**
For BSN students:
Prerequisites: NSG4060, NSG4061, NSG4062, NSG4063
Co-requisites: NSG4071, NSG4072
For RN-BSN or RN-MSN students:
Prerequisites: NSG3005 or NSG3006
Co-requisites: None
This course analyzes professional ethical and legal issues with the ensuing nursing dilemmas integrating the factors of professional laws/standards, personal ethical stance, social, spiritual, transcultural, economic, institutional and political climate. Legal and ethical practice issues will be reviewed. Emphasis is given to the resolution of ethical dilemmas through ethical reasoning and ethical and legal obligations in professional patient relationships.
2 quarter hours

**NSG4071 Transition into Professional Nursing**
Prerequisites: NSG4060, NSG4061, NSG4062, NSG4063
Co-requisites: NSG4070, NSG4072
This course is designed to assist the student in making the transition into professional practice. Students select, research, analyze and evaluate current issues affecting the nursing profession. The course explores selected topics involving socioeconomics of the healthcare environment, organizational structure and culture, healthcare delivery systems and the impact of political issues on the profession of nursing. Professional roles and responsibilities in leadership, management, consumer advocacy and a commitment to lifelong learning and professional growth are reinforced. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
6 quarter hours
NSG4072 Transition into Professional Nursing Preceptorship
Prerequisites: NSG4060, NSG4061, NSG4062, NSG4063
Co-requisites: NSG4070, NSG4071
This course is designed to provide the student, under the direction of the clinical faculty, with a concentrated select clinical nursing practice experience in a preceptorship arrangement with a designated Registered Nurse Preceptor. Students receive 150 hours (a minimum of 11 12 hour shifts or 16 8-hour shifts) in the clinical setting. Students gradually assume increased levels of clinical responsibilities in the transition toward entry into practice. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. 5 quarter hours

NSG4075 Holistic Professional Nursing
Prerequisites: Taken in the last quarter of the nursing program
This course allows the student to develop and initiate a plan of care for aggregates in the community. The plan will include concepts discussed throughout the curriculum. The student will practice roles of provider of care, designer/manager/ coordinator of care and member of a profession. 8 quarter hours

NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
Prerequisites: None
This course examines the role of the advanced practice nurse in the clinical, primary care, education, administration, health policy, and research arenas. The historical role of the nurse, change theory, and leadership models are emphasized. Self-reflection, self-mastery, professional integrity, empowerment, and ethical decision-making will be discussed to help the student transition from clinical nurse to the role of advanced practice nurse. A minimum grade of B is required to pass this course. 4 quarter hours

NSG5002 Advanced Theoretical Perspectives for Nursing
Prerequisites: Admission to the Master of Science in Nursing Program
This course explores theories related to nursing, healthcare, and learning. Students will have the opportunity to analyze and critique various theories. Students will demonstrate how theory is applied to research. A minimum grade of B is required to pass this course. 4 quarter hours

NSG5003 Advanced Pathophysiology
Prerequisites: None
This course will examine common pathological conditions of the human. Pharmacologic, medical, and nursing interventions will be included. A minimum grade of B is required to pass this course. 4 quarter hours

NSG6001 Advanced Nursing Practice I
Prerequisites: NSG5002, NSG5003
In this course, the learner will synthesize content from physiology, pharmacology and nursing treatment modalities in order to develop expertise in nursing and collaborative practice. This course will focus on common health problems across the life span. A minimum grade of B is required to pass this course. 4 quarter hours

NSG6002 Advanced Nursing Practice II
Prerequisites: NSG6001
In this course, the learner will synthesize content from pathophysiology, pharmacology, genetics and genomics, and nursing treatment modalities in order to develop advanced practice skills in health promotion and disease prevention using national guidelines. A minimum grade of B is required to pass this course. 4 quarter hours

NSG6003 Teaching and Learning Strategies in Nursing
Prerequisites: NSG6001
This course provides content to assess and motivate learners. Classroom, clinical, simulation and other technology methods will be addressed. The emphasis is on developing the creativity of the nurse educator. A minimum grade of B is required to pass this course. 4 quarter hours

NSG6005 Pharmacology
Prerequisites: NSG6002
In this course the student reviews and comprehends the principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs commonly used in the management of acute and chronic illnesses of the adult. Emphasis is on the therapeutic decision-making in drug selection and monitoring therapeutic responses for culturally diverse patients. Patient education, legal, ethical and economic issues are reviewed. A minimum grade of B is required to pass this course. 4 quarter hours

NSG6008 Clinical Psychopharmacology for Advanced Practice
Prerequisites: NSG6005
This course addresses the tenets of clinical psychopharmacology for advanced practitioners with focus on major drug classifications, physiological principles of treatment, and clinical application which includes decision making processes in prescribing, patient education, drug monitoring, and drug interactions. 4 quarter hours

NSG6020 Advanced Health and Physical Assessment
Prerequisites: NSG6002
This course is designed to apply holistic health concepts by performing culturally sensitive comprehensive history taking, physical and psychological assessment of client's signs and symptoms, pathophysiological changes, and psychosocial variations of the client including the individual, family, and community. The purpose of this comprehensive assessment is for the student to develop a thorough understanding of the client's health status in order to determine appropriate and effective healthcare strategies that include health promotion and illness prevention across the life span. Taking into consideration client's diverse needs, a major focus is on symptom/health problem assessment, client teaching using a culturally appropriate approach and the selection and interpretation of screening and diagnostic tests in order to formulate and effectively communicate differential diagnoses. A minimum grade of B is required to pass this course, 6 quarter hours

NSG6101 Nursing Research Methods
Prerequisites: NSG5000, NSG5002, NSG5003
This course prepares the student to critique research studies, identify researchable problems within the clinical setting, and design research projects to generate and apply new knowledge. Both quantitative and qualitative research designs will be addressed. A minimum grade of B is required to pass this course. 4 quarter hours

NSG6102 Evaluation of Educational Outcomes in Nursing
Prerequisites: NSG5000, NSG5002, NSG5003
This course covers content relevant to testing and evaluating learners in classrooms, skills labs, and clinical practice settings. Content includes test construction and design; performance based assessment, assessment of critical thinking and standardized testing. A minimum grade of B is required to pass this course. 4 quarter hours

NSG6103 Curriculum Design and Evaluation in Nursing Education
Prerequisites: NSG5002, NSG5003
This course prepares the learner to design, examine, revise, and evaluate nursing curriculum. Connecting nursing curricula content to philosophy, outcomes, and outcomes will be analyzed. A minimum grade of B is required to pass this course. 4 quarter hours
In this course, the learner enacts the role of the nurse educator. The focus of this course is health across the life span. Content will include both didactic and clinical teaching experiences. This course involves obtaining a local mentor and practicing the role of the nurse educator. The learner will synthesize caring and holism into teaching experiences. The majority of course time will be spent in an educational setting mutually agreed upon by the instructor and the student. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass this course.

4 quarter hours

NSG620 Practicum in Nursing Education II
Prerequisite: NSG6201
Co-requisite: NSG6999
This course gives the learner the opportunity to choose an area of nursing education. The learner will obtain a local mentor and enact the role of the chosen nurse educator. The learner will synthesize the conceptual framework pillars of caring, communication, critical thinking, professionalism, and holism into clinical teaching experience. This course will run concurrent with NSG6999. A minimum grade of B is required to pass this course.

4 quarter hours

NSG6320 Practicum I: Adult Health – Adults and Gerontology
Prerequisites: NSG6005 and NSG6020
In this course the student analyzes and provides in depth care of alterations in adult health in acute care, correctional institutions, hospice and/or women’s health settings. Students may acquire experience in two areas with faculty approval. Patient management will focus on evidence based practice and the nursing process of acutely ill adults. This is an advanced nursing practice experience for continuing beginning level adult ARNP students. Mentoring, coaching and precepting are provided by approved and currently licensed physicians or ARNPs. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6330 Practicum II Adult Health: Women’s Health
Prerequisites: NSG6005, NSG6020
In this course the Nurse Practitioner student will learn how to manage the primary healthcare of women from menarche to senescence. Focus is on health promotion, disease prevention, and the clinical management and referral of common, recurring health problems of women. The student will identify normal physiologic alterations associated with reproductive health which are addressed with emphasis on health promotion behaviors. This is an advanced nursing practice experience for continuing beginning level adult ARNP students. Mentoring, coaching and precepting are provided by approved and currently licensed physicians or ARNPs. A minimum grade of B is required to pass this course. The student must also complete 180 precepted hours to complete this course.

6 quarter hours

NSG6340 Practicum III: Adult Health – Primary Care
Prerequisites: NSG6330
This course culminates the student’s role as the Adult Health Advanced Practice Nurse through didactic and clinical experiences. The student continues to work with his/her approved local mentor and refines his/her practice of the Adult Health Advanced Practice Nurse role. Emphasis is placed on specialized clinical experiences to build the student’s knowledge base. Clinical experiences may include practice with specialty practices. The student’s level of function becomes more independent in practice. Classroom time is used to analyze and evaluate these experiences. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6420 Practicum I: Family Health – Adult and Gerontology
Prerequisites: NSG6005, NSG6020
In this course the student enacts the role of the FNP Advanced Practice Nurse through didactic and clinical experiences. The student obtains and collaborates with an approved local preceptor and performs the role of a Family Nurse Practitioner in a clinical setting. The student creates a caring and holistic environment in their clinical experiences. During a weekly seminar, the students and faculty analyze and evaluate these experiences. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6430 Practicum II: Family Health – Women’s Health
Prerequisites: NSG6420
This course continues the student’s role as the FNP Advanced Practice Nurse through didactic and clinical experiences. Students continue to work with their mentor to advance their FNP Advanced Practice Nurse role with more complex health disorders and disease states. The student may begin to use additional approved practice sites to augment their clinical experience. Using a seminar approach, students and faculty will analyze and evaluate these experiences based upon human diversity and social issues. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6435 Practicum III: Family Health – Pediatrics
Prerequisites: NSG6005, NSG6020, NSG6420, NSG6430
The focus of this course is on advanced nursing and healthcare management of children and adolescents in primary care. Course content includes developmental, physiological, pathological, and psychosocial changes relative to health maintenance, acute and chronic illnesses, and developmental transitions within the family context.

6 quarter hours

NSG6440 Practicum IV: Family Health – Primary Care
Prerequisites: NSG6430
This course continues the student’s role as the FNP Advanced Practice nurse through didactic and clinical experiences. Students continue to work their approved local mentor and refine their practice of the FNP Advanced Practice Nurse professional role. Emphasis is placed on diverse clinical experiences that build upon the student’s knowledge base. Clinical experiences may include practice with specialty practices in addition to the focus on primary care. The student’s level of function becomes more independent in practice. Using a seminar approach, students and faculty will analyze and evaluate these experiences based upon human diversity and social issues. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6601 Managing Complex Healthcare Systems
Prerequisites: Completion of core courses
This course examines the role of the nurse executive within complex healthcare environments, focusing on the conceptual frameworks of systems theory, complexity science, appreciative inquiry and organizational learning theory, as well as nursing administration models of organizational management.

4 quarter hours
NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations
Prerequisites: Completion of core courses
This course provides an overview of quality, safety and performance improvement, including an analysis of care processes through evidence based practice, research and translation of innovation. In addition, this course provides an overview of healthcare financing and financial management for the nurse executive. Topics may include financial accounting, cost accounting, budgeting, capital expenditures, and reimbursement systems.
4 quarter hours

NSG6620 Practicum I: Quantitative Skills in Nursing Administration
Prerequisites: NSG6601 and NSG6605
This course is the first course in a two-course series which synthesizes content from the specialty administrative courses into a culminating "clinical" nursing administrative experience. In both courses the learner enacts the role of the nurse administrator. Content will include didactic and clinical administrative experiences. The course involves obtaining a local mentor and practicing the administrative role under guided mentorship. The majority of didactic coursework includes practical experience with budgets, developing and honing leadership style and expertise, initiating collaborative practice and teambuilding, as well as working with change and motivational theories. The learner will incorporate the five pillars of the conceptual framework into administrative experiences. The majority of clinical time will be spent in an administrative organizational setting. The practicum course will consist of 120 hours in the clinical setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6630 Practicum II: Qualitative Skills in Nursing Administration
Prerequisites: NSG6620
This course is the second in the set of two culminating administrative curricular experiences. It expands on previous didactic and clinical coursework, through didactic work in management areas such as quality management, patient care outcomes, and measurement of healthcare outcomes. Emphasis is placed on long-term and strategic planning, incorporating personnel management tactics such as performance.
4 quarter hours

NSG6650 Introduction to Nursing Informatics
Prerequisites: Completion of core courses and IST5010
This course explores the role of the nurse informaticist using the ANA Scope and Standards of Practice for Nursing Informatics. Informatics theories, including Rogers Theory of Diffusion of Innovation, the Technology Acceptance Model, and Locsin's Technology Competence as Caring in Nursing will be examined.
4 quarter hours

NSG6652 Issues and Trends in Nursing Informatics
Prerequisites: NSG6650
This course examines issues and trends in nursing informatics from sources such as professional and governmental regulations, academic and professional literature, and case studies. Topics may include the Health Information Portability and Accountability Act, meaningful use, and Health Level 7, with an emphasis on how these issues affect nursing informaticists in their current and future roles.
4 quarter hours

NSG6670 Practicum I: Database Management in Nursing Informatics
Prerequisites: NSG6652
This course is the first course in a two-course series which synthesizes content from the specialty informatics courses into a culminating "clinical" nursing informatics experience. In both courses the learner enacts the role of nursing informatics professional. Content will include didactic and clinical informatics experiences. The course involves obtaining a local mentor and practicing the informatics role under guided mentorship. The didactic portion of this course will involve setting up and maintaining a database to address current challenges in nursing informatics. Data will be collected, stored, and analyzed using database software. The majority of clinical time will be spent in an informatics organizational setting mutually agreed upon by the instructor, the mentor, and the student. The practicum course will consist of 120 hours in the clinical setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6680 Practicum II: Project Management in Nursing Informatics
Prerequisites: NSG6670
This course is the second course in a two-course series which synthesizes content from the specialty informatics courses into a culminating "clinical" nursing informatics experience. In both courses the learner enacts the role of nursing informatics professional. Content will include didactic and clinical informatics experiences. The course involves obtaining a local mentor and practicing the informatics role under guided mentorship. The didactic portion of this course will involve managing a nursing informatics project through the life cycle using project management software. The majority of clinical time will be spent in an informatics organizational setting mutually agreed upon by the instructor, the mentor, and the student. The practicum course will consist of 120 hours in the clinical setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6999 Graduate Project in Nursing
Prerequisites: Admission to the Doctor of Nursing Practice (DNP) program
Sixty-five percent of sustainable change in organizations and disciplines originates from external forces, which is consistent with the nursing profession. This course is intentionally general because nurses, even nurse executives, tend to believe that their leadership and management issues are unique. This course is intended to debunk isolationist thinking in favor of bringing nursing leadership into the mainstream of contemporary organizational dialogue. Further, the course invites nurses to engage in a different conversation by giving students a common vernacular, thinking structures, and experiences that they can leverage to successfully communicate with non-nurse leaders and managers in their organizations and systems. The course emphasizes leadership development for complex organizations and systems through a process of self-inquiry. The developmental needs of the student are identified. Unique leadership characteristics are examined and enhanced under the lens of transformational change. Course content focuses on synthesis of theoretical leadership concepts with personal and professional values. Students will incorporate the five pillars of the conceptual framework into administrative experiences. Topics are rooted in teaching solutions to real problems facing contemporary business leaders. The content emphasizes leadership development, core business skills, ethical comportment, and social responsibility. The outcome of the course is a deeper knowledge of leadership, greater confidence, and a keen awareness of the values that guide executive decisions. A minimum final grade of B or better is required to successfully complete this course.
4 quarter hours
**NSG7005 Clinical Prevention and Population Health**

**Prerequisites:** Admission to the Doctor of Nursing Practice (DNP) program

This course provides students with conceptual frameworks for advanced public health nursing practice, as well as exploring the contributions of population science to the health of the public. Analysis of population-focused nursing research and public health nursing management strategies is explicitly incorporated.

Nursing models, theories, and evidence for critiquing and designing population-focused interventions form the basis for this course. Students apply principles, theory, and research about epidemiology/public health/public health nursing interventions in resolution of population-focused health issues. Collaborating with community-based partners to achieve public health objectives is expected. A minimum final grade of B or better is required to successfully complete this course.

*4 quarter hours*

**NSG7010 Healthcare Policy**

**Prerequisites:** Admission to the Doctor of Nursing Practice (DNP) program

This course advances students’ abilities to analyze the politics, institutions, norms, and key stakeholders involved in agenda-setting, legitimating, and decision-making of health policy in the United States. Students learn to utilize analytical frameworks to explain how the policymaking process works, relates to the substance of policy, and applies to contemporary healthcare and nursing issues. Specific methods and strategies which healthcare providers use to influence health policy are explored with respect to grassroots organizing, advocacy, building coalitions among stakeholders, lobbying, working with media, developing and sustaining relationships with legislators and providing expert professional testimony as part of the policy-making process. The focus of dialogue includes ethical principles, as well as legal and regulatory issues that impact the health of the public. The preferences of individuals (politics), economic, psychological, social and technological determinants will be examined.

The course also examines the impact of policy on the healthcare workforce, especially on nursing deployment and utilization. A minimum final grade of B or better is required to successfully complete this course.

*4 quarter hours*

**NSG7015 Financial Management and Resource Utilization**

**Co- or Prerequisite:** NSG7010

This course focuses on complex variables that influence financial management and resource utilization in nursing and healthcare. The conceptual basis and methods of financial analysis and decision making pertinent to healthcare delivery systems are analyzed. Healthcare economics, marketing principles, human resource management, and the influence of health policy and Healthy People 2010 objectives that impact current healthcare environments are explored. A minimum final grade of B or better is required to successfully complete this course.

*4 quarter hours*

**NSG7020 Evidence, Effectiveness, and Clinical Quality**

**Prerequisites:** Admission to the Doctor of Nursing Practice (DNP) program

This course provides the metrics for assessment, use, and evaluation of scientific data into evidence-based nursing practice. The steps in translating evidence into practice are explored. Knowledge assessment, clinical effectiveness, and tools for applying evidence to practice are emphasized. The goal of this course is to provide students with the knowledge and skills necessary to assume a leadership role in transforming care in complex organizations and environments. Strategies for creating a culture of evidence-based practice are embedded in course requirements. Barriers to evidence-based practice are identified. A minimum final grade of B or better is required to successfully complete this course.

*4 quarter hours*

**NSG7200 Advanced Nursing Field Experience I**

**NSG7205 Advanced Nursing Field Experience II**

**NSG7210 Advanced Nursing Field Experience III**

**Prerequisite NSG7200: Admission to the Doctor of Nursing Practice Program**

**Prerequisite NSG7205: NSG7200**

**Prerequisite NSG7210: NSG7205**

Theory, evidence, and the systematic translation of nursing science into practice provide the basis for Doctor of Nursing Practice (DNP) practica experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. The course focuses on mentored clinical application of evidence-based knowledge and skills, independent investigation and evaluation of outcomes, support knowledge acquisition, as well as integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability, and interdisciplinary collaboration serve as core competencies to effect organizational change. A minimum final grade of B or better is required to successfully complete each of these courses.

Each course will be selected for 4 or 6 credit hours based upon the total number of clinical hours required by the student for degree completion. DNP program clinical hour requirements are calculated from total masters preparation clinical hours and accreditation requirements for total Bachelor of Science in Nursing clinical hours.

**NSG7220 Evidence Based Transition Practicum**

**PREREQUISITES:** Admission to the Doctor of Nursing Practice (DNP) Program.

This clinical course explores the nature of evidence in practice as it relates to the discipline of nursing. This course will emphasize critical appraisal of nursing research as evidence, knowledge development activities in practice and activities aimed at improving the reliability of healthcare practice and outcomes in the clinical setting.

*Variable credits hours 1 to 6 credits depending on student post-baccalaureate clinical experience.*
NSG8100 Capstone in Applied Practice I
NSG8105 Capstone in Applied Practice II
NSG8110 Capstone in Applied Practice III
NSG8115 Capstone in Applied Practice IV
Prerequisite NSG8100: NSG7020
Prerequisite NSG8105: NSG8100
Prerequisite NSG8110: NSG8105
Prerequisite NSG8115: NSG8110
This integrated scholarly effort is presented in a series of four sequential one-credit offerings that provide the Doctor of Nursing Practice (DNP) student with substantive opportunities to engage in exploration of a critical clinical question. This comprehensive exploration is conducted as a mentored experience and includes identification, development, implementation, evaluation and dissemination of an independent scholarly project. This scholarly project focuses on problems of practice within a defined organization or within specific populations. Each course builds on the existing knowledge and practice expertise of the DNP student within the broader context of translating science into clinical practice or solving for intractable clinical problems in which outcomes management, including quality and safety, are essential. The range of projects varies according to the interest of the individual DNP student. In this course, the DNP student identifies a population or problem of interest. Students are expected to write a definitive problem statement, identify the scope and epidemiology of the problem, and write a comprehensive literature review. To complete the objectives of this course successfully, the DNP student is expected to practice a minimum of 100 hours in a clinical area related to their topic of interest and provide documentation from clinical sources regarding the scope of the problem. Each student will be required to submit individual objectives at the beginning of the semester for each of the four courses. The objectives will be signed by the student and the mentor. The student will be evaluated according to the requirements of the course within the context of the agreed-upon objectives. A minimum final grade of B or better is required to successfully complete each of these courses.
1 quarter hour per course

OCCUPATIONAL THERAPY ASSISTANT

OTA1001 Introduction to Occupational Therapy
Prerequisites: Admission into the OTA program
This course introduces concepts of human occupation and the framework for practice and examines the role of occupational therapy in a variety of settings. Topics include history and philosophical principles, meaning of occupation, the Occupational Therapy Framework: Domain and Process; Standards of Practice; Code of Ethics, current and emerging practice areas, roles of the registered occupational therapist and the certified occupational therapy assistant, evidence-based practice, credentialing requirements and professional associations.
3 quarter hours

OTA1002 Human Occupation through the Lifespan
Co-requisites: OTA1001
This course examines the myriad of occupations that influence health and independence of individuals from infancy to end of life through observation, communication, analytical, and reflective skills. It is also designed to explore the impact of culture, environment, sex and age upon human behavior.
2 quarter hours

OTA1010 Medical Conditions
Prerequisites: OTA1001, OTA1002
Co-requisites: OTA1020, OTA1030, OTA1035, OTA1040
The course will examine the etiology and symptoms of clinical conditions that are commonly referred to in occupational therapy. This includes topics on trauma, disease and congenital conditions that can impact human occupations and performance. Procedures and precautions ensuring safety of clients and caregivers will be reviewed.
2 quarter hours

OTA1020 Occupational Analysis I
Prerequisites: OTA1001, OTA1002
Co-requisites: OTA1010, OTA1030, OTA1035, OTA1040
This course will focus on the observations, analysis, and performance of human occupations in work, self-care, and play/leisure throughout the life span. The major emphasis of this course is analysis of occupations and occupational performance. The process of teaching and learning and the language of occupational therapy will be incorporated.
4 quarter hours

NUTRITION SCIENCE

NTR2050 Nutrition
Prerequisites: CHM1010, BIO1013 and BIO1014 with grades of C or better
This course surveys the principles necessary to promote optimum nutrition throughout the life cycle. Consideration is given to informed evaluation of areas of controversy, as well as influences of socioeconomic factors and culture on nutritional practices.
4 quarter hours

OTA1030 Occupational Therapy in Mental Health
Prerequisites: OTA1001, OTA1002
Co-requisites: OTA1010, OTA1020, OTA1035, OTA1040
This course will center on the occupational therapy process in relation to individuals with psychosocial conditions and/or challenges across the lifespan. Emphasis is placed on historical and theoretical overview, clinical characteristics and medical management, assessments and intervention, evidence-based practice, and issues impacting holistic psychosocial OT practice. Level I Fieldwork will be completed towards the end of the quarter.
6 quarter hours

OTA1035 Professional Issues I
Prerequisites: OTA1001, OTA1002
Co-requisites: OTA1010, OTA1020, OTA1030, OTA1040
This course is designed to examine professional issues related to standards of practice, the code of ethics, and fieldwork placement policies in relationship to the curriculum design. Requirements to participate in Level I Fieldwork will also be covered. Students will analyze issues and make decisions to resolve personal and organizational conflict. Students will also articulate the importance of scholarly activities and apply skills to reading and understanding a scholarly report.
2 quarter hours

OTA1040 Professional Documentation
Prerequisites: OTA1001, OTA1002
Co-requisites: OTA1010, OTA1020, OTA1030, OTA1035
This course provides training in professional documentation, record keeping for accountability and reimbursement. Focus is also on other verbal and nonverbal professional communication. Content includes: structure and function of daily note writing, patient/client evaluation such as data gathering, reassessment, treatment recommendations, home programming and discharge planning. Students learn to write behavioral objectives and assist the occupational therapist with goal writing. Documentation for quality assurance, insurance systems, and various methods for documentation are explored. Legal and ethical implications for documentation are included.
1 quarter hour

2013-2014 ACADEMIC CATALOG 213
OTA2020 Occupational Analysis II
Co-requisites: OTA2030, OTA2035, OTA2040
This course will focus on the development of skills in adapting and grading self-care, work, play and leisure occupations for individuals throughout the lifespan. Emphasis is also placed on the development of therapeutic use of self, and group assessment and occupation-based activities. Topics include standardized and non-standardized assessments/evaluations, assistive technology, and low vision adaptations.
4 quarter hours

OTA2030 Occupational Therapy for Children and Adolescents
Co-requisites: OTA2020, OTA2035, OTA2040
A review of human development from birth through adolescence provides an understanding of behavior in children and adolescents. Emphasis is placed on occupational performance of typical and atypical individuals, theory and application, frames of reference, evidence-based practice, the occupational therapy process, and roles of the OT and OTA in the delivery of holistic pediatric services in various practice settings. Level I Fieldwork will be completed towards the end of the quarter.
6 quarter hours

OTA2035 Professional Issues II
Co-requisites: OTA2020, OTA2030, OTA2040
Students will examine professional issues, the role of agencies and associations that support and regulate occupational therapy practice, and advocacy roles of the occupational therapy assistant. Students will use professional literature to make decisions based on evidence-based practice in collaboration with the occupational therapist. Students reflect on previous clinical experiences as they prepare to meet more advanced clinical performance expectations; requirements for Level II Fieldwork will be reviewed.
2 quarter hours

OTA2040 Movement for Human Occupation
Co-requisites: OTA2020, OTA2030, OTA2035
This course will focus on the development of skills in adapting and grading self-care, work, and leisure occupations for individuals throughout the lifespan. Students review origins and insertions of upper limb musculature while learning how to conduct tests for range of motion, muscle strength and coordination. The biomechanics portion of the course will address posture, balance and transfers. Students will explore movement and positioning using crutches, walkers, wheelchairs, mobile arm supports and suspension slings; movement will be applied to human occupation.
3 quarter hours

OTA2050 Occupational Therapy for Adults and the Elderly
Co-requisites: OTA2060, OTA2070
This course will emphasize occupational performance of typical and atypical individuals, theory and application, frames of reference, evidence-based practice, the occupational therapy process, and roles of the occupational therapist and occupational therapy assistant in the holistic delivery of physical rehabilitation services in various practice settings. Level I Fieldwork will be completed towards the end of the quarter.
6 quarter hours

OTA2060 Occupational Therapy Management
Co-requisites: OTA2050, OTA2070
This course examines basic management and support tasks relevant to the role of the occupational therapy assistant. Emphasis is placed on ethical and legal issues related to occupational therapy practice, the roles and functions of regulatory agencies, funding and reimbursement systems, and healthcare delivery systems. Students complete experiential learning with program development.
4 quarter hours

OTA2070 Community Practice
Co-requisites: OTA2050, OTA2060
The occupational therapy process will be explored in relation to populations of individuals in the community in various settings in all contexts throughout the lifespan. Focus will be on health literacy, wellness, prevention, maintenance and client advocacy as well as client/caregiver education and training. Home and community programming throughout the lifespan will also be addressed.
1 quarter hour

OTA2380 Level II Fieldwork A
Prerequisites: Successful completion of all OTA academic coursework
Co-requisites: OTA2385
Level IIA Fieldwork is a full-time, eight week fieldwork experience in an approved setting focused on helping individuals regain social, emotional, spiritual, occupational, intellectual and physical wellness. Students apply academic knowledge and skills to gain entry level competencies under the graded supervision of a licensed occupational therapist or occupational therapy assistant.
8 quarter hours

OTA2385: Fieldwork Seminar A
Prerequisites: Successful completion of all OTA academic coursework
Co-requisites: OTA2380
This course assimilates and refines skills in clinical reasoning and clinical problem solving while supporting the use of evidence-based practice during Level II Fieldwork A. Based on real clinical scenarios, role delineation of the occupational therapist and occupational therapy assistant will be addressed as well as ethics and confidentiality.
4 quarter hours

OTA2390 Level II Fieldwork B
Prerequisites: Successful completion of OTA academic coursework, OTA2380, OTA2385
Co-requisites: OTA2395
Level II Fieldwork B is a full-time, eight week, unpaid, fieldwork experience in an approved setting focused on helping individuals regain social, emotional, spiritual, occupational, intellectual and physical wellness. Students are assigned to a setting offering diverse experiences from those gained in Level II Fieldwork A. Students apply academic knowledge and skills to gain entry level competencies under the graded supervision of a licensed occupational therapist or occupational therapy assistant.
8 quarter hours

PAS5102 Medical Interviewing and Documentation
This course is designed to introduce students to the art of medical communication. This encompasses the skills of medical interviewing and other forms of communication with patients, their families, and their caregivers. Students will learn the components of a complete medical history. In addition, they will learn interviewing skills that will allow them to efficiently elicit a patient history in an accurate and empathetic manner. Students will be exposed to some of the most common theoretical models that explain and guide medical communication. Students will also learn how to properly document medical interviews and other patient encounters.
3 quarter hours, Quarter 1

PHYSICIAN ASSISTANT
PAS5105 Epidemiology and Biostatistics
This course provides a broad overview to familiarize Physician Assistant students with the basic concepts of public health and preventative medicine. Epidemiological concepts include the distribution, prevalence, causation, mode of transmission, dissemination, control, and preventative countermeasures of infectious and non-communicable diseases; and environmental occupational, behavioral, and chronic disabling conditions. Students are introduced to approaches to evaluate the validity of research data and the content of articles that appear in the medical literature. 3 quarter hours, Quarter 4

PAS5110 Physical Assessment I
Prerequisites: Admission to the Physician Assistant Program
This introductory course on physical assessment focuses on patient communication skills, techniques of interviewing and performance of complete physical examination, development of critical thinking and decision-making skills needed to assess adult patients' mental and physical status. Assessment of common and important symptoms is also covered. This course also includes presentation of patient data in both oral and written form. This course explores the comprehensive physical examination of the relevant regions and systems of the skin, head, neck, neurologic system, thorax and lungs. Demonstrations and practical laboratory application reinforce the PAs ability to perform a comprehensive physical examination. 3 quarter hours, Quarter 1

PAS5111 Physical Assessment II
Prerequisites: Admission to the Physician Assistant Program, PAS5110, PAS5210
This course on physical assessment focuses on patient communication skills, techniques of interviewing and performance of complete physical examination, development of critical thinking and decision-making skills needed to assess adult patients' mental and physical status. Assessment of common and important symptoms is also covered. This course also includes presentation of patient data in both oral and written form. This course explores the comprehensive physical examination of the relevant regions and systems of the chest, heart, musculoskeletal system, abdominal exam and genitourinary systems. Demonstrations and practical laboratory application reinforce the PAs ability to perform a comprehensive physical examination. 3 quarter hours, Quarter 2

PAS5124 Essentials of Behavioral Medicine
This course will examine a most significant power of a healthcare provider to act as a behavioral change agent and a catalyst for patients to modify a variety of self-injurious lifestyles or habits. A healthcare provider, such as a PA, has the capacity to assist patients to make such changes not through technologic expertise, but in his/her ability to educate patients in daily healthy living. Through the use of lecture on the principles of behavioral science, and patient case studies, this course also explores how a PA may appropriately assess human sexuality and normal and abnormal human behavior including common psychiatric disorders. 3 quarter hours, Quarter 3

PAS5125 Medical Anatomy and Physiology I
Prerequisites: Admission to the Physician Assistant Program
Medical Anatomy and Physiology I is the first course of a two quarter sequence in which the student will build upon information learned in the basic anatomy and physiology prerequisite courses. General review of all anatomic and physiologic concepts and systems will be undertaken. Class sessions will focus on an in-depth look at human anatomy and physiology with an emphasis on cellular and subcellular mechanisms of normal function. Introductory information will be provided as to clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease. A clinical application lab will correspond to the lecture course. 4 quarter hours, Quarter 1

PAS5126 Medical Anatomy and Physiology II
Prerequisites: Admission to the Physician Assistant Program
Medical Anatomy and Physiology II is the final course of a two quarter sequence in which the student will build upon information learned in the basic anatomy and physiology prerequisite courses. General review of all anatomic and physiologic concepts and systems will be undertaken. Class sessions will focus on an in-depth look at human anatomy and physiology with an emphasis on cellular and subcellular mechanisms of normal function. Introductory information will be provided as to clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease. A clinical application lab will correspond to the lecture course. 4 quarter hours, Quarter 2

PAS5130 Diagnostic Methods
Prerequisites: Admission to the Physician Assistant Program
The purpose of this course is to provide a comprehensive overview of three basic diagnostic methods and treatments (Electrocardiogram (ECG), radiology and ACLS). The course provides a comprehensive overview of electrocardiography with a focus on recognition of abnormalities, emphasizing the electrical system of the heart, enabling the student to identify normal/abnormal wave shape of 12 lead EKGs using a systematic approach to ECG analysis. The course also explores the characteristics of the hex axial system, wave shape distortion, and patterns of aberrant conduction. The second component of this course aims to prepare the student to provide the best care possible for the most dramatic and emotional moment of a person’s life. The course presents a systematic approach to treat a desperately ill patient experiencing a cardiopulmonary emergency or sudden death. The curriculum provides instruction in evaluation and management of life threatening situations. The third component of the course focuses on radiologic imaging designed to assist Physician Assistant students to understand, appropriately select, and correctly interpret the many imaging modalities and techniques currently available for examination of patients. 4 quarter hours, Quarter 4

PAS5132 Essentials of Clinical Geriatrics
Prerequisites: Admission to the Physician Assistant Program
This course demonstrates new changes in clinical geriatric medicine and the ways in which care for the elderly is being organized. Instruction provides the Physician Assistant student, as a future healthcare practitioner, an excellent understanding of the expanding area of geriatrics and prepares the Physician Assistant student to appropriately evaluate, diagnose, monitor, treat, counsel, and refer elderly patients. Students are given formal instruction on process of death and dying. The interpretation and evaluation of medical literature is also emphasized. 4 quarter hours, Quarter 5

PAS5135 Laboratory Diagnostics
The analytical procedures discussed in this course reflect the most recent or commonly performed techniques in the clinical laboratory. Clinical chemistry principles, ordering and interpretation of diagnostics tests, procedures, and correlations are discussed to provide information for appropriate clinical intervention. 3 quarter hours, Quarter 1
PAS5138 Fundamentals of Surgery
This course is designed to provide the Physician Assistant with an early introduction to and participation in the many new surgical techniques that are available, understandable, and safe. Suturing, anesthesia, major and minor surgery specific to various body regions are discussed. New innovations in chemotherapy, laser therapy, and laparoscopic techniques are evaluated. Pre and postoperative evaluation and care of the patient are integrated into this course. Surgical procedures, techniques, and instruments will be explored.
2 quarter hours, Quarter 3

PAS5172 Professional Seminar I
Prerequisites: Admission to the Physician Assistant Program
This course presents an introduction/overview of the Physician Assistant (PA) profession. Emphasis is placed upon the inception, history, and evolution of the PA profession throughout the fields of medicine and surgery; PA relationships with the supervising physician, the patient; responsibilities including the concepts of privilege, confidentiality and informed consent. This course will also explore a broad spectrum of patient types which the physician assistant will be providing care for in practice. Age, culture, language, lifestyle, and religion all have considerable impact on how patients access and respond to healthcare services. In addition, the physician assistant student’s own background and beliefs will form the basis of their attitudes and behaviors.
2 quarter hours, Quarter 1

PAS5171 Professional Seminar II
Prerequisites: PAS5172
This is the second seminar in a series of two which addresses a variety of topics in physician assistant professional development. The course will cover: Complementary and Alternative Forms of Healthcare and Medicine; to include mainstream adjuncts such as Physical Therapy, Nutrition, and Speech Therapy as well as Herbal and Cultural traditions. The learner will be able to identify and discuss a variety of therapeutic interventions based on patient information and preferences. The student will also explore Media and Medicine Topics to include the following: Health Literacy, Reliability of Information, Advertising and Health Care, Printed Material and Health Information, Video/Television/Movies and Health Care, Patient Education, licensing, hospital credentials/liability, malpractice insurance and building individual portfolios.
3 quarter hours, Quarter 5

PAS5175 Issues in Contemporary Medicine
Prerequisites: Admission to the Physician Assistant Program
This course summarizes the overall philosophy and skills inherent to the Physician Assistant’s ability to practice medicine. Through an eclectic and diverse content, the Physician Assistant student will achieve an overall perspective of the goals of medicine. A variety of subjects will be discussed that will allow students to integrate multiple facets of the didactic phase into all aspects of clinical practice.
2 quarter hours, Quarter 2

PAS5180 Clinical Medicine and Pharmacotherapeutics I
Prerequisites: Admission to the Physician Assistant Program
This course is the first in a three course sequence. The course is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based. Lectures will be done in system-based sequences. The sequences will discuss pathophysiologic mechanisms of disease, clinical presentation of disease, approach to diagnosis and management of diseases. In most system sequences, therapeutic specific lectures will be included to cover an in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions, and toxicology of the various pharmacologic agents will be emphasized. Topics to be covered include diabetes, endocrine, gastroenterology, nephrology, acid base disorders, and urology.
8 quarter hours, Quarter 4

PAS5181 Clinical Medicine and Pharmacotherapeutics II
Prerequisites: Admission to the Physician Assistant Program
This course is the second in a four course sequence. The course is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based. Lectures will be done in system-based sequences. The sequences will discuss pathophysiologic mechanisms of disease, clinical presentation of disease, approach to diagnosis and management of diseases. In most system sequences, therapeutic specific lectures will be included to cover an in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions, and toxicology of the various pharmacologic agents will be emphasized. Topics to be covered include neurology, oncology, infectious disease, rheumatology, and introduction to medical genetics.
8 quarter hours, Quarter 4

PAS5182 Clinical Medicine and Pharmacotherapeutics III
This course is the third in a four course sequence. The course is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based. Lectures will be done in system-based sequences. The sequences will discuss pathophysiologic mechanisms of disease, clinical presentation of disease, approach to diagnosis and management of diseases. In most system sequences, therapeutic specific lectures will be included to cover an in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions, and toxicology of the various pharmacologic agents will be emphasized. Topics to be covered include neurology, oncology, infectious disease, rheumatology, and introduction to medical genetics.
8 quarter hours, Quarter 4

SOUTH UNIVERSITY
PAS5183 Clinical Medicine and Pharmacotherapeutics IV
Prerequisites: PAS5180, PAS5181, PAS5182
This course is the last in a four course sequence. The course is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based. The course will be divided into two primary subject areas being Obstetrics/Gynecology and Pediatrics. The lecture presentations will be similar to those in previous courses. The OB/GYN sequence will address normal gynecology, disorders of the female reproductive system, normal pregnancy and disorders seen in pregnancy and partition. The Pediatrics portion of this course will present a system-based approach to common disorders seen in pediatric patients. Lectures focused on disease states will address pathophysiologic mechanisms of disease, clinical presentation of disease, approach to diagnosis and management of disease. In some of the lecture sequences, therapeutic specific lectures will be included to cover an in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions, and toxicity of the various pharmacologic agents will be emphasized. 8 quarter hours, Quarter 5

PAS5190 Essentials of Emergency Medicine
This course explores various types of medical and surgical conditions that are present in a modern day emergency department and prepares the Physician Assistant student to evaluate, treat, and monitor such conditions. The increased use by patients of emergency departments for ambulatory and primary care is discussed, and students are provided mechanisms to evaluate resources that are needed and available to provide appropriate ambulatory, emergency, and tertiary care services in a hospital setting. A generalist approach to providing emergency care along with injury prevention is explored. 4 quarter hours, Quarter 5

PAS5199 Independent Learning Seminar I
Permits students to enroll for review under the direction of a faculty member and area of emphasis in medicine in which the student is having difficulty. 8 credit hours (offered each semester)

PAS5210 Physical Assessment I Lab
Prerequisites: Admission to the Physician Assistant Program, PAS5110
This introductory course on physical assessment focuses on patient communication skills, techniques of interviewing and performance of complete physical examination, development of critical thinking and decision-making skills needed to assess adult patients’ mental and physical status. Assessment of common and important symptoms is also covered. This course also includes presentation of patient data in both oral and written form. This course explores the skin, head and neck, neurological and musculoskeletal and comprehensive physical examination of the relevant regions and systems. Demonstrations and practical laboratory application reinforce the PA's ability to perform a comprehensive physical examination. The laboratory allows the student an opportunity to practice the skills needed to perform a complete physical of the body regions covered in the lecture. 1 quarter hour, Quarter 1

PAS5211 Physical Assessment II Lab
Prerequisites: Admission to the PA Program, PAS5210
This course on physical assessment focuses on patient communication skills, techniques of interviewing and performance of complete physical examination, development of critical thinking and decision-making skills needed to assess adult patients’ mental and physical status. It continues and builds upon assessment of common and important symptoms is also covered. This course also includes presentation of patient data in both oral and written form. This course explores the cardiac, pulmonary, gastrointestinal, urological and vascular systems to teach comprehensive physical examination of the relevant regions and systems. Demonstrations and practical laboratory application reinforce the PA’s ability to perform a comprehensive physical examination. The laboratory allows the student an opportunity to practice the skills needed to perform a complete physical of the body regions covered in the lecture. 1 quarter hour, Quarter 2

PAS5225 Medical Anatomy and Physiology I Lab
Prerequisites: Admission to the Physician Assistant Program
Medical Anatomy and Physiology I Lab is the first course of a two quarter sequence in which the student will build upon information gained in the Medical Anatomy and Physiology lecture. General review of all anatomic and physiologic concepts will be undertaken. Lab sessions will focus on an in-depth look at human anatomy and physiology with an emphasis on the specific body systems and aspects of normal function. Introductory information will be provided for clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease. This clinical lab application will correspond to the lecture course. 1 quarter hour, Quarter 1

PAS5226 Medical Anatomy and Physiology II Lab
Prerequisites: Admission to the Physician Assistant Program
Medical Anatomy and Physiology II Lab is the second course of a two quarter sequence in which the student will build upon information gained in the Medical Anatomy and Physiology II lecture. General review of all anatomic and physiologic concepts will be undertaken. Lab sessions will focus on an in-depth look at human anatomy and physiology with an emphasis on the specific body systems and aspects of normal function. Introductory information will be provided for clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease. This clinical lab application will correspond to the lecture course. 1 quarter hour, Quarter 2

PAS5280 Clinical Medicine and Pharmacotherapeutics I Lab
Prerequisites: Admission to the Physician Assistant Program
Small groups are specifically useful for developing higher order cognitive skills such as evaluation, problem solving, interpretation of complex concepts, and application of principles and basic information to practical problems. The small group is coordinated with the Clinical Medicine and Pharmacotherapeutics I lecture course in order to coordinate the skills learned in the classroom as well as to incorporate OSCE cases related to the classroom discussion. 1 quarter hour, Quarter 2
PAS5281 Clinical Medicine and Pharmacotherapeutics II Lab
Prerequisites: Admission to the Physician Assistant Program
As a supplement to the lecture sequences, students will meet weekly for case based laboratories. These will be small group labs facilitated by faculty group facilitators. The facilitator will have students work through case studies that correspond to current lecture sequences. The students will be given introductory information and must elicit the necessary information from the facilitator to lead to the formulation of an appropriate differential diagnosis, disease, and management plan. This lab will require that students incorporate patient history, physical assessment, scientific concepts, and diagnostic studies to ultimately come to a logical differential diagnosis and final diagnosis. Students will then be required to utilize their knowledge of clinical therapeutics and diseases to develop a rational plan of management. Medical decision making and logic will be a key focus in lab sessions.
1 quarter hour, Quarter 3

PAS5282 Clinical Medicine and Pharmacotherapeutics III Lab
As a supplement to the lecture sequences, students will meet weekly for case based laboratories. These will be small group labs facilitated by faculty group facilitators. The facilitator will have students work through case studies that correspond to current lecture sequences. The students will be given introductory information and must elicit the necessary information from the facilitator to lead to the formulation of an appropriate differential diagnosis, disease, and management plan. This lab will require that students incorporate patient history, physical assessment, scientific concepts, and diagnostic studies to ultimately come to a logical differential diagnosis and final diagnosis. Students will then be required to utilize their knowledge of clinical therapeutics and diseases to develop a rational plan of management. Medical decision making and logic will be a key focus in lab sessions.
1 quarter hour, Quarter 4

PAS5283 Clinical Medicine and Pharmacotherapeutics IV Lab
Prerequisites: PAS5281, PAS5282
As a supplement to the lecture sequences, students will meet weekly for case based laboratories. These will be small group labs facilitated by faculty group facilitators. The facilitator will have students work through case studies that correspond to current lecture sequences. The students will be given introductory information and must elicit the necessary information from the facilitator to lead to the formulation of an appropriate differential diagnosis, disease, and management plan. This lab will require that students incorporate patient history, physical assessment, scientific concepts, and diagnostic studies to ultimately come to a logical differential diagnosis and final diagnosis. Students will then be required to utilize their knowledge of clinical therapeutics and diseases to develop a rational plan of management. Medical decision making and logic will be a key focus in lab sessions.
1 quarter hour, Quarter 5

PAS5291 Applied Learning Experience I
Prerequisites: Admission to the Physician Assistant Program
The purpose of this course is to provide students an opportunity to observe and participate in clinical experiences in a variety of community clinical sites, develop appropriate interpersonal skills in a medical setting and develop an understanding of the PA's role as a member of a healthcare team. Clinical specialty sites are assigned to coincide with didactic courses conducted each quarter. Clinical specialty sites include the following: physical screening clinics, orthopedics, cardiology, family practice, ENT practice, surgery, internal medicine grand rounds, gastroenterology, endocrinology, dermatology, plastic surgery, nursing homes, underserved medical clinics, ophthalmology clinics, and other various appropriate sites. Students will be put into practice initial physical examination skills and techniques as well as early documentation skills. In all ALE course rotations, students will keep a journal of one or more patient care experience and specifics of their particular specialty clinical experience.
1 quarter hour, Quarter 2

PAS5292 Applied Learning Experience II
Prerequisites: Admission to the Physician Assistant Program
The purpose of this course is to provide students continuing exposure and participation in clinical experiences in a variety of community clinical sites. Clinical specialty sites are assigned to coincide with didactic courses conducted each quarter. In addition, students will be able to practice initial clinical skills they are developing in the Clinical Skills course, to include injections and intravenous access and therapy. It will also include a typical Applied Learning Experience in any of a number of disciplines in medicine or surgery. There will be lecture with emphasis placed on recognizing common diseases that can be addressed with primary and secondary prevention efforts. A review of special topics in health will also be included. The clinical experience during this course will require a student to complete a journal of one or more patient care experiences and specifics of their particular specialty clinical experience.
2 quarter hour, Quarter 3

PAS5293 Applied Learning Experience III
The purpose of this course is to provide students an opportunity to observe and participate in clinical procedures in a variety of community clinical sites, develop appropriate interpersonal skills in a medical setting and develop an understanding of the PA's role as a member of a healthcare team. Clinical specialty sites are assigned to coincide with didactic courses conducted each quarter. Clinical specialty sites include the following: physical screening clinics, orthopedics, cardiology, family practice, ENT practice, surgery, internal medicine grand rounds, gastroenterology clinics, dermatology, plastic surgery, nursing homes, underserved medical clinics, ophthalmology clinics, and other various appropriate sites. Students will once again have an opportunity to utilize their increasing knowledge of various clinical skills including OR scrub techniques and suturing. The students will again complete a journal of one or more patient care experiences and specifics of their particular specialty clinical experience.
1 quarter hour, Quarter 4
PAS5294 Applied Learning Experience IV
The purpose of this course is to provide students an opportunity to observe and participate in clinical experiences and procedures in a variety of settings as in their preceding ALE courses. The locations include multiple clinical office and hospital settings, as well as long-term care facilities. Students should continue to develop additional clinical knowledge and skills, cultivate interpersonal skills, and acquire further understanding of the PA's role as a member of a healthcare team. These sites are assigned to coincide with didactic courses conducted during this quarter. The students will increasingly develop their patient interview and physical examination skills. The students complete a journal of one or more patient care experiences and specifics of their particular specialty clinical experience.
1 quarter hour, Quarter 5

PAS5299 Independent Learning Seminar II
Permits students to enroll for review under the direction of a faculty member and area of emphasis in medicine in which the student is having difficulty. 8 credit hours (offered each semester)

PAS6152 Medical Literature in Clinical Practice
Prerequisites: PAS5105
The purpose of this course is to teach students how to access and interpret the medical literature. As lifelong learners, physician assistants must be able to locate, understand, and apply concepts derived from the medical literature as they relate to the treatment of their patients. This course will focus on the evidenced-based medicine approach to interpreting the medical literature. The University librarian will also teach students to search medical databases to efficiently locate appropriate material. The course will use definitions and concepts taught in the Epidemiology and Biostatistics course.
1 quarter hour, Quarter 5

PAS6200 Clinical Rotation I
8 quarter hours, Quarter 6
PAS6205 Clinical Rotation II
8 quarter hours, Quarter 6
PAS6210 Clinical Rotation III
8 quarter hours, Quarter 7
PAS6215 Clinical Rotation IV
8 quarter hours, Quarter 7
PAS6220 Clinical Rotation V
8 quarter hours, Quarter 8
PAS6225 Clinical Rotation VI
8 quarter hours, Quarter 8
PAS6230 Clinical Rotation VII
8 quarter hours, Quarter 9
PAS6235 Clinical Rotation VIII
8 quarter hours, Quarter 9

Clinical rotations one through eight are designed to provide the student with hands-on clinical experience that will reinforce knowledge gained in the didactic year while allowing the student to refine procedural, diagnostic and data integration skills. The clinical rotation also allows the student to begin assimilating into the professional role of the Physician Assistant while developing a working relationship with other members of the healthcare team. The clinical curriculum is designed to give the student the opportunity to achieve clinical competence while under the supervision of a clinical preceptor in various healthcare settings. Each student is required to complete eight rotations, seven of which place emphasis on a different discipline of medicine. One rotation serves as an elective, and allows the student to explore an area of personal interest. Students will gain clinical exposure in the following disciplines:

Family Medicine
This rotation provides clinical experience with manifestations of common diseases and chronic illness. The emphasis is on providing care to patients throughout the life span, from infancy through adolescence and adulthood. The focus will include healthcare promotion and disease prevention as well as the initial and ongoing treatment of primary care disorders.

Internal Medicine
This rotation focuses on the area of medicine that treats diseases of the internal organs by other than surgical means. The emphasis is on adult illnesses and lifetime continuity of care through health promotion, disease prevention, and evidenced based medical therapy.

General Surgery
This rotation focuses on the area of medicine that deals with the manual and operative procedures for the correction of deformities, injuries and disease. The surgery rotation must include a component of inpatient surgical management, pre-operative, intra-operative, and post-operative care.

Pediatrics
This rotation will expose students to pediatric problems and diseases, including common illnesses of childhood, congenital and acquired disease processes, normal and pathological developmental achievements and psychosocial issues. This rotation may include both inpatient and outpatient settings.

Women's Health
This rotation will expose the student to issues in women's health through the life span. Areas of exposure include prenatal care, reproductive endocrinology, gynecologic oncology, family planning and other aspects of women's health. The basic operations of obstetrics and gynecology are explored to allow a fundamental understanding of the technical procedures involved. Some rotations may include delivery participation, however this is not required.

Behavioral Medicine
In this rotation, students will be exposed to the evaluation, diagnosis, and treatment of acute and chronic psychiatric disorders. This rotation may be conducted in an inpatient or outpatient setting.

Emergency Medicine
This rotation will expose the student to the diagnosis and treatment of patients presenting to the emergency department with acute health issues. In this often critical care environment, students will be faced with problem solving and the need to rapidly assess patients with a variety of presentations. Students will be exposed to the practice of utilizing emergency departments both for ambulatory care and primary care, with an emphasis on the primary care aspect of emergency department utilization.

Clinical Elective
This rotation will provide the student an opportunity to pursue additional study in an area of particular interest to the student. This rotation may be conducted in such areas as dermatology, neurology, radiology, orthopedics, rural medicine, and wound care. Other elective rotations may be developed by the clinical coordinator and/or upon student request with program director approval. The student is responsible for developing rotation objectives to be approved by the clinical coordinator.
PAS6320 Special Topics in Clinical Practice I
Prerequisites: Successful completion of didactic phase of Physician Assistant Program
This is the first in a three course sequence designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. The course is designed to provide instruction and assessment on areas of clinical practice essential for the graduate PA to be a competent clinician. The course will include both clinical and professional topics. While some professional topics will be a regular part of the course on an annual basis, some clinical topics will be inserted or removed as the knowledge and skills needs of each cohort are determined from the end of didactic year formative assessments.
2 quarter hours, Quarter 6

PAS6330 Special Topics in Clinical Practice II
Prerequisites: Successful completion of didactic phase of Physician Assistant Program
This is the second in a three course sequence designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. The course is designed to provide instruction and assessment on areas of clinical practice essential for the graduate PA to be a competent clinician. The course will include both clinical and professional topics. While some professional topics will be a regular part of the course on an annual basis, some clinical topics will be inserted or removed as the knowledge and skills needs of each cohort are determined from the end of didactic year formative assessments.
2 quarter hours, Quarter 7

PAS6340 Special Topics in Clinical Practice III
Prerequisites: Successful completion of didactic phase of Physician Assistant Program
This is the third in a three course sequence designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. The course is designed to provide instruction and assessment on areas of clinical practice essential for the graduate PA to be a competent clinician. The course will include both clinical and professional topics. While some professional topics will be a regular part of the course on an annual basis, some clinical topics will be inserted or removed as the knowledge and skills needs of each cohort are determined from the end of didactic year formative assessments.
2 quarter hours, Quarter 8

PHARMACY

PHAs3110 Molecular Biology
This course covers how the blueprints for cells and organisms are contained in molecular structures of like DNA and RNA. Lectures and discussions focus on how minor structural changes in DNA (mutations) have major biochemical effects with subsequent pathological and health consequences. Students learn how modern biotechnology tools allow us to read the information (sequence) contained in minute samples of DNA and identify forensic samples with a high degree of certainty.
Further emphasis focuses on the role of those tools in providing the means to diagnose disease, predict susceptibility to disease, and predict responses of a specific patient to a proposed drug treatment (pharmacogenomics). This course also covers how the insertion of specifically modified genetic information into a cell subsequently causes that cell or organism to produce a specific gene product and how the use of these techniques can produce large quantities of human insulin, human growth hormone, and other products to combat and treat diseases. Finally, students receive a vision of how knowledge of the information contained in the human genome, in combination with molecular biology tools, can provide revolutionary new opportunities for the discovery of more powerful and more selective (less toxic) drugs.
3 quarter hours, Quarter 3

PHAs3113, PHAs3114 Pathophysiology I, II
This course focuses on mechanisms of disease and tissue injury to organs and organ systems during selected pathophysiological states with the goal of providing students with a rationale for drug therapy. During the first course emphasis is placed on the role of the immune system in disease as well as on the specific alterations that occur to normal physiology of the hematologic, cardiovascular, and respiratory systems during the disease process. In the second course emphasis is placed on the specific alterations that occur to normal physiology of the renal, gastrointestinal, hepatobiliary, central nervous, and musculoskeletal systems during the disease process.
PHAs3113, 5 quarter hours, Quarter 1; PHAs3114, 4 quarter hours, Quarter 2

PHAs3116, PHAs3117 Pharmacogenetics I, II
This two-part sequence is the study and application of the physical chemical principles and quantitative skills necessary for the design, formulation, and effective use of dosage forms to assure product performance and achieve the desired therapeutic outcomes. These courses emphasize the rationale for design, intended performance characteristics, and the proper use of dosage forms to optimize clinical outcomes.
PHAs3116, 4 quarter hours, Quarter 2; PHAs3117 2 quarter hours, Quarter 3
PHI3118 Introduction to Medicinal Chemistry: Drug Functional Group Evaluations and Analysis
The material covered in this course serves as a foundation for the more advanced Integrated Sequences of medicinal chemistry, pharmacology, and therapeutic concepts to be covered in subsequent quarters. The first part of the course is a study of the official and non-official quantitative chemical and physical methods used in analysis of pharmaceutical products. The second part of the course is an introduction into the general principles of medicinal organic chemistry and pharmacology. A beginning emphasis is placed on understanding the precepts of analytical stoichiometry, functional group influences, and the basic concepts of dosage form analyses. This includes the importance of procedural validations in quantitative drug assays in medicinal preparations and active compounds in biological tissues and fluids. This portion of the course focuses on the most important aspects of techniques used in the quality control of pharmaceuticals, pharmaceutical preparations, and their analysis with regard to patient care. Lectures emphasize the analytical techniques used in pharmaceutical analysis which primarily involve spectroscopy, chromatography and organic functional group influences on the analytical processes. The course is designed for the student to develop an understanding of the techniques used and the need for accurate dosage form analysis in preparations and biological media. Then too, the course emphasizes the molecular interactions of drugs in biological systems and especially the physicochemical properties conferred by functional groups and the stereochemical properties of drug molecules as they relate to the influences on absorption, distribution, and metabolism in biological media and on drug action. Further emphasis is placed on acid/base functionalities and other chemical properties of drugs, the theories and principles of drug-receptor interactions, and the principles of drug design from the chemical structure-activity perspective. Additional presentations include the relationships between the chemical structures and the physiochemical properties of peptides, proteins, nucleic acids, carbohydrates, lipids, and organometallics as they relate to medicinal agents. This course forms the foundations for all of the Integrated Sequence Courses, and emphasizes the importance of quantitative accuracy in clinical settings and prescription medications. An overview of drugs derived from natural products and their molecular influences on the novel drug discovery processes is also presented. 4 quarter hours, Quarter 1

PHI3119 Professional Practice and Informatics
Topics include an introduction to pharmaceutical care, prescription abbreviations, medical terminology, communication skills, and informatics. Techniques used in the proper interpretation and delivery of prescription/medication orders will be covered as well as an introduction to the medical record. The top one hundred drugs will be presented with an emphasis on the top 60. Techniques of patient counseling will be presented. Written assignments will supplement class material and will assess the students' understanding of topics. 2 quarter hours, Quarter 1

PHI3124, PHI4225
Pharmacotherapy I and II
This course is designed to provide a didactic framework for the therapeutic management of a number of common, self-limiting diseases that can be treated with over-the-counter agents and/or common herbal products. The goal of the course is to provide students with the information they need to develop rational recommendations for patients and clients in the various pharmacy settings that they rotate through during their fifth quarter intermediate rotations. PHI3124, 2 quarter hours, Quarter 3; PHI4225, 3 quarter hours, Quarter 4

PHI3127 Pharmaceutical Calculations
This course introduces the student to the mathematical processes and computations essential to the practice of pharmacy. Emphasis will be placed upon development of fundamental calculation skills necessary in subsequent curricular courses and in professional practice. Relevant topics will include determination and manipulation of drug concentrations in pharmaceutical preparations, calculation and manipulation of excipient concentrations, basic dosage calculations, calculation of solution isotonicity, osmolarity, and calculations used in extemporaneous pharmaceutical compounding. The student will also be exposed to calculations used in clinical pharmacy settings. The classroom instruction and supplemental calculation problems are intended to establish mathematical competency and orient students to relevant clinical applications. 3 quarter hours, Quarter 1

PHI3136 Integrated Pharmacy Skills Laboratory II
In the second quarter of the IPS Lab, students become more independent and are expected to apply problem solving skills and critical thinking, but new concepts are still introduced and practiced. These include labs related to prescription dispensing and patient consultation for specific disease states. Challenges related to insurance and 3rd party claims are also addressed. Students are also given an opportunity to apply physical pharmacy concepts introduced in the Pharmaceutics I course. 2 quarter hours, Quarter 2

PHI3137 Integrated Pharmacy Skills Laboratory III
The focus of the 3rd quarter of the integrated pharmacy skill laboratory is on prescription compounding, sterile products and basic analytical techniques. Students are given the opportunity to dispense, prepare and label compounded prescriptions and provide proper documentation and expiration details for several dosage forms. Aseptic technique is used to produce several sterile products which require various calculations to prepare. Additionally the students employ basic analytical techniques to analyze several of their compounded products and sterile products to assess the quality of the product. 2 quarter hours, Quarter 3

PHI3145 Integrated Pharmacy Skills Laboratory I
The primary goal of the IPS lab is to provide students with the opportunity to apply concepts and knowledge gained in the classroom in a "hands-on" and practice related setting. The IPS Lab will consist of a series of courses over 4 quarters in which the material continually builds upon itself. The first quarter serves as a building block in which the students learn basic skills related to practice and are given the opportunity to apply them and focuses primarily on prescription and medication order processing, calculations, aseptic technique and basic compounding techniques. 1 quarter hour, Quarter 1

PHI3150 Health Care Systems
Health and pharmaceutical delivery in the United States is examined. This course aims to broaden students’ understanding of the complex system in which they will provide pharmaceutical care in collaboration with other healthcare professionals. Application to various pharmaceutical sectors (e.g. retail, health systems, and manufacturing) is included. Issues of public policy, economic behavior, and patient outcomes are addressed. Students gain an understanding of the factors driving the transformation of healthcare delivery and the implications for future pharmacy practice. 2 quarter hours, Quarter 2

PHI3152 Communications
This course provides pharmacy students with the knowledge and empathy needed to communicate and intervene effectively in a variety of psychosocial situations with different populations. Patient education and communication, cultural and social awareness and sensitivity issues are presented. PHI4251 builds on the drug information concepts covered in PHI3119 Introduction to Professional Practice and Informatics, to develop students' written and oral presentation skills. Emphasis is placed on pharmacy's role in dealing effectively with patients and other healthcare professionals. 2.5 quarter hours, Quarter 2

2013-2014 ACADEMIC CATALOG 221
PHASE161, PHASE163, PHASE266, 
PHASE389, PHASE530, PHASE548, 
PHASE5349 Longitudinal Pharmacy 
Practice Experience through Service 
Learning, Community Outreach and 
Peer Mentoring (LPPE I - LPPE VII) 
The LPPE experience is a component of 
the longitudinal experiential education 
program beginning in quarter 2 and ending 
in quarter 9. It is comprised of continuous 
services learning activities that provide 
opportunities for the student to interact with 
community members, apply knowledge in 
practice, and develop empathetic attitudes 
and skills in a real world environment. 
PHASE161, 5 quarter hours, Quarter 2; 
PHASE163, 5 quarter hours, Quarter 3; 
PHASE266, 5 quarter hours, Quarter 4; 
PHASE4369, 5 quarter hours, Quarter 6; 
PHASE5330, 5 quarter hours, Quarter 7; 
PHASE5348, 5 quarter hours, Quarter 8; 
PHASE5349, 5 quarter hours, Quarter 9 

PHASE162 Integrated Sequence I 
This course builds on the general principles 
of medicinal chemistry and pharmacology 
introduced in the Introduction to Integrated 
Sequence course (PHASE3159). The 
physicochemical properties conferred by 
functional groups in drug molecules are 
related to the absorption, distribution, 
metabolism, elimination, and toxicity of 
clinically used medicinal agents. Potential 
drug-drug and drug-food interactions based 
on absorption, distribution, metabolism, 
elimination, and toxicity are discussed, 
with an emphasis on the twenty-five most 
important clinically important drug-drug 
interactions, as defined by the Partnership 
for Prevent Drug-Drug Interactions. 
4 quarter hours, Quarter 3 

PHASE261 Pharmacokinetics I 
This course covers the theoretical and 
practical topics of biopharmaceutics 
and pharmacokinetics as a necessary 
foundaton for competency in the future 
clinical pharmacokinetics course. The course 
provides the student with an understanding 
of conceptual and mathematical treatment 
of ADM (Absorption, Distribution, 
Metabolism and Excretion) in a small 
group problem based format. 
4 quarter hours, Quarter 4 

PHASE262 Pharmacokinetics II 
The course is designed to acquaint the 
Doctor of Pharmacy students with the 
clinical application of basic pharmacokinetic 
principles to the safe and effective 
management of individual patients and to 
introduce the student to research techniques 
in the pharmaceutical sciences. Basic 
pharmacokinetic and pharmacodynamic 
principles having direct clinical implications are 
reviewed in detail. Emphasis is on 
design of drug dosage regimens, therapeutic 
drug monitoring and adjustment of drug 
therapy. The application of these principles 
are illustrated and reinforced through 
discussion of pertinent drugs and case 
examples emphasizing basic pharmacology 
and therapeutics and introducing students 
to signs and symptoms of major diseases. 
3 quarter hours, Quarter 6 

PHASE263 Leadership and Advocacy 
This course focuses on two primary 
outcomes: (1) Provide guidance in, and an 
environment for reflecting on students' 
didactic and experiential education activity in 
quarter 15, particularly the Introductory 
Professional Practice Experience. This design 
allows students to identify the gains that 
they have made, and to plan for further 
development as they progress through 
the Doctor of Pharmacy curriculum; (2) 
Support student leadership development 
and facilitate knowledge, skills, and attitudes needed as 
Service Learning mentors during Quarters 6-9, and as they enter into professional 
practice within the healthcare system. 
1 quarter hour, Quarter 6 

PHASE263 Integrated Pharmacy 
Skills Laboratory IV 
In the fourth quarter of the laboratory 
sequence, the students independently apply 
the skills they have developed and practiced 
in the previous three courses during a series 
of comprehensive labs covering a wide 
variety of topics. The students are expected 
to address issues concerning law and ethics, 
insurance companies, pharmacokinetics, 
product quality control, clinical judgment, 
patient interactions and others. In an effort 
to simulate a real world experience, these 
labs are presented in a random order so the 
students have very little time to prepare 
in advance. 
1 quarter hour, Quarter 4 

PHASE264 Pharmacy Law and Ethics 
The basic principles of federal, state, and 
local statutes as well as court decisions 
which will impact the practice of pharmacy 
and drug distribution are reviewed. Civil 
liability in pharmacy practice and elements 
of business and contract law as well as 
discussions of professional ethics will 
be presented. 
2 quarter hours, Quarter 4 

PHASE265 Community Professional 
Practice Experience 
Designed to give the student practical 
experience in hospital, long term care or 
other appropriate setting with an emphasis 
on order interpretation, institutional policy 
and procedure, experience with therapeutic 
problems and outcomes, patient monitoring, 
medication, packaging, parenteral preparation 
using aseptic technique and communications 
with pharmacist, healthcare providers 
and patients. 
8 quarter hours, Quarter 5 

PHASE266 Institutional Professional 
Practice Experience 
Designed to give the student practical 
experience in a hospital, long term care or 
or other appropriate setting with an emphasis 
on order interpretation, institutional policy 
and procedure, experience with therapeutic 
problems and outcomes, patient monitoring, 
medication, packaging, parenteral preparation 
using aseptic technique and communications 
with pharmacist, healthcare providers 
and patients. 
8 quarter hours, Quarter 5
It will facilitate communication with other healthcare professionals through improved understanding of the specific and special 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**

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

**Prerequisites/Co-requisites:** 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**

**PHA4302 Healthcare and Societal Skills for Geriatric Care**

**Prerequisites/Co-requisites:** 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.

**PHA4303 Quality Improvement and Patient Safety**

**Prerequisites/Co-requisites:** 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**

**PHA4335 Clinical Epidemiology and Biostatistics**

This course will teach the student how to apply the scientific method to analyzing and making clinical decisions that improve patient care. The clinical epidemiology portion of the course will deal specifically with clinical questions pertaining to abnormality, diagnosis, frequency, risk, prognosis, treatment, and cause. The bridge between clinical epidemiology and biostatistics will deal with the issue of chance. The biostatistics portion of the course will cover the various types of clinical data and the common statistical tests used to evaluate the data.

**3 quarter hours, Quarter 6**

**PHA4374 Developing the Pharmacy Leader**

**Prerequisites/Co-requisites:** 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 provide the student with foundational concepts and skills in leadership and advocacy to prepare them for leadership roles as a student and as a pharmacist. Students will develop an understanding of the components that make leadership successful and their personal strengths as a leader.

**3 quarter hours**

**PHA4432 Animal Venoms and Poisons**

**Prerequisites/Co-requisites:** 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**
PHA5304 Women’s Health: Focus on Gynecology and Obstetrics  
Prerequisites/Co-requisites: 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

PHA5305 Advanced Pharmacy Informatics: Clinical Application  
Prerequisites/Co-requisites: 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

PHA5306 Seminars in Hematology and Oncology  
Prerequisites: Students must be in their ninth quarter in the Doctor of Pharmacy program and concomitantly enrolled in PHA5374 Integrated Sequence XI – Oncology/Hematology, or have permission of the instructor and the Office of the Dean  
This course, via traditional didactic lectures, group discussion, and student presentations, will provide the student with unique perspectives on the impact a pharmacist can have on the treatment of patients with cancer. This course will introduce students to disease states not covered in the Integrated Sequence Hematology/Oncology Series and will provide students with additional cases for understanding these difficult, yet intriguing disease states. Upon successful completion of this course, students will have gained a new understanding of the impact cancer has had and will continue to have on our society and will feel more confident assessing chemotherapy orders and associated supportive care medications.  
3 quarter hours

PHA5307 A Practical Approach to Substance Abuse, Addiction, and Recovery  
Prerequisites: At least ninth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean  
The design of this course is to provide an overview of addictive disorders. More specifically, students will gain knowledge in pathophysiology, pharmacology, and pharmacotherapy of selected drugs/substances of abuse and how they affect the body. Addiction principles, treatment programs, strategies for prevention, recovery principles, and legal issues surrounding substance abuse will be addressed.  
3 quarter hours

PHA531, PHA532 Applied Pharmaceutical Care I, II  
This course sequence focuses on the application of pharmaceutical care principles, pharmaceutical knowledge, and professional techniques to solve pharmacy related problems. The primary emphasis includes physical assessment, verbal and written communication, the use of reference sources, patient profile review, laboratory data interpretation, pharmaceutical calculations, intravenous admixture preparation and experience in detecting medication errors and omissions. This course sequence allows the integration of previously presented course materials into pharmacy practice situations in laboratory and workshop sessions. Students learn to collect patient specific data, identify and assess drug related problems, develop drug monitoring plans, and document pertinent information. Further, students learn to educate patients and healthcare professionals regarding the appropriate use of drugs. The second course in this sequence is the capstone course for the entire curriculum up to this point. Students must use their knowledge of biochemistry, medicinal chemistry, pharmacology, and therapeutics to design, implement, monitor, evaluate, and adjust pharmaceutical care plans that are patient specific and evidence based. Students will also be required to pass a Capstone exam and a Wet Board Practicum. Students working in groups will be responsible for developing a complex patient case on their own.  
PHA5331, 4 quarter hours, Quarter 8; PHA5332, 3 quarter hours, Quarter 9

PHA5333 Drug Information, Literature Evaluation, Research Design and Methods  
Application of research design concepts and statistical techniques to design, collect and critically analyze data and interpret, preclinical, clinical and economic studies of pharmaceuticals or treatment plans.  
3 quarter hours, Quarter 7

PHA5350 Health Economics and Outcomes Assessment  
The purpose of this course is to introduce 9th quarter pharmacy students to commonly used pharmacoeconomic evaluation methods (e.g. cost-minimization, cost-utility, cost-benefit, and cost-effectiveness) as applied to pharmaceutical products and services. Quality of life and health outcomes research will also be explored.  
2 quarter hours, Quarter 9
Quarters 10, 11, & 12

store management, etc., to complete

professional organization, chain/independent

may be an additional clerkship or a non-

students select an elective rotation that

Community Pharmacy Practice. In addition,

Rotation, Hospital Pharmacy Practice, and

Internal Medicine Rotation, Ambulatory Care

Information or another approved rotation,

rotations that provide the foundation of the

earlier, students receive over 1700 hours of

Upon completion of the advanced practice

five-week blocks of eight quarter hours each.

seven rotations provide 56 quarter hours

comprised of five, 5 week required rotations,

must complete a total of 35 weeks of APPEs,

patient care settings. Beginning with the

The senior year is organized as an

professional practice experience

phA6488, phA6489 Advanced

1 quarter hour, Fall, Quarters 10, 11, or 12

phA6482, PHA6483, PHA6484,

pha6485, PHA6486, PHA6487, PHA6488, PHA6489 Advanced

Professional Practice Experience

The senior year is organized as an

experiential learning program in various

patient care settings. Beginning with the

Class of 2009, students in the Advanced

Pharmacy Practice Experiences (APPEs)

must complete a total of 35 weeks of APPEs,

comprised of five, 5 week required rotations,

and one, 3 week elective rotation, and one

5 week directed elective rotation. These

seven rotations provide 56 quarter hours of

full-time study and practice divided into

five-week blocks of eight quarter hours each.

Upon completion of the advanced practice

rotations and the externships completed

earlier, students receive over 1700 hours of

clinical experience within the framework of the

Doctor of Pharmacy curriculum. Required

rotations that provide the foundation of the

advanced practice experience include: Drug

Information or another approved rotation,

Internal Medicine Rotation, Ambulatory Care

Rotation, Hospital Pharmacy Practice, and

Community Pharmacy Practice. In addition,

students select an elective rotation that

may be an additional clerkship or a non-

patient care experience with industry, a

professional organization, chain/independent

store management, etc., to complete the

experience.

Quarters 10, 11, & 12

PHAP4090 Advanced Pharmacy Practice Experience Applied Drug Information and Scholarly Endeavors
This Advanced Pharmacy Practice Experience builds on skills introduced in Professional Practice I and Informatics (PHA3131), communications (PHA3152), and Drug Information, Literature Evaluation, Research Design and Methods (PHA5333) didactic coursework. Students are engaged in drug information and scholarly activities such as responding to drug information inquiries, participating in journal clubs, team based patient case evaluations and presentations, and patient interviews and discussions. These activities occur over one week, at approximately the midpoint of Advance Pharmacy Practice Experiences, so that lessons learned might be applied in subsequent rotations.
1 quarter hour, Quarters 10

PHE4070 Management and Administration of Public Health Systems
Prerequisites: PHE3050
This course provides students with an understanding of the issues involved with the organization, management, and administration of U.S. public health services.
4 quarter hours

PHE4095 Special Topics in Public Health
Prerequisites: PHE3050
This course is designed to provide students with an in-depth analysis of emerging and important issues and topics in the field of public health.
4 quarter hours

PHE5001 Social and Behavioral Aspects of Public Health
Prerequisites: None
The application of the social and behavioral sciences as they contribute to an understanding of health and illness.
4 quarter hours

PHE5005 Introduction to Health Services and Research
Prerequisites: None
Examines the organization, delivery and financing of the U.S. Healthcare system. Students use evidence from health services research to identify principles for application in various public health settings. For students intending to complete the applied research project at the end of their program, guidance is provided about the project and relevant agency selection.
4 quarter hours

PHE5010 Environmental and Occupational Health
Prerequisites: None
The study of the major environmental and occupational factors that contribute to the development of health problems in industrialized and developed countries.
4 quarter hours

PHE5015 Principles of Epidemiology
Prerequisites: None
The study of epidemiological methods to evaluate the patterns and determinants of health and diseases in populations.
4 quarter hours

PHE5020 Biostatistical Methods
Prerequisites: PHE5015, and MAT2058 or MAT5001 (or equivalent)
This course provides a problem-based understanding and application of parametric statistical assessments in the area of public health practice, as well as exposure to more advanced methodologies such as ANOVA, linear and multiple regression methods, and categorical response variable analysis. Students will utilize statistical software to perform basic and advanced analyses.
4 quarter hours
PHE6110 Epidemiology of Chronic Diseases
Prerequisites: PHE5015
This course presents major issues in chronic disease epidemiology, including trends, extent of such diseases nationally, implications of major epidemiologic studies, and strategies for minimizing disability. 4 quarter hours

PHE6201 Public Health Policy Research
Prerequisites: Completion of core courses
The analysis of current research in health policy including the history of issues, arguments for various positions, and the development of frameworks to enable development of positions on the issues. 4 quarter hours

PHE6202 Program Planning and Evaluation
Prerequisites: Completion of core courses
Foundation for program planning and evaluation in public health. Provides basic planning principles, processes, and methods. Encourages a multi-disciplinary approach integrating the use of theory and practice. 4 quarter hours

PHE6203 Public Health Informatics
Prerequisites: Completion of core courses
Topics may include informatics content applicable to administrative and clinical systems used in public health. Students will analyze the application of information science and technology to public health practice. 4 quarter hours

PHE6210 Health Promotion and Disease Prevention
Prerequisites: Completion of core courses
Skills and strategies for the development and implementation of health promotion and health education programs in various environments. Emphasis will be placed on how identification of risk factors, lifestyle, and behavior changes can promote positive healthy behaviors and prevent disease among individuals, groups, and communities. 4 quarter hours

PHE6220 Evidence-based Public Health Practice
Prerequisites: Completion of core courses
Strategies will be presented for locating and utilizing scientific evidence to make programmatic and health policy decisions. Application of principles of scientific reasoning and systematic uses of data and information systems will be emphasized. 4 quarter hours

PHE6240 Survey Research Methods
Prerequisites: Completion of Master of Public Health core courses
Various aspects of survey research methods will be covered such as philosophy of scientific investigation, field research, identification of study participants, experimental design, construction of questionnaires, attitudes scales, and the format for writing a research prospectus. For students intending to complete the applied research project at the end of their program, guidance is provided about the project and relevant agency selection. 4 quarter hours

PHE6250 Case Studies in Public Health
Prerequisites: Completion of core courses
Ecological approaches frame how prevention, control, health promotion, protection and emergency measures protect the public’s health. Current topics may include health disparity, cultural competence, genomics, workforce planning, credentialing, and media communication. 4 quarter hours

PHE6303 Infectious Diseases
Prerequisites: Completion of core courses
This course involves a study of human infectious diseases with an emphasis on diseases caused by parasites, viruses, bacteria, and fungi found in global environments. 4 quarter hours

PHE6401 Public Health Administration and Policy
PREREQUISITES: Completion of core courses
This course provides an introduction to public health administration and policy in the United States. Topics may include theoretical models, analysis techniques, organizational structures, and political and ethical implications. 4 quarter hours

PHE6402 Public Health Law and Ethics
PREREQUISITES: Completion of core courses
The course explores the basic legal and ethical foundations of the public health legal system and examines the relationships among public health, the constitution, economics, and human rights. 4 quarter hours

PHE6404 Grant and Contract Proposal Writing in Public Health
PREREQUISITES: Completion of core courses
This course examines the strategies and execution of grant and proposal writing as well as contract administration in the public health sectors. Topics may include research into funding sources, use of prospectus documents, preparation of competitive proposals for grants and contracts, and peer review. Students will engage in all aspects of grant and proposal writing, including how to efficiently and effectively describe research and program design, outcomes, objectives and methodology, data management, evaluation, and budget development applied to the preparation of an actual proposal. Students will also examine the contract administrative responsibilities resulting from successful grants and contracts, including monitoring and reporting program and fiscal data. 4 quarter hours

PHE6405 Health Economics
Prerequisites: Completion of core courses
Applies economic theory to selected topics in healthcare, including information, risk and insurance, industry organization, government regulation, and public health issues. 4 quarter hours

PHE6502 Violence Prevention
Prerequisites: Completion of core courses
Identifies and focuses on the most serious policy and research issues regarding violence prevention. Covers theory, research, and applied programs in community settings. 4 quarter hours

PHE6503 Equity in Healthcare
Prerequisites: Completion of core courses
Provides an introduction to public health law and ethics. Topics may include research into funding sources, use of prospectus documents, preparation of competitive proposals for grants and contracts, and peer review. Students will engage in all aspects of grant and proposal writing, including how to efficiently and effectively describe research and program design, outcomes, objectives and methodology, data management, evaluation, and budget development applied to the preparation of an actual proposal. Students will also examine the contract administrative responsibilities resulting from successful grants and contracts, including monitoring and reporting program and fiscal data. 4 quarter hours

PHE6504 Public Health Surveillance
Prerequisites: Completion of core courses
Overview of public health surveillance concepts and principles. Types of surveillance systems in local, state, and national public health practice and how these important systems are used in tracking diseases and other public health threats will be introduced. 4 quarter hours
PHE6980 Practicum in Public Health
Prerequisites: Completion of the core and approval of the Department Chair or Program Director
This course is a practical application of program knowledge, skills, and abilities to a real-world public health setting. The practicum involves placement of the student in a non-academic setting in the area where the student lives. The placement cannot be in the same department in which the student currently works and cannot assume the same role as the student currently works. Government agencies, community organizations, businesses, public health organizations, and social service agencies are all examples of the kinds of placements that would be appropriate. The student is expected to work with the agency/organization a minimum of 25 to 30 hours a week for a minimum of 10 weeks and a minimum of 300 contact hours. In addition, the student is expected to maintain close contact with his/her faculty member as well as a supervisor from the agency/organization. The student is to write a report of his/her experience, describing the nature and operation of the placement setting, detailing his/her activities, responsibilities, and interactions with other individuals, and any public health insights gained from the experience. Where the student is given an issue or problem by the placement supervisor, its nature and outcome should also be included in the report, along with the methods.
4 quarter hours

Prerequisites: Completion of the Master of Public Health core courses and approval of the Department Chair or Program Director
The applied research proposal will consider a public health problem or issue in a public or private agency/organization familiar to the student. The student is expected to develop a relationship with an agency/organization in the area where the student lives. The project will culminate in a comprehensive proposal for the analysis of a significant public health issue, problem, or policy concern identified by the agency/organization. The objective of the four course sequence (PHE6996 through PHE6999) is to produce a comprehensive proposal of the student’s research, suitable for presentation at a professional meeting. In Part II, the student will research the relevant public health literature, examine alternative approaches to the topic, write the literature review section of the report, and prepare the bibliography.
1 quarter hour

PHE6997 Applied Research Proposal in Public Health: Part II
Prerequisites: PHE6996
The applied research proposal will consider a public health problem or issue in a public or private agency/organization familiar to the student. The student is expected to develop a relationship with an agency/organization in the area where the student lives. The project will culminate in a comprehensive proposal for the analysis of a significant public health issue, problem, or policy concern identified by the agency/organization. The objective of the four course sequence (PHE6996 through PHE6999) is to produce a comprehensive proposal of the student’s research, suitable for presentation at a professional meeting. In Part II, the student will research the relevant public health literature, examine alternative approaches to the topic, interpret the expected results, and write the presentation of results section of the report.
1 quarter hour

PHE6998 Applied Research Proposal in Public Health: Part III
Prerequisites: PHE6997
The applied research proposal will consider a public health problem or issue in a public or private agency/organization familiar to the student. The student is expected to develop a relationship with an agency/organization in the area where the student lives. The project will culminate in a comprehensive proposal for the analysis of a significant public health issue, problem, or policy concern identified by the agency/organization. The objective of the four course sequence (PHE6996 through PHE6999) is to produce a comprehensive proposal of the student’s research, suitable for presentation at a professional meeting. In Part II, the student will research the relevant public health literature, examine alternative approaches to the topic, interpret the expected results, and write the presentation of results section of the report.
1 quarter hour

PHE6999 Applied Research Proposal in Public Health: Part IV
Prerequisites: PHE6998
The applied research proposal will consider a public health problem or issue in a public or private agency/organization familiar to the student. The student is expected to develop a relationship with an agency/organization in the area where the student lives. The project will culminate in a comprehensive proposal for the analysis of a significant public health issue, problem, or policy concern identified by the agency/organization. The objective of the four course sequence (PHE6996 through PHE6999) is to produce a comprehensive proposal of the student’s research, suitable for presentation at a professional meeting. In Part IV, the student will write the discussion and conclusion sections of the report. In addition, the student will prepare an abstract appropriate for submission at a professional meeting. The final report of the four course sequence is due at the end of this course.
1 quarter hour
PMC6601 Foundations of Project Management
Prerequisites: Completion of core courses or by permission of Program Director
Prerequisites for MSN students: None
This course introduces the student to the challenges associated with projects in the business arena. The course introduces the terms and conceptual framework for Project Management as detailed in the ANSI Standard Guide to the Project Management Body of Knowledge (PMBOK Guide®). The course focuses on the processes of project integration management including initiating projects, project planning, executing project plans, controlling and monitoring project work, and closing the project. The course reviews the nine knowledge areas in the PMBOK Guide as foundation for subsequent courses in the specialization. Students also analyze how project management relates to other management disciplines such as leadership, ethics, strategic management, operations management, and human resources management. The student is introduced to project management software that will be used throughout the specialization.
4 quarter hours

PMC6605 Managing Project Scope, Requirements, and Quality
Prerequisites: PMC6601
This course focuses on project scope planning, definition, control, and verification in a project requirements and quality context. The emphasis is on developing methods for identifying and prioritizing customer requirements and product specifications, and translating those to define the project scope. The course examines concepts and techniques associated with breaking down project work into component activities to create the work breakdown structure (WBS) for the project. Various types of WBS are examined. The concepts of project scope control and project issues management are explored. Quality philosophy, definitions, and principles are applied to develop a quality model to measure project processes and results. The student will continue to use project management software to translate the WBS into a document that communicates project activities.
4 quarter hours

PMC6610 Project Time and Cost Management
Prerequisites: PMC6601 and PMC6605
The course concentrates on defining and estimating project activities, sequencing activities, and developing schedules based upon resource availability. The student is exposed to complex network management techniques designed to illustrate and manage the project schedule. Critical Path Method (CPM) techniques for managing the project schedule are emphasized. Project cost models are developed and approaches to activity estimating and budgeting are explored. The course introduces project time and cost control concepts, emphasizing the concepts of Earned Value Management, a critical approach to controlling the project. The course expands on the student's earlier use of project management software to create cost estimates and manageable schedules.
4 quarter hours

PMC6615 Project Communications and Human Resource Management
Prerequisites: PMC6601
This course is focused on the human element in project management. Stakeholder analysis is emphasized as core to developing the effective communications plans that communicate project goals and report project status to various interested audiences. Students synthesize and apply a model for project communications, both internal within the team and external to the organization, to assure stakeholder support. Managing human resources in the project arena includes developing effective project organizational structures, planning for human capital requirements, selecting and assigning the project team, and developing the team into a cohesive, successful work unit. The student will analyze and evaluate the concepts and applications of team leadership needed to manage work in the stressful project environment. The student will develop and apply models for ethical behavior, conflict resolution, and motivating and leading others in a diverse workforce environment that is often geographically dispersed. This course focuses on published project management codes of ethics and professional actions to comply with expectations of fairness, honesty, and ethical behavior toward managers, coworkers, subordinates and clients. The student will continue to develop project management software skills in balancing constrained human resources for project success.
4 quarter hours

PMC6620 Strategic Management Across Projects
Prerequisites: PMC6601
This course emphasizes project and program management techniques in the implementation of organizational strategic initiatives. The strategic level of project management is concerned with managing programs which are portfolios of multiple, interrelated projects. The course focuses on implementation and execution of plans, linking programs and projects to the organization's strategic goal of sustainable competitive advantage. Managing strategic programs across functions and business units requires the student to analyze and apply coordination strategies to manage expectations for a variety of stakeholders. The student will explore strategic management concepts and evaluate methods to align project and program outcomes with business unit and enterprise goals to respond to an environment of changing priorities. This course also covers project risk management to include identifying potential risks, applying both quantitative and qualitative techniques to analyze the risks, planning responses to the risks, and monitoring and controlling the risk plan to assure success. The course examines innovation in business from the project management perspective, evaluating project organizational structure and team composition in moving innovation from concept to implementation. The student will continue to develop project management software skills that relate to managing limited resources in the multi-project environment.
4 quarter hours

POL2076 American Government
Co- or Prerequisites: ENG1002 or ENG2001
This course introduces students to the American Government. By examining the struggle for power—the participants, the stakes, the processes, and the institutional arenas—this course introduces the students to the political struggles that drive democracy.
4 quarter hours
PSY1001 General Psychology
Prerequisite: None
An introduction and overview of the major principles in the field of Psychology including: mental disorders, personality, social understanding, stress and coping, learning, memory, neuroscience, and consciousness. Students will also gain a broad understanding of how these areas are interconnected from a theoretical and practical worldview in addition to scientific modes of thought about behavior.
4 quarter hours

PSY2007 Statistics for Behavioral Sciences
Prerequisites: PSY1001 with a C or better; MAT1001 and MAT1500 with a C or better
Co-requisites: PSY2008
An investigation of the methodological principles regarding behavioral science research, descriptive and inferential techniques, and the process of using these techniques for psychological experimentation and data analysis.
4 quarter hours

PSY2022 Human Growth and Development
Prerequisites: PSY1001 with a C or better
Prerequisites or Co-requisites: ENG1002 or ENG2001
In Human Growth and Development, students will learn the normal developmental stages of the human life cycle. The stages of human development will be examined within the context of the biological, psychological, sociological, intellectual and emotional processes. Relevant cross-cultural comparisons are used to illustrate the unity and diversity of human life.
4 quarter hours

PSY2050 History and Systems
Prerequisites: PSY1001 with a C or better
A survey of the major and modern theories in psychology through an examination of historical controversies. An understanding of the roots of psychology in natural and social sciences. A consideration of the diversity of psychological study and the future of psychology.
4 quarter hours

PSY2060 Research Methods
Prerequisites or Co-requisites: PSY2007 with a C or better
Co-requisite: PSY2061
Research design and methodology. An analysis of the approaches to developing, understanding, and interpreting psychological phenomena. Topics include experimental vs. non-experimental research such as survey, observation, case study, and archival data. An understanding of reliability, validity, and experimental control issues.
4 quarter hours

PSY2061 Research Methods Lab
Co-requisite: PSY2060
Prerequisite: PSY2008 with a C or better
An understanding of the methodological principles associated with behavioral science research through an application of the theoretical, conceptual, and practical principles.
2 quarter hours

PSY3001 Cognitive
Prerequisites: PSY1001 with a C or better
Co-requisite: PSY3002
Historical and current perspectives regarding the examination of human attention, language, vision, memory, and other forms of information processing (e.g., decision-making).
4 quarter hours

PSY3002 Cognitive Lab
Prerequisites: PSY2061 with a C or better
Co-requisite: PSY3001
The design, operation, analysis, and write-up of experiments which focus on human cognition (e.g., attention, memory and information processing).
2 quarter hours

PSY3010 Social Psychology
Prerequisites: PSY1001 with a C or better
Co-requisite: PSY3011
The study of intrapersonal and interpersonal processes such as conformity, social perception, attribution theory, altruism, aggression, prejudice, persuasion, group dynamics, self-concept and self-esteem.
4 quarter hours

PSY3011 Social Psychology Lab
Prerequisites PSY2061 with a C or better
Co-requisite: PSY3010
An understanding of the methodological principles associated with research in social psychology. The application of psychosocial processes such as learning, attitudes, and social behaviors.
2 quarter hours

PSY3300 Personality
Prerequisites: PSY1001 with a C or better
The major theoretical perspectives of personality development, structure, dynamic assessment, and psychological adjustment. Additional topics include consideration of biological and environmental indices of personality.
4 quarter hours

PSY3400 Sensation and Perception
Prerequisites: PSY1001 with a C or better
An understanding of the manner in which humans perceive and respond to internal and external stimuli. Areas of study include vision, audition, the lower senses, receptor mechanisms, psychophysical methods and perceptual phenomena.
4 quarter hours

PSY3500 Motivation
Prerequisites: PSY1001 with a C or better
The examination of human motives and the impact of emotion on the decision-making process. Consideration of primary and secondary motivators regarding theoretical and practical application for reward, punishment, and avoidance scenarios.
4 quarter hours

PSY3520 Child/Adolescent Development
Prerequisites: PSY2022 with a C or better
An understanding of the major developmental theories associated with childhood (age 3) through adolescence (age 21). The primary areas of exploration include cognitive, interpersonal, intrapersonal, physical, and emotional systems in addition to contextual approaches involved in understanding these systems.
4 quarter hours

PSY3530 Adult Development
Prerequisites: PSY2022 with a C or better
An understanding of the major developmental theories associated with adulthood (ages 18 through 65). The primary areas of exploration include cognitive, interpersonal, intrapersonal, physical, and emotional systems in addition to the contextual approaches (i.e., typical life tasks) involved in understanding these systems.
4 quarter hours

PSY3540 Elderly Development
Prerequisites: PSY2022 with a C or better
An understanding of the major developmental theories associated with late adulthood (age 65 and older). The primary areas of exploration include death and dying, cognitive, interpersonal, intrapersonal, physical, emotional systems in addition to the contextual approaches (e.g., family dynamics, leisure, retirement, bereavement) involved in understanding these systems.
4 quarter hours

PSY3550 History and Systems
Prerequisites: PSY1001 with a C or better
A survey of the major and modern theories in psychology through an examination of historical controversies. An understanding of the roots of psychology in natural and social sciences. A consideration of the diversity of psychological study and the future of psychology.
4 quarter hours

PSY3560 Research Methods
Prerequisites or Co-requisites: PSY2007 with a C or better
Co-requisite: PSY2061
Research design and methodology. An analysis of the approaches to developing, understanding, and interpreting psychological phenomena. Topics include experimental vs. non-experimental research such as survey, observation, case study, and archival data. An understanding of reliability, validity, and experimental control issues.
4 quarter hours

PSY3561 Research Methods Lab
Co-requisite: PSY2060
Prerequisite: PSY2008 with a C or better
An understanding of the methodological principles associated with behavioral science research through an application of the theoretical, conceptual, and practical principles.
2 quarter hours

PSY3570 Cognitive
Prerequisites: PSY1001 with a C or better
Co-requisite: PSY3002
Historical and current perspectives regarding the examination of human attention, language, vision, memory, and other forms of information processing (e.g., decision-making).
4 quarter hours

PSY3572 Cognitive Lab
Prerequisites: PSY2061 with a C or better
Co-requisite: PSY3001
The design, operation, analysis, and write-up of experiments which focus on human cognition (e.g., attention, memory and information processing).
2 quarter hours

PSY3580 Social Psychology
Prerequisites: PSY1001 with a C or better
Co-requisite: PSY3011
The study of intrapersonal and interpersonal processes such as conformity, social perception, attribution theory, altruism, aggression, prejudice, persuasion, group dynamics, self-concept and self-esteem.
4 quarter hours

PSY3581 Social Psychology Lab
Prerequisites PSY2061 with a C or better
Co-requisite: PSY3010
An understanding of the methodological principles associated with research in social psychology. The application of psychosocial processes such as learning, attitudes, and social behaviors.
2 quarter hours
PSY3602 Statistics for Behavioral Sciences II
Prerequisites: PSY2007, PSY2008
Co-requisites: PSY3652
This statistics course is an advanced examination of the methodological principles regarding behavioral science research with multivariate statistical techniques, including analysis of covariance, multivariate analysis of variance, multivariate analysis of covariance, multiple and logistic regression, discriminant analysis, and canonical correlations.
4 quarter hours

PSY3603 Statistics for Behavioral Sciences III
Prerequisites: PSY3602
Co-requisites: PSY3653
This statistics course is an advanced examination of the methodological principles regarding qualitative research including ethnography, phenomenology, case studies, and focus groups. Students will develop an understanding of the appropriate statistical techniques to use (e.g., qualitative vs. quantitative) when encountering various research designs and the ability to utilize current qualitative statistical software in the examination of psychological phenomena.
4 quarter hours

PSY3652 Research Methods II
Prerequisites: PSY2060, PSY2061
Co-requisites: PSY3652
This course will address multivariate research design and methodology. Students will be exposed to an analysis of the approaches to developing, understanding, and interpreting multivariate psychological phenomena. The primary topics will include MANOVA, MANCOVA, multiple regression, logistic regression. Additional areas will include a concentration on an understanding of reliability, validity, and experimental control issues.
4 quarter hours

PSY3653 Research Methods III
Prerequisites: PSY3652
Co-requisites: PSY3603
This course is an analysis of the qualitative methodological approaches to understanding and interpreting psychological phenomena. Topics include the approaches to qualitative research (ethnography, phenomenology, case studies, grounded theory, and historiography) and methods of qualitative research (individual and focus group interviewing, written records of participants, and observation). Students will develop an understanding of ethical issues associated with qualitative research, the differences between qualitative and quantitative research, and the use of qualitative data analysis techniques.
4 quarter hours

PSY3700 Multimodal Assessment and Psychometrics
Prerequisites: PSY3010, PSY3011, PSY3602, PSY3652
This course will examine the topic of psychometrics in reference to testing and assessment via paper and electronic surveys. Students will be exposed to the essential factors involved with survey design and research according to the current and future demands of social and occupational settings.
4 quarter hours

PSY4001 Addictions
Prerequisites: PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better
A theoretical, conceptual, and practical overview of internal and external determinants of addictive behaviors across the lifespan. Assessment and treatment approaches will be discussed along with issues influencing recidivism.
4 quarter hours

PSY4030 Multicultural Psychology
Prerequisites: PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better
The examination of psychological conditions according to varied populations including gender, ethnicity, religion, geography, culture, age, sexual orientation, physical disability, education, and social class. This course is meant to expose students to the impact of these contexts on the intra and interpersonal psychosocial framework for individuals across development.
4 quarter hours

PSY4040 Human Sexuality
Prerequisites: PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better
A biopsychosocial understanding of the determinants of human sexual behavior. Developmental views of normal and abnormal sexual behavior, treatment, and cultural influences will also be highlighted.
4 quarter hours

PSY4200 Psychology and the Media
Prerequisites: PSY2010, PSY2022, PSY3001, PSY3010, and PSY3300 with a C or better
A historical and contemporary examination of the psychological influences of media. Consideration of the local, regional, national and international influences of varied information sources including television, the Internet, print media, electronic communication devices, and radio within a developmental context.
4 quarter hours

PSY4300 Anxiety Disorders
Prerequisites: PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better
Examination of the major, minor, and associated categories of anxiety disorders. The course will focus on etiology, prevalence rates, course, duration, assessment, diagnostic, and treatment issues. Attention will be drawn to the observed developmental differences in anxiety disorders, the relative contributions of research in the field, and the dynamic interaction between biological, psychological, and social factors in the field.
4 quarter hours

PSY4320 Psychology and Gender
Prerequisites: PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better
A historical and contemporary examination of the psychological issues of gender from a social, emotional, personality, physiologic, geographic, and cultural perspective. Specific topics will include career development, marriage, family, sex role development and expectations, role conflict achievement, and sexuality.
4 quarter hours

PSY4400 Child and Adolescent Disorders
Prerequisites: PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better
An introduction to the field of abnormal child psychology and the associated major theories. Students will be exposed to the pathogenic process (i.e., developmental sequence) of psychological disorders from early childhood to late adolescence. A major goal of the course it to promote critical thinking on major issues such as the genetic, biological, and environmental influences on behavior, emotions, and personality in conjunction with associated assessment, diagnostic, and treatment procedures.
4 quarter hours

PSY4420 Health Psychology
Prerequisites: PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better
An investigation of the major theories, strategies, and methods of understanding the psychological contributions to human health and disease. The psychological approaches to treating and preventing disease and unintentional injuries with a focus on health and safety promotion.
4 quarter hours

PSY4470 Psychology and Law
Prerequisites: PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better and Senior Standing
An understanding of the legal system within the context of psychological methodology and research. Historical and contemporary dilemmas within the law in addition to the legal system and psychology will be explored.
4 quarter hours
PSY4480 Psychology of Religion  
**Prerequisites:** PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better and Senior Standing  
An examination of the contemporary issues in psychology regarding religious beliefs, values, experience, and practice. Additional topics include psychosocial comparisons of major religions, religious development, and the connection between religion and health promotion.  
4 quarter hours

PSY4490 Biological Psychology  
**Prerequisites:** PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better and Senior Standing  
A study of the biological mechanisms of behavior in psychology. Topics include the development of the brain, brain behavior relationships, hormones and sexual behavior, the biology of learning, memory, and mental disorders. Emphasis will be placed on human findings and applications.  
4 quarter hours

PSY4500 Introduction to Professional Counseling  
**Prerequisites:** PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better and Senior Standing  
A survey and focus on the theoretical, conceptual, and practical application of counseling regarding assessment, treatment, diagnostic, and ethical issues in Professional Counseling. Students will gain an understanding of contemporary assessment and interview techniques for mental health disorders and the array of specialties in the counseling profession.  
4 quarter hours

PSY4540 Introduction to Clinical Psychology  
**Prerequisites:** PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better  
This course will examine the theoretical, conceptual, and practical applications of psychology regarding assessment, treatment, diagnostics, and ethical issues in the field of clinical psychology. Students will gain an understanding of the contemporary assessment and interview techniques for mental health disorders and the sub specialties within clinical psychology.  
4 quarter hours

PSY4550 Introduction to Psychological Testing and Assessment  
**Prerequisites:** PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better and Senior Standing  
A survey and understanding of the application of psychological testing and measurement techniques including self-report, interview, observation, and collateral information. The importance of test construction, utilization, and the psychometric background of tests will be considered for intellectual, emotional, behavioral, and personality applications. The course will also involve the ethical and pragmatic considerations involved with testing and measurement according to developmental level.  
4 quarter hours

PSY4560 Industrial/ Organizational Psychology  
**Prerequisites:** PSY2022, PSY3010, and PSY3300 with a C or better  
Industrial/organizational (I/O) psychology is an applied discipline of psychology that specializes in the theory and application of psychological principles to understanding behavior in the workplace and within organizations. This course examines the main aspects of I/O psychology including job analysis, training, performance, organizational culture and dynamics, leadership, worker satisfaction, improving the workplace environment, group behavior and conflict in the work place.  
4 quarter hours

PSY4570 Mood Disorders  
**Prerequisites:** PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better  
This course will examine the major, minor, and associated categories of mood disorders with an emphasis on Major Depression and Bipolar Disorder. An additional focus of the course will be on etiology, incidence and prevalence rates, course duration, assessment, and diagnostic and treatment issues. Students will learn about ongoing changes in categorization including newly emerging ideas about “spectrum” disorders. The contributions of research will be covered and the dynamic interaction between biological, psychological, and social/cultural factors in the field will also be addressed.  
4 quarter hours

PSY4800 Senior Seminar I  
**Prerequisites:** PSY2010, PSY2022, PSY3010, and PSY3300 with a C or better, Senior Standing, and a minimum GPA of 2.5 or higher  
The intensive examination of current and/or historical issues in the field of psychology in seminar format.  
4 quarter hours

PSY4850 Senior Thesis I  
**Prerequisites:** PSY4902, PSY3602, PSY3652  
This course is designed to guide students toward the completion of a research proposal in the field of Psychology. Historical and current theories will be investigated and applied to specific research hypotheses. Students will conduct literary research, identify a relevant and specific research topic, design strategies for assessment, and develop specific research hypothesis proposal.  
4 quarter hours

PSY4852 Senior Thesis II  
**Prerequisites:** PSY4851  
This course constitutes the completion of the senior thesis initially proposed in PSY4851. Students will complete the research project proposed in Senior Thesis I by collecting, analyzing, and interpreting data. Posters appropriate for presentation at a professional conference will be developed.  
4 quarter hours

PSY4901 Field Placement I  
**Prerequisites:** PSY4540 or PSY4541 and Senior Status  
This course is the first of two field placements designed to provide psychology majors with shadowing experience that exposes them to the practice of psychology and other human services professions. Students are required to spend a minimum of 5 hours per week at the field placement site, a site that the student will secure and the field practicum instructor must approve. In addition, students are required to participate in one and a half hours of weekly group supervision with the field practicum instructor and other students who are engaged in the field placement experience. Finally, students are required to participate fully in the didactic component of the course. The global aims of the field placement experience are for students to see the work of seasoned professionals first hand, integrate prior coursework with their field placement observations, and to gain insight into whether they are interested in pursuing a career in one of these areas.  
2 quarter hours
PSY4902 Field Placement II
Prerequisites: PSY4901 and Senior Status
This course is the second of two field placements designed to provide psychology majors with a shadowing experience that exposes them to the practice of psychology and other human services professions. Students are required to spend a minimum of 10 hours per week at the field placement site, a site that the student will secure and the field practicum instructor must approve. In addition, students are required to participate in one and a half hours of weekly group supervision with the field practicum instructor and other students who are engaged in the field placement experience. Finally, students are required to participate fully in the didactic component of the course. The global aims of the field placement experience are for students to see the work of seasoned professionals first hand, integrate prior coursework with their field placement observations, and to gain insight into whether they are interested in pursuing a career in one of these areas.
2 quarter hours

PTA1004 Advanced Habilitation/Rehabilitation
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant Program
This course introduces the student to the theory and practice of advanced rehabilitation techniques for the complex and multiply diagnosed individual. Emphasis is on the patient with neurological dysfunction, as well as those with special rehabilitation needs due to mental and cognitive disorders.
6 quarter hours, Quarter 6

PTA1005 Kinesiology
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant Program
Kinesiology covers the scope of the biomechanically appropriate movement of the body parts with regard to muscle action, neuromuscular innervation, neuromuscular function, and dysfunction related to abnormal postures and motion.
6 quarter hours, Quarter 4

PTA1006 Testing and Measurement for the Physical Therapist Assistant
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant Program
This course prepares the student to assess accurately and objectively the parameters of strength, motion, muscle length, mass, dimensions, response to exercise, and functional abilities evaluated by the physical therapist in order to determine progress toward therapist established goals of treatment. The understanding of the use of these measures to document progress and to guide the treatment program will be developed.
6 quarter hours, Quarter 4 in the 8 Quarter Program. Quarter 5 in the 9 quarter Program

PTA1007 Modalities
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant Program
This course addresses the techniques and effects of physical agents such as thermal, ultrasound, biofeedback, diathermy, compression, traction, hydrotherapy, and electrical stimulation as treatment and/or facilitator.
6 quarter hours, Quarter 4 in the 8 Quarter Program. Quarter 6 in the 9 quarter Program

PTA2000 Habilitation/Rehabilitation
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant Program
This course introduces the student to aspects of human growth and development as they apply to basic physical therapy procedures utilized to guide the patient to maximum independence in ADLs. The student will learn basic principles of biomechanics and the application of these to safely transfer patients. The student will learn to assess needs and instruct in ADL techniques, as well as to fit and instruct patients in the safe use of ambulatory aids and orthotic devices. Instruction in wound care, in lower extremity amputations and prosthetics, in architectural barriers, and in pulmonary care is provided. Assessment techniques pertinent to the above topics are taught and practiced.
6 quarter hours, Quarter 5

PTA2004 Clinical Externship I
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant Program
This is a minimum of 220, maximum of 240 hours of unpaid clinical externship through which students perform and validate their professional competencies under the direct supervision of a licensed physical therapist or physical therapist assistant.
8 quarter hours, Quarter 7

PTA1003 Pathophysiology
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant Program
Pathophysiology is an introductory study of disease processes in humans. Disease signs, symptoms, complications, as well as physical, clinical, and laboratory findings are reviewed by body system. Emphasis is placed on those conditions which will be seen by physical therapists or which, if present, will have an impact on the physical therapy care of patients. Treatment, medication, prognosis, precautions, and ramifications for physical therapy are also presented.
4 quarter hours, Quarter 4

PTA1008 Modalities
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant Program
This course addresses the techniques and effects of physical agents such as thermal, ultrasound, biofeedback, diathermy, compression, traction, hydrotherapy, and electrical stimulation as treatment and/or facilitator.
6 quarter hours, Quarter 4 in the 8 Quarter Program. Quarter 6 in the 9 quarter Program

PTA2001 Therapeutic Exercise and Orthopedic Applications
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant Program
PTA2001 studies the use of exercise techniques to impact the musculoskeletal system to increase strength, normalize range of motion, improve balance and coordination in the performance of movement, correct postural dysfunction, and promote wellness. Students will also study measurement techniques appropriate to exercise programs.
6 quarter hours, Quarter 4
PTA2049 Current Rehabilitation Issues
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant program
This is a lecture discussion course consisting of presentations designed to acquaint the student with the latest practice techniques and venues used in the care of patients requiring physical therapy intervention. Presentations will be made by local clinicians as well as by students, based on an independent study conducted during the first 7 weeks of the term in full-time clinical rotation PTA2048. 4 quarter hours, Quarter 7

PTA2050 Professional Seminar
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant program
Professional Seminar allows the students to self-teach and to learn skills associated with utilization of learning, community, and other resources in the gathering of new knowledge. The ability to communicate effectively in writing and orally, to professional and community groups, is stressed. 4 quarter hours, Quarter 6 in the 8 Quarter Program. Quarter 7 in the 9 quarter Program

PTA2057 Physical Therapy through the Lifespan
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant program
This course focuses on a review of pathologies that could require physical therapy intervention in clients through the life span. The course will include discussion of diagnoses and associated physical therapy interventions for the neonate, child, and adolescent; physical therapy interventions for women's health issues including pregnancy; the effect of aging on multiple systems and end of life care. It is meant as a final preparatory course before the student goes out into the clinic. 2 quarter hours, Quarter 7

PTA2058 Clinical Externship I
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant program
This is a minimum of 272, maximum of 280 hours unpaid clinical externship through which students perform and validate their professional competencies under the direct supervision of a licensed physical therapist or physical therapist assistant. 9 quarter hours, Quarter 8

PTA2059 Current Rehabilitation Issues
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant program
This is a lecture discussion course consisting of presentations designed to acquaint the student with the latest practice techniques and venues used in the care of patients requiring physical therapy intervention. Presentations will be made by local clinicians as well as by students, based on the first 7 weeks of the term that was spent in full-time clinical rotations (PTA2058). The selection of some topics discussed in this course will be based on needs identified by students during the first full-time clinical rotation, PTA2058. 3 quarter hours, Quarter 8

PTA2099 Clinical Externship II
Prerequisites: Admission into Technical Phase of the Physical Therapist Assistant program
This continuation of PTA 2048 is an additional minimum of 360, maximum of 400 hours of unpaid clinical externship, through which students perform and validate their professional competencies under the direct supervision of a licensed physical therapist. 12 quarter hours, Quarter 8 in the 8 Quarter Program. Quarter 9 in the 9 quarter Program

PUBLIC ADMINISTRATION

MPA5001 Foundations of Public Administration
Prerequisites: None
This course provides students with an overview of public administration and examines the political, social, institutional, and organizational setting in which practitioners in public administrators function. 4 quarter hours

MPA5005 Public and Non-profit Organizational Behavior
Prerequisites: MPA5001
This course addresses the issues of motivation, leadership, and communication within public and non-profit organizations. Included are negotiation, conflict resolution, and team-building. Special attention will be paid to the unique character of public and non-profit organizations operating with a mission of public service and within the context of the political leadership and public constituencies. 4 quarter hours

MPA5010 Public and Non-profit Budgeting and Accounting
Prerequisites: MPA5001
This course examines the management of public funds and the preparation and administration of their related budgets. Basic accounting and financial management functions most relevant to public administration are examined, including the roles of treasury, comptroller, and auditing. Topics may include revenue projections, expenditure controls, fiscal management, the relevance of public policy in establishing budgetary priorities, and the utilization of information and accounting systems. Course will also include accounting and auditing requirements particular to non-profit organizations. 4 quarter hours

MPA6001 Research and Data Analysis in Public Administration
Prerequisites: MPA5001
This course explores the goals, processes, and activities associated with research in public administration, with application to administrative functions and decision making. Topics may include literature reviews, research design, definition and measurement of variables, analysis and interpretation of data, and communication of research results. Emphasis is placed on the role and importance of scientific investigations and systematic inquiries in the development and planning of public policy related to public administration and its functions. 4 quarter hours

MPA6100 Non-profit Fundraising and Volunteer Development
Prerequisites: MPA5001
This course explores the goals, processes, and activities associated with fundraising and resource development including the resources provided by volunteers in the non-profit sector. Topics may include annual and capital campaign development, special events, planned giving, communication strategies, stakeholder relationships, automation techniques, and volunteer procedures (including recruitment, training, and recognition). Course will also address legal reporting requirements pertaining to contributions. 4 quarter hours
MPA6105 Grant Writing and Contract Administration
Prerequisites: MPA5001
This course examines the strategies and execution of grant and proposal writing as well as contract administration in the non-profit and governmental sectors. Topics may include research into funding sources, use of prospectus documents, preparing competitive proposals for grants and contracts, and peer review. Students will engage in all aspects of grant and proposal writing, including how to efficiently and effectively describe research and program design, outcomes, objectives and methodology, data management, evaluation, and budget development applied to the preparation of an actual proposal. Students will also examine the contract administrative responsibilities resulting from successful grants and contracts, including monitoring and reporting program and fiscal data.
4 quarter hours

MPA6110 Management of Non-profit Organizations
Prerequisites: MPA5001
This course explores the history, growth, and evolution of the non-profit organizations and examines the critical management and leadership challenges facing the professional manager in the non-profit sector. Topics may include the role of the executive team, board of directors, full-time staff, and volunteers in identifying and realizing the mission of a non-profit organization. In addition, students will study the legal framework and requirements for non-profit organizations including those pertaining to lobbying and electoral politics.
4 quarter hours

MPA6115 Program Evaluation of Public and Non-profit Organizations
Prerequisites: MPA5001
This course examines the goals, methods, and techniques of program evaluation in governmental and non-profit organizations. Special emphasis is placed on how program evaluation relates to legislative and executive budgeting, program planning, and program implementation.
4 quarter hours

MPA6501 State and Local Government and Intergovernmental Relations
Prerequisites: MPA5001
This course analyzes the structure, principles, and operation of state and local government in the United States. It examines the governmental interrelationships contained in the American Federal system. Topics may include the analysis of the executive, legislative, and judicial functions of state and local governments, with special attention paid to the similarities and differences among the levels and branches of government as well as the complementary and conflictual relationships between the state and federal government levels.
4 quarter hours

MPA6505 Legislative and Judicial Process
Prerequisites: MPA5001
This course examines the process of enacting laws and performing other legislative/administrative/judicial functions in the U.S. Congress and state legislatures. Special attention is paid to the relationship between public administrators and the legislative and judicial processes.
4 quarter hours

MPA6520 Legal Environment of Public Administration
Prerequisites: MPA5001
This course focuses on the relationship between public administration and the law. Topics may include the role of public administrators in formulating law and policy through the rule-making process and administrative law, how case law is relevant to public organizations, managers, and the administration of governmental programs, and the liability of government in selected settings.
4 quarter hours

MPA6999 Strategic Challenges in Public Administration
Prerequisites: Completion of all other courses in the program
This course integrates knowledge, skills, and abilities from a wide variety of content areas to better meet the challenges faced by public administrators. Topics may include developing organizational strategy, executing decision making, shaping the planning process, and managing of organizational change. Use of the case method will draw significantly on students’ prior public administration study and experience.
4 quarter hours

PUB2001 Introduction to Public Administration
Prerequisites: None
The course provides students with an overview of the core theoretical principles of public administration and their practical application to the day-to-day implementation of public policies. Students explore the main functional areas within public administration at the federal, state, and local levels of government. The course places public administration practice in context with the broader political system and its importance in solving public problems.
4 quarter hours

PRL2100 Introduction to Public Relations
Prerequisites: None
This course is a study of the historical development and contemporary status of public relations in business, government, associations, and other organizations. Using a value-driven approach communication theory and social science methodology are explored as they apply to the research, planning, communication, and evaluation aspects of the public relations process.
4 quarter hours

PRL2100 Writing for Public Relations
Prerequisites: ENG2001 and PRL2100
This course emphasizes practical skills in writing, research, and editing for public relations. Students will use new technology as a way to communicate with external and internal publics. Content focuses on Associated Press style writing, proper grammar, syntax and usage, and other aspects of public relations’ writing. Students explore different types of public relations’ writing from critical analysis of organizational web sites, white papers, social media and blogs, online magazines, and public relations’ media responses. Students will perform editing and revision tasks, culminating in the creation of a media kit including news/press release and media advisory for capstone portfolio.
4 quarter hours

PRL2150 Media Writing
Prerequisites: PRL2100
This course is an introduction to the process of writing for varied media. Good media relations means an organization can maximize the positive effects of news coverage and minimize the damage from negative news coverage. Emphasis is on gathering information, writing styles, editing, and organization of written communication for media. Students gain skills in reporting, interviewing and how to answer media questions in order to facilitate productive media relations. Final project includes news worthy public relations’ stories for capstone portfolio.
4 quarter hours
PRL3050 International Public Relations
Prerequisites: COM3050 and PRL2100
This course is an overview of global communications systems and strategies including the current role of public relations, advertising, and journalism. Emphasis may be given to Spanish-speaking countries and topics may include how culture affects consumers' media consumption and how media influences public opinion, with special emphasis on legal and information differences among Spanish-speaking countries and the United States.
4 quarter hours

PRL3100 Research Methods for Public Relations
Prerequisites: PRL2100 and MAT2058
Using the Internet for fact finding and audience analysis, students will learn the basic concepts of public relations research including how to gather and apply data to public relations design and evaluation. Topics may include how to conduct primary, secondary, client, competitive, and audience research with emphasis on major public relations' research methods including survey and interview research, and focus groups. Students will create a research plan for capstone portfolio.
4 quarter hours

PRL3110 Management for Communication Professionals
Prerequisites: PRL2100
This course examines the management underpinnings of successful public relations firms and departments. Students analyze core financial strategies and practices affecting public relations firm profitability and growth and assess the budgeting process in corporate and not-for-profit organizations. Topics may include the study of critical human relations challenges (including hiring, firing, compensation and benefits, and succession), legal, marketing, and branding and issues impacting public relations and public affairs activities. Students will develop a detailed budget for the senior capstone public relations campaign or public affairs project.
4 quarter hours

PRL4100 Public Opinion and Political Communication
Prerequisites: COM2020 and PRL2100
This course examines the process by which individuals view their engagement in public debates and politics and how they acquire and maintain their attitudes, biases, and beliefs in forming their opinions and the decisions they make. Topics may include identifying forces that influence public opinion and political socialization, power of the press and its impact on major institutions, use of public opinion in contemporary public affairs and public relations, and how communications activities can influence opinion, attitudes, and behavior.
4 quarter hours

PRL4110 Crisis Communication and Case Studies in Public Relations
Prerequisites: To be taken during a student's last quarter or as the second to last class in the student's program.
This course focuses on crisis communication and management, emphasizing practical application of theories, strategies, and tactics from a public relations' perspective through critically analyzing crisis communication case studies. Students learn how to identify possible crisis situations, plan public relations' response, and apply theories and systems for managing crises.
4 quarter hours

PRL4970 Public Relations Campaign and Strategies
Prerequisites: To be taken during a student's last quarter or as the last class in the student's program
This capstone course provides students an opportunity to apply skills, theories, and concepts learned in strategic thinking and planning for furthering public relations' goals. Topics may include fact finding, planning, and evaluating social interrelationships, with the creation of a major campaign for an actual or theoretical client. Students will research, plan, write, schedule, budget, and evaluate a complete public relations campaign. This course enhances career development skills and culminates in portfolio-ready material.
4 quarter hours

PRL5100 Building Relationships through E-Communications and Social Media
Prerequisites: PRL5100
An essential public relations' practice is to communicate with organizational constituencies, both internal and external, using the intended audiences' preferred communication mediums. In this global digital world, individuals are increasingly using some type of online e-communication. The popularity of virtual social networking communities, discussion forums and blogs, wikis, podcasts, listservs and RSS feeds, and e-publications along with e-mail, webinars, and instant messaging affords public relations professionals different communications options to reach a wide audience quickly while reducing publishing and distributing costs. Students learn practical skills by means of different types of e-communications and social media using case studies, teamwork, and personal experiences to design and develop e-communications for different business and professional situations. The content of this course also includes topics in ethical writing, evaluating and citing sources, plagiarism, fair use, audience analysis, and usability testing in the electronic age. Students produce communication piece(s) for capstone professional portfolio.
4 quarter hours

PRL5120 Message Design and Digital Storytelling
Prerequisites: PRL5100 and PRL5110
Corporations, non-profit and government agencies, and public relations consulting firms understand the power of storytelling, especially in digital environments where content is critical to the success of the message. Information overload and instantaneous delivery of messages challenges public relations professionals to deliver messages to their intended audiences. Students learn how to craft and deliver concise and compelling stories which are easily and quickly accessed by a wide audience quickly while reducing publishing and distributing costs. Students learn practical skills by means of different types of e-communications and social media using case studies, teamwork, and personal experiences to design and develop e-communications for different business and professional situations. The content of this course also includes topics in ethical writing, evaluating and citing sources, plagiarism, fair use, audience analysis, and usability testing in the electronic age. Students produce communication piece(s) for capstone professional portfolio.
4 quarter hours
PRL5130 In and Out of Crisis: Reputation Creation and Management
Prerequisites: PRL5100 and PRL5110
This course explains how to identify organizational risk, analyze corporate crisis situations, create communication crisis plans, strategize for best possible outcomes, and evaluate crisis management from the perspective of the Chief Communication Officer (CCO). Students critically evaluate crisis situations, develop alternative strategic plans, and formulate different messages and distribution timelines and communication mediums. Since an organization's reputation is a quantifiable asset, students learn best practice strategies and techniques to develop and maintain reputations, especially during and after a crisis situation. Students produce a crisis communication plan analysis for capstone professional portfolio.
4 quarter hours

PRL6140 International Public Relations Management
Prerequisites: PRL5100 and PRL5110
This course provides students with an understanding of how to develop and manage international organizational relationships and focuses on the challenges and opportunities in communicating with people from different cultural backgrounds. Through analyzing case studies from both U.S.-based and non-U.S. multinational corporations, students gain an understanding of how culture and governmental policies influence communication and world views. Emphasis is placed on the different communication venues and messages needed for communicating effectively with diverse publics and how to develop messages that resonate across national cultures as well as different cultures in a single country. In particular, this course examines contemporary Spanish-speaking countries' communication resources and influences of present-day politics and social issues along with discussions about how cultural expectations inform audience decisions and responses. Students produce communication pieces for their professional portfolio.
4 quarter hours

PRL6150 Media Relations Management
Prerequisites: PRL5100 and PRL5110
Contemporary instantaneous communication environments necessitate public relations professionals who are skilled in developing media relations. Through understanding the difference in goals between journalists and public relations practitioners, students explore different approaches to media and learn how to create materials for the media usage. Students develop skills in identifying and developing news and angles for media coverage that effectively align with organizational goals. Students develop interviewing skills from a media perspective, including how to respond to reporter inquiries. Students produce public relation pieces intended for the media for their professional portfolio.
4 quarter hours

PRL6170 Public Relations Research, Evaluations, and Strategies
Prerequisites: PRL5100
Fundamental best practices in public relations metrics involve conducting reliable research including audience, client, industry, competitive, situation and crisis, and media research. Competent public relations plans and strategies are based upon research and evaluation. Students learn applied public relations research techniques such as surveys (both printed and online), interviews, focus groups, Q Sorts, and secondary research, as well as methods of evaluation. Students produce research and evaluation pieces for their professional portfolio.
4 quarter hours

PRL6190 Ethics and Corporate Social Responsibilities
Prerequisites: To be taken during a student's last quarter or as the last class in the student's program
This course exposes the student to social problems in the United States and globally. The Public Relations (PR) department is frequently the ethical heart of an organization and frequently PR professionals face legal and ethical challenges and organizational social responsibility issues. PR Managers not only help shape an organization’s code of ethics but also control the flow of information (both positive and negative) to employees, media, and the community. This course surveys different ethical and moral theories and concepts through case studies, historical perspectives, and contemporary academic research. An important part of this course is on-going discussion about real-life dilemmas such as conflicting interests, corporate and employee adherence to ethical codes, creating an organizational climate that encourages ethical communication, and other professional issues. Students critically evaluate their own professional practices with an ethical lens and strategize on how to integrate and adhere to these standards.
4 quarter hours

PRL6290 Public Relations Planning and Campaign Management
Prerequisites: To be taken during a student's last quarter or as the last class in the student's program
This course provides students with an opportunity to explore and learn advanced management techniques for public relations programs and campaigns. Students focus on the use of research and evaluation techniques, development of goals and objectives, segmentation of audiences, development of strategies and tactics, and creation of timelines and budgets. Students build individual portfolios from their work completed throughout the program to demonstrate professional competence for potential and current employers. Along with making a final revision for individual pieces produced in designated courses throughout the program, students also complete a formal proposal for a specified public relations campaign.
4 quarter hours

PUBLIC SPEAKING

SPC1026 Public Speaking
Prerequisites: None
This course is designed to prepare the student to develop and improve the ability to communicate. Self-expression, preparation of effective speeches, and development of speaking and listening skills will be emphasized.
4 quarter hours

SOCIOLOGY

SOC1001 Introduction to Sociology
Prerequisites: ENG1001 (recommended)
This course introduces the study of human social development, social organizations and social institutions. Students will apply sociological perspectives to examine topics such as the development of self-concept, group dynamics, culture, social deviance, gender equality, social class, racial and ethnic relations, demographics, and population, the family, religion, and education.
4 quarter hours

SOC2010 Social Problems
Prerequisites: SOC1001
This course exposes the student to social problems in the United States and globally. The student will learn the structural causes of social problems, the role that race/ethnicity, gender, and class play in social inequalities and the position the United States holds with respect to global social problems. Topics may include economic problems, environmental issues, problems of social inequality, deviance, and institutional problems. The student will also learn how to develop solutions to social problems.
4 quarter hours

SOUTH UNIVERSITY
The South University Board of Trustees has approval authority over new campuses, senior administrative officers, the Strategic Plan, the annual budget, and further authority as outlined in the Bylaws of the South University Board of Trustees. The position of Chancellor is the highest administrative position in the South University system. The Vice Chancellor of the Art Institutes and the Vice Chancellor of South University report to the Chancellor. Campus presidents report to the Vice Chancellors.

**South University Board of Trustees: 2012-2013**

Eric R. Winger, Chairman  
Former President and CEO, Savannah Economic Development Authority

Pam Carter-Mendenhall  
Principal and Owner, Mendenhall Interiors

William D. Hansen  
Chairman and CEO, Madison Education Group

Holden T. Hayes  
President and Director, The Savannah Bank

William W. Hubbard  
President and CEO, Savannah Area Chamber of Commerce

John R. McKerman, Jr.  
Director, Education Management Corporation

Todd S. Nelson  
Chairman and Director, Education Management Corporation

John T. South, III  
Chancellor, South University

**Education Management Corporation Board of Directors**

Todd S. Nelson, Chairman  
Mick J. Beekhuizen  
Samuel C. Cowley  
Adrian M. Jones  
Jeffrey T. Leeds  
John R. McKerman, Jr.  
Leo F. Mullin  
Paul J. Salem  
Peter O. Wilde  
Joseph R. Wright

**Education Management Corporation**

210 Sixth Avenue, 33rd Floor  
Pittsburgh, PA 15222  
Phone: 412-562-0900  
Fax: 412-562-0598  
http://www.edmc.edu

South University, Austin, is owned by South Education Texas LLC, a wholly-owned subsidiary of South University, LLC.

South University, Cleveland, is owned by South University of Ohio LLC, a wholly-owned subsidiary of South University, LLC.

South University, Columbia, is owned by South University of Carolina, Inc., a wholly-owned subsidiary of South University, LLC.

South University, High Point, is owned by South University of North Carolina LLC, a wholly-owned subsidiary of South University, LLC.

South University, Montgomery, is owned by South University of Alabama, Inc., a wholly-owned subsidiary of South University, LLC.

South University, Novi, is owned by South University of Michigan, LLC, a wholly-owned subsidiary of South University, LLC.

South University, Richmond, is owned by South University of Virginia, Inc., a wholly-owned subsidiary of South University, LLC.

South University, Savannah, is owned by South University, LLC.

South University, Tampa, is owned by South University of Florida, Inc., a wholly-owned subsidiary of South University, LLC.

South University, Virginia Beach, is owned by South University of Virginia, Inc., a wholly-owned subsidiary of South University, LLC.

South University, West Palm Beach, is owned by South University of Florida, Inc., a wholly-owned subsidiary of South University, LLC.

The Art Institute of Charlotte is owned by The Art Institute of Charlotte, LLC, a wholly-owned subsidiary of South University, LLC.

The Art Institute of Dallas is owned by The Art Institute of Dallas, Inc. The Art Institute of Dallas, Inc. is a wholly-owned subsidiary of South University, LLC.

The Art Institute of Fort Worth is owned by The Art Institute of Fort Worth, Inc., which is owned by The Art Institute of Dallas, Inc., a wholly-owned subsidiary of South University, LLC.

The Art Institute of Raleigh-Durham is owned by The Art Institute of Raleigh-Durham, Inc., a wholly-owned subsidiary of South University, LLC.

South University, LLC, is a wholly-owned subsidiary of Education Management LLC, a subsidiary of Education Management Corporation, 210 Sixth Avenue, Pittsburgh, PA 15222.
CAMPUS FACULTY AND STAFF

UNIVERSITY ADMINISTRATION

John T. South III, Chancellor
Paula Abshire, University Director for Career Services

Dustin Barrett, Regional Campus Technology Manager

Leslie C. Baughman, Vice President of Academic Affairs/Dean of the College of Creative Art & Design; Ph.D., University of North Texas; M.A., Southwestern Baptist Theological Seminary; M.Ed., B.S., Delta State University

J. Michael Brooks, Dean, College of Arts and Sciences: Ph.D., Ohio State University; M.A., B.A., Texas Tech University

Devon A. Byrd, Dean, College of Health Professions; Ph.D., M.S., Virginia Tech; BS, University of North Carolina, Chapel Hill

Ellen Carpenter, Associate Dean, College of Arts and Sciences for Campus Programs; Ph.D., Old Dominion University; M.A., University of North Carolina; B.A., Oberlin College

Bruce Chong, Associate Chancellor for Marketing

A. Destini Copp, Assistant Vice Chancellor for Online Academic Operations, College of Business; D.B.A., Argosy University; M.B.A., Keller Graduate School of Management; B.S., Clemson University

Susan Davis, Assistant Dean and Chair, College of Business; Ph.D., Capella University; M.B.A., University of Rochester; B.S., Pennsylvania State University

Kathy Devine, Regional Director for Admissions

Terri Foote, Sr. Marketing Manager

Jamie Frazier-Held, Human Resources Generalist

James C. Freyburger, Associate Chancellor for Information Technology

Reinhold Gerbsch, Director for the QEP and Academic Project Manager

Lynne Haines, Associate Chancellor for Human Resources

O. Joseph Harm, Associate Vice Chancellor for Academic Operations, Ph.D., Vanderbilt University; B.S., Trinity College

Charles L. Hossler, Associate Dean for Campus Programs, College of Nursing and Public Health: Ph.D., Medical University of South Carolina; M.S.N., Medical University of South Carolina; B.S.N., Medical University of South Carolina

Ally Hughes, Director for Communications

Andrew Hurst, Vice Chancellor for Online and Strategic Operations

Curtis E Jones II, Dean and Associate Professor, School of Pharmacy; Ph.D., Medical University of South Carolina; B.S., Medical University of South Carolina

Lucas Kavlie, Assistant Vice Chancellor for Academic Services

Amy Keeter, Administrative Assistant

Alisa Krouse, Assistant Chancellor for Student Affairs

Dana Ketcham, Senior Financial Analyst

Michelle Kloss, Assistant Dean for Online Programs; College of Arts & Sciences; Ph.D., University of Maryland; M.A., University of Maryland; B.A., Western Maryland College

Mary Agnes McDonough, Accountant

Anita Macias, University Registrar

Matthew Mills, Vice Chancellor for Admissions

Cheryl Morene, Accountant

Cheryl Noll, Dean, College of Business; Ph.D., The Ohio State University; M.B.A., Wheeling Jesuit University; B.S., West Liberty University

Frances W. Oblander, Senior Director of Institutional Research and Effectiveness

Charlie Parker, Regional Director for Admissions

Greg Reed, Senior Financial Analyst

Kalani Robinson, Senior Marketing Manager

Deborah Rouse, Executive Administrative Assistant for the Vice Chancellor for Academic Affairs

Kate Sawyer, Assistant Vice Chancellor for University Libraries

Christy Shapard, Senior Human Resources Generalist

Jay Stubblefield, Associate Vice Chancellor for Academic Affairs; Ph.D., M.A., University of Kentucky; B.A., North Carolina State University

Chad Thompson, Vice Chancellor for Finance

Melinda Williams, Assistant University Registrar

Nancy Whitten, Assistant to the Chancellor

Katrina R. Wigren, Associate Chancellor for Finance

Steven K. Yoho, Vice Chancellor for Academic Affairs; Ph.D., Ohio State University, M.S., West Virginia University, B.S., Oklahoma Christian College

Accelerated Graduate Programs

Ashley Boss, Assistant Director of Admissions

Andrew Bush, Assistant Director of Admissions

Amy Cordes, Director of Admissions

Edward Hood, Program Director

Adam Messer, Financial Aid Officer

Michael Pahno, Assistant Program Director

Sharlonda Pierce, Assistant Director of Admissions

AUSTIN

Melanie Baak, Dean of Academic Affairs & Operations; Ed.D., Argosy University-Schaumburg; M.S., Our Lady of the Lake University; B.A., Texas Lutheran University

Jana Cox-Barron, Executive Assistant

Maxine Nadine Bennett, Assistant Director of Admissions

Sean M. Danko, IT Desktop Analyst

Jonathan DeMitchell, Assistant Director of Admissions

Yolanda Shae Draine, Assistant Professor, Healthcare Management; D.H.A., Central Michigan University; M.S., Central Michigan University

Shelby Frutchey, Campus President

Shannon Herrin, Program Director, Physical Therapist Assistant; D.P.T., Boston University; M.P.T., University of Texas Health Science Center, B.S.H.C.S., University of Texas Health Science Center

Jessica Hilloyer, Program Director, Psychology; Ph.D., Kent State University; M.A., Kent State University

Melissa Kennedy, Receptionist

Jennifer Kisel, Registrar

Anisa Lewis, Assistant Director of Admissions

Ashlie Mildfelt, Librarian

Mourad Oulid-Aissa, Program Director, Information Technology; Ph.D., University of Michigan; M.S.E.E., University of Michigan, B.S.E.E., University of Michigan

Alexander Plotkin, Assistant Director of Admissions

Kelli Reid, Academic Coordinator of Clinical Education; M.S.N., University of Phoenix; M.B.A., University of Phoenix; B.S., Missouri State University

Vanessa Ross, Receptionist

Shannon Rutkowski, Assistant Director of Admissions

Robert Stanton, Program Director, General Education; Ph.D., University of Leeds; M.A., University of Leeds
Ronald T. Stroman, Assistant Professor, Pharmacy; Ph.D., University of South Carolina; B.S., University of South Carolina
Erika Tillery, Assistant Professor, Pharmacy; Pharm.D., South Carolina College of Pharmacy
Ricky Vassor, Financial Aid Officer
Jason Vokral, Assistant Director of Readmissions
Kenric B. Ware, Assistant Professor, Pharmacy; Pharm.D., Howard University School of Pharmacy; M.B.A., South University; B.S., Fort Valley State University; B.S., Medical College of Georgia
Warren Weyer, VA Benefits Coordinator
Missy White, Executive Assistant
Pamela A. Whitmire, Regional Experiential Education Coordinator and Clinical Assistant Professor, Pharmacy; Pharm.D., University of Florida College of Pharmacy; M.H.S.A., Medical University of South Carolina; B.S., Medical University of South Carolina; B.S., Clemson University
L. Nicole Williams, Director of Career Services
Robert Wolff, Program Director, Health Science; Ph.D., University of Wisconsin; M.A., Western Michigan University; B.A., Hope College; B.S., Virginia Tech
Jennifer Wright, Assistant Librarian
William P. Wynn III, Experiential Coordinator and Assistant Professor, Pharmacy; Pharm.D., University of South Carolina; B.S., Medical University of South Carolina

HIGH POINT

Gisele Abron, Registrar
Nasir Assar, Assistant Professor Business; Ph.D., West Virginia University; M.B.A., Marshall University; M.A., West Virginia University; B.A., Iran College of Banking B.S., Unicience
Todd Atchison, Program Director, General Education; Ph.D., University of North Carolina at Greensboro; M.A., University of North Carolina at Greensboro; B.A., Appalachian State University
Elizabeth Balance, Assistant Director of Admissions
Mark Beam, Assistant Director of Admissions
Shannon Bennett, Dean of Student Affairs
Robert Birkhauer, Senior Director of Admissions
Dawn Bish, Librarian
Joanna Brough, Library Director
Ashleigh Contois, Administrative Assistant
Ashely Curry, Assistant Director of Admissions
Nannette Funderburk, Program Director, Clinical Mental Health Counseling; Ph.D., North Carolina State University; M.S., North Carolina A&T University; B.A., University of North Carolina at Greensboro
Paula Gormley, Program Director, Criminal Justice; Ph.D., The City University of New York; B.A. John Jay College of Criminal Justice, The City University of New York
Cheryl Hicks, Assistant Director of Admissions

Racquel Ingram, Program Director, Nursing; Ph.D., University of North Carolina at Greensboro; M.S.N., University of North Carolina at Greensboro; B.S.N., Winston-Salem State University
Florine Lewis, Financial Aid Officer
William Lyssre, Assistant Director of Admissions
Edward Morris, Program Director, Psychology; Ph.D., University of Maryland; M.A.; University of Maryland; M.S.W., Loyola University; B.A., Lake Forest College
Stephanie Peed, IT desktop Analyst
Binta Phillips, Receptionist
Kendrick Scales, Assistant Director of Admissions
Bobbie Jo Taft, Assistant Director of Admissions
Adina Taylor, Financial Aid Officer
Michael E. Trembley, Campus President
Valarie J. Trimarchi, Dean of Academic Affairs and Operations; D.Ed., Pennsylvania State University; M.A., Indiana University of Pennsylvania; B.A., Indiana University of Pennsylvania
Kymn Watson, Program Director, Business; Ph.D., Capella University; M.S., Pfeiffer University; B.S., St. Augustine College
Linda Wendling, Program Chair, Legal Studies; J.D., Seton Hall School of Law; B.A., Rutgers College
Elisa Zuber, Program Chair, Physical Therapist Assistant; Ph.D., University of Central Arkansas; M.S., Radford University; B.S., Virginia Commonwealth University

MONTGOMERY

Barbara Allison, Program Director, Business Administration; D.B.A., Louisiana Tech University; M.B.A., University of Alabama; B.S., University of Alabama
Heather Barden, Bookstore Manager
Michael Barnett, Maintenance
Bob Berryman, Assistant Director of Admissions
Faith Berryman, Instructor, Academic Coordinator for Clinical Education, Physical Therapist Assistant; Ph.D., University of South Alabama
Victor Biebighauser, Campus President
Rachel Chenault, Assistant Librarian
Libby Christensen, Instructor, General Education; M.A.T, Vanderbilt University; B.A., Transylvania University
Kathy Clements, Administrative Assistant
George Crowe, Director of Finance
Constance Crowley, Program Director, Psychology; Ph.D., Northcentral University; M.S.Ed., Northwest Missouri State University; B.A., Graceland College
Vicki Dearing, Program Director, Legal Studies; J.D., Cumberland School of Law; B.S., Auburn University
Ken Eagerton, Assistant Director of Admissions
Donald Edwards, Dean of Academic Affairs & Operations; J.D., B.A., University of Alabama
Toni Ferguson, Director of Career Services
Jennifer Foster, Administrative Assistant, Nursing
Jason Crittenden, Program Director, Information Technology; Ph.D., Mississippi State University; M.A., Mississippi State University; B.A., Mississippi State University
Karen D’Amico, Assistant Director of Admissions
Lindy Edwards, Clinical Coordinator, Nursing; M.S.N., Old Dominion University; B.S.N., Virginia Commonwealth University
Osie, Egbinuiwe, Program Director, Business; D.B.A., Argosy University; M.B.A., B.B.A., Southern Wesleyan University
Tracy Estes, Program Director, Graduate Nursing; Ph.D., Virginia Commonwealth University; M.A., Virginia Commonwealth University; B.A., University of Florida
Michelle Fawcett, Receptionist
Michelle Giamartino, Administrative Assistant
Junyanee Griffin, Assistant Professor, Nursing; Ph.D., Virginia Commonwealth University; M.A., Virginia Commonwealth University; B.A., Chonburi Nursing College
Wesley Haddaway, Instructor, General Education; M.B.A., Johns Hopkins; M.A., St. Johns; B.A., Washington Bible College
Christine Hardenberger, Assistant Director of Admissions
Ronda Harris, Financial Aid Officer
Sara Henshaw, Assistant Registrar
Arcelia Jackson, Financial Aid Officer
Richard Jainchell, Assistant Professor, General Studies; Ph.D., University of Oklahoma; M.A., University of Oklahoma; B.A., University of Richmond
David Janney, Assistant Director of Admissions
Leigh Lafferty, Registrar
Sean Leary, Instructor, General Education; M.A., Kennesaw State University; B.A., Western State College of Colorado
Susana Lentini, Director of Career Services
Linda McCuistion, Professor, Nursing; Ph.D., University of New Orleans; M.S.N., LA State University; B.A., Williams Carey College
Ann McNallen, Assistant Professor, Nursing; Ph.D., Virginia Commonwealth University; M.S.N., Georgetown University; B.S.N., Catholic University
Kathy Matthews, Instructor, Undergraduate Nursing; M.S.N., Virginia Commonwealth University; B.S.N., Virginia Commonwealth University
Eileen Meagher, Library Assistant
Cynthia Miller, Assistant Professor, Clinical Mental Health Counseling; Ph.D., University of Virginia; M.Ed., University of Virginia; B.A., Alma College
Karen Ostberg, Assistant Professor, Heath Sciences; Ph.D. State University of New York, Buffalo; B.A., Boston University
Rebecca Parker, Director of Student Financial Services
Jacquelyn Quiroga, Financial Aid Officer
Joseph Raviotta, Assistant Professor, Health Sciences; M.D., Louisiana State University; B.A., Loyola University
Mark Roberts, Assistant Registrar
Cheryl Rodgers, Instructor, Nursing; M.S.N., Walden University; B.A., University of Virginia
Andrew Sagadraca, Business Manager
Jason Sagadraca, Administrative Assistant, M.S.N.
Martha Selden, Academic Coordinator of Clinical Education, Physical Therapy Assistant, B.S., Virginia Commonwealth University
David Shapiro, Program Director, Legal Studies; J.D., Washington and Lee University
Greg Shasby, Assistant Professor, Health Science, Ph.D., University of Connecticut; M.A., Ohio University; M.A., Kent State University
Todd Starkweather, Program Director, General Education; Ph.D., University of Chicago; M.A., University of Chicago; B.A., University of Puget Sound
Remy Thompson, Assistant Professor, Psychology; Ph.D., Virginia Commonwealth University; M.A., Howard University; B.A., Virginia State University
Christina Tuck, Assistant Director of Admissions
Michael Van Slynck, Program Director, Psychology; Ph.D., State University of New York, Buffalo; M.A., State University of New York, Buffalo; B.A., State University of New York, Buffalo
Rosuany Velez Acevedo, Program Director, Health Sciences; Ph.D., Virginia Commonwealth University; M.A., New York University; B.A., University of Puerto Rico
Metoka Welch, Program Director, Clinical Mental Health Counseling; Ph.D., University of North Carolina, Greensboro; M.A., Wake Forest University; B.A., University of North Carolina
Christopher Whisenant, Instructor, General Education; M.S., Virginia Commonwealth University; B.A., Lynchburg College

SAVANNAH

Thomas Adamo, Faculty, General Education; M.A., Monmouth University; B.A., Monmouth University; A.A., Ocean County College
Patti Adams, Assistant Professor, Pharmacy; Ph.D., University of South Alabama; M.S., B.S., University of South Alabama
Kerl C. Anderson, Assistant Professor, Pharmacy; Pharm.D., South University; B.S., University of Georgia
Larry Arkwright, IT Desktop Analyst
Shawana Arkwright, Administrative Assistant
Tamara Avant, Chair, Psychology; Program Director, Behavioral Sciences-Psychology; Ph.D., University of North Carolina, Greensboro; M.A., University of North Carolina, Greensboro; B.S., Lander University
Nicole Avena-Blanchard, Faculty, Psychology, College of Health Professions; Ph.D., Princeton University; M.A., Princeton University; B.A., Rutgers University
Mousa Ayyash, Assistant Program Director, Information Technology; Ph.D., Illinois Institute of Technology; M.Sc., University of Jordan; B.S., Mu’tah University
Aczel El-Banna, Assistant Program Director, Health Sciences; M.P.H., University of Michigan; B.S., University of Michigan
Jim Baer, Chair for Online Programs, General Education; Ph.D., James Cook University; M.A., Pennsylvania State University; B.S., Pennsylvania State University
Richard Bassi, Assistant Program Director, Anesthesiologist Assistant; M.Ed., University of West Florida, M.M.Sc., Emory University
Patti Belt, Assistant Director of Admissions
Lily Benson-Jaja, Reference Librarian
Carolyn Bentley, Associate Director, Financial Aid
Marcia Berkey, Program Director, Information Technology; D.B.A., Argosy University; M.B.A., Berry College; B.A., Covenant College
Melanie Birmingham, Assistant Program Director, General Education; M.A., Baylor University; M.Ed., Harding University; B.S., Harding University
J. Tim Blackston, Registrar
Misty Blackston, VA Benefits and State Grants Coordinator
Charletta Blake, Clinical Coordinator for PA
Eric Bliss, Faculty, Health Sciences; Ph.D., University of Tennessee; B.S., University of Alabama
Karim Bogue, Faculty, Business; J.D., University of Memphis, M.B.A., University of Memphis; B.B.A., University of Memphis
Robert Bohman, Dean of Academic Affairs & Operations, Higher Education Administration; Ed.D., Nova Southeastern University; M.S.T., Georgia Southern University; B.S.Ed., Georgia Southern University
Robert Bonds, Senior Director of Admissions
JoAnne Bonomi, Assistant Program Director, General Education; M.S., Capella University; B.A., Jones International University
Donna Borre, Faculty, Nursing, Ed.D., University of Phoenix; M.S.N., Viterbo University; B.S.N., Viterbo University; A.D.N., Milwaukee Area Technical College
Cynthia Bostick, Faculty, Nursing, Ph.D., University of Colorado; M.S.N., University of Texas; B.S.N., University of Texas
Joseph Brandt, Assistant Program Director, Business; Ed.D., University of Northern Colorado; M.S., Texas A&M; B.A., University of Houston
Vashonna Braxton, Staff Clinical Coordinator
John Breedlove, Assistant Program Director, General Education; Ph.D., University of Illinois; M.A., University of Illinois; B.A., Kennesaw State University
Mia Briggs, Faculty, Criminal Justice; M.C.J., University of South Carolina; B.A., Columbia College
Tressa Brush, Director of Student Financial Services
Tricia Howard, Assistant Professor, Physician Assistant; M.H.S., Medical University of South Carolina; B.S., Medical University of South Carolina; B.A., College of Charleston; B.S., University of Texas.

Bruce Huang, Faculty, Information Technology; Ph.D., Northcentral University, M.B.A., University of Dallas; B.S., University of Texas.

Lula Hudson-Williams, Administrative Assistant

Ronnie Hull, IT Desktop Analyst

Tom Javarinis, Assistant Program Director, Business; Ph.D., Capella University; M.B.A., Davenport University; M.B.A., Davenport University

Kelly Jervis, Instructor, Pharmacy; Pharm.D., University of Georgia

Janel Johnson, Faculty, General Education; Ed.D., Nova Southeastern University; M.Ed., Troy University; B.A., Albany State University

Marty Johnson, Faculty, Psychology, College of Health Professions; Ph.D., Capella University; M.S., University of Dayton; B.A., Denison University

William Ashley Johnson, Assistant Program Director, General Education; M.F.A., University of North Carolina, Greensboro; B.F.A., Eckerd College

Jena Jolissaint, Assistant Program Director, General Education; Ph.D., University of Oregon; M.A., University of Oregon; B.A., Western Oregon University

Melissa C. Jones, Assistant Dean for Admissions and Associate Professor, Pharmacy; Pharm.D., Medical University of South Carolina; B.S., University of South Carolina

Don Josi, Program Director, Criminal Justice; Ph.D., University of California Irvine; M.A., California State University, San Bernardino; B.A., California State College

Lori Kepford, Faculty, Criminal Justice; Ph.D., Bowling Green State University; M.S., Bowling Green State University; B.S., Bluffton College

John P. Kennedy, Associate Professor, Pharmacy; Ph.D., Medical University of South Carolina; B.S., Medical University of South Carolina; A.S., Southeastern Community College

Kem King, Faculty, Business; Ph.D., University of Alabama; M.B.A., East Tennessee State University; B.B.A., Mississippi State University

Kathryn Klock-Powell, Chair, Behavioral Sciences, Behavioral Sciences-Counseling; Ph.D., University of Georgia; M.A., Hofstra University; B.A., State University of New York, Stony Brook

Richard Kmetz, Assistant Program Director, General Education, M.A., University of Idaho; B.A., Idaho State University

Craig Knight, Assistant Program Director, Business; Ph.D., University of Georgia; M.B.A., University of Alabama; B.S., University of Alabama

Christielynn Konopka, Program Director for Online, General Education, M.S., Robert Morris University; B.A., University of Pittsburgh

Kavita Kostek, Assistant Program Director, General Education, Ph.D, Capella University; M.A., Central Connecticut State University; B.A., St. Joseph College

James Kroeger, Faculty, Business; D.B.A., Cleveland State University; B.A., Cleveland State University; B.B.A., Cleveland State University

Kim Kuebler, Associate Professor, Nursing; D.N.P., Vanderbilt University; M.S.N., Emory University; A.S., Mid-Michigan Community College

Leslie Lamb, Faculty, General Education, Ph.D., Capella University; M.A., New School for Social Research; M.A., Queens College; M.A.L.S., State University of New York, Stony Brook; B.S., Empire State College

C. Scott Lancaster, Assistant Professor, Pharmacy; Pharm.D., University of North Carolina, Chapel Hill

Debi Lanier, Executive Assistant to the President

Amanda Laske, Assistant Registrar

Kelsha Lee, Assistant Director of Admissions

Manulito Loman, Reference Librarian

John Lombardi, Assistant Program Director, Information Technology; M.S., University of Phoenix; M.Ed., Southeastern Louisiana University; B.A., College of Santa Fe

Launa Lynch, Assistant Professor, Pharmacy; Ph.D., M.S., Idaho State University

Lilia Z. Macias-Moriairty, Assistant Professor, Pharmacy; Ph.D., University of North Texas Health Science Center ; B.S., University of Texas, El Paso

David Mack, Program Director, Legal Studies; J.D., Mercer University; B.S., State Univ. College of NY at Buffalo; A.S., Niagara County CC

Jessica Masoner, Faculty, General Education, Ed.D., Argosy University; M.A., West Virginia University; B.S., University of Houston

Hubert Massey, Instructor, General Education and Business Administration; M.S.M, Southern Wesleyan University; B.A., Piedmont College

Chad May, Assistant Program Director, General Education; Ph.D., University of Oregon; M.A., University of Oregon; B.A., University of Montana

Claire Maze, Faculty, Nursing, Ph.D., Barry University; M.S.N., Barry University; B.S.N., Florida Atlantic University; A.S.N., Broward Community College

Andrea L. McKeever, Assistant Professor, Pharmacy; Pharm.D., University of Georgia - College of Pharmacy

Greg McKeever, Assistant Professor, Pharmacy; Pharm.D., University of Georgia

Jennifer Melvin, Faculty, General Education; M.A., University of Florida; B.A., University of Florida

Jennifer Merritt, Assistant Program Director, Information Technology; M.S., University of Phoenix; B.S., University of Phoenix Louise Miller, Assistant Program Director, Business; Ph.D., University of Texas; M.B.A., University of Texas; B.S., University of Southwestern Louisiana

Vicky Mody, Assistant Professor of Pharmaceutical Sciences; Ph.D., University of Houston; M.S., University of Mumbai; B.S., University of Mumbai

Gwen Morse, Program Director, Nurse Educator Program; Ph.D., University of Arizona; M.S.N., California State University, Dominguez Hills; B.S.N., California State University, Dominguez Hills

Jacob Morton, Pharmacy Resident

Maggie Murphy, Administrative Assistant

Richard Naccarato, Faculty, General Education; Ph.D., University of Washington; M.S., University of Washington; M.A., University of Montana

Donna Nalley, Program Director for Online, General Education; Ph.D., University of South Carolina; M.A., University of North Carolina, Charlotte; B.A., University of North Carolina, Charlotte

Karen Nelson, Faculty, Behavioral Sciences; Ph.D., Walden University; M.S., Eastern Washington University; B.A., University of Washington; B.S., Sonoma State University, A.A., Chabot College

Kimberly Nixon, Assistant Professor, Information Technology; M.A., Webster University; B.S., Florida Memorial University

Daniel Novak, Chair, Business; Ph.D., Regent University; M.B.A., University of Dallas; B.B.A., University of North Texas

John Oprandy, Program Director, Health Sciences; Ph.D., University of Rhode Island; B.S., Boston College

Michael Owens, Financial Aid Officer

Kari Pahno, Dean Student Affairs

Michael Pahno, Academic Success Center Coordinator

Dominque Pannazzo, Financial Aid Officer

John Parkham, Program Director, Public Administration; Ph.D., University of Houston; M.A., University of Houston; B.A., University of Houston

Tonia Parker, Faculty, Psychology, College of Health Professions, Ph.D., Capella University; M.S., Georgia State University; B.S., Georgia State University

Doris Parrish, Professor & Program Director, Nursing; Ph.D., University of Texas; M.S.N., Russell Sage College; B.S.N., State University of New York, Plattsburgh

Lina Paske, Faculty, General Education; Ed.D., Nova Southeastern University; M.Ed., Gannon University; B.A., Seton Hill College

Karen Pasveer, Faculty, Psychology, College of Health Professions; Ph.D., University of Calgary; M.Sc., University of Calgary; B.Sc., University of Calgary

James Payne, Assistant Professor, Clinical Mental Health Counseling; Ed.D., Argosy University; M.A., Argosy University; B.A., Middle Tennessee State College

Cari Perez, Assistant Director of Admissions

Jeff Phillips, Assistant Registrar

Mary Phillips, Evening Receptionist

Kip Pirkle, Faculty, Business; Ph.D., Clemson University; M.B.A., University of Georgia; B.B.A., University of Georgia

SOUTH UNIVERSITY
Teresa Maybee, Instructor, General Education; M.A., B.A., Florida Atlantic University
David McGuire, Campus President
Michelle Miller, Director of Career Services
Sheaon Monlouis, Receptionist
Ashley Myercough, Administrative Assistant
Ronald Nachtman, Instructor, Health Sciences; Ph.D., University of Cincinnati; A.B., Oberlin College
Michael O’Neill, Associate Registrar
Vicki Painter, Administrative Assistant
Arthur Peterson, Program Director, Physical Therapist Assistant; D.P.T., Boston University; D.I.P., Army School of PhysioTherapist
Jose Rafols, Program Director, Occupational Therapy; O.T.D., Creighton University; M.H.S.A., Barry University; B.S.O.T., East Carolina University
Javier Ramos, Financial Aid Officer
Melodi Ramtallie, Business Manager
Regina Ricketts, Associate Registrar
Juan Rivera, Facilities
Agneza B. Roberson, Academic Support Center Coordinator; Ph.D., M.A., Western Michigan University; B.A., University of Zagreb
Wilmar Rodriguez, Instructor, Health Science; M.D., University of Salamanca; B.A., University of Puerto Rico
Maria Santos, Dean of Student Affairs
Derek Sedlack, Program Director, Information Technology; Ph.D., M.S., Nova Southeastern University; B.S., Saint Leo University
Michelle Smith, Clinical Coordinator, Nursing; M.S.N., Bellarmine University; B.S., Spalding University
Kandis Steele, Dean of Academic Affairs and Operations; Ph.D., M.A., University of Alabama; B.A., University of North Alabama
Robert Steinmangel, Evening Coordinator, Instructor, Business Administration; M.L.A., Harvard University; B.S., University of New Haven
Kamisha Vanarsdale, Assistant Director of Admissions
Aura Vega, Assistant Director of Admissions
Racquel Vera, Instructor, Nursing; M.S.N., Florida International University; B.S.N., United Doctors Medical Center
Beth Vissers, Program Director, Legal Studies; J.D., University of Miami; B.S., Florida Atlantic University; A.A., Palm Beach Community College
Zahra Weaver, Instructor, Physical Therapist Assistant; M.H.S.A, B.S., Florida International University
Ashley Weeks, Associate Director of Admissions
Kelly White, Instructor, Nursing; M.S.N., Florida Atlantic University; B.S.N., Gannon University
Melody Wilder, Associate Registrar
Jeffrey Willens, Program Director, General Education; Ph.D., Marquette University; B.A., Temple University
Susan Williams-Lockhart, Instructor, Health Science; M.D., University of the West Indies
Alicia Zamudio, Assistant Director of Admissions
### New Student Orientation¶

<table>
<thead>
<tr>
<th>Orientation Type</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular (On Ground)</td>
<td>OCT 03 / 2013</td>
<td>JAN 09 / 2014</td>
<td>APR 03 / 2014</td>
<td>JUN 26 / 2014</td>
</tr>
<tr>
<td>Session II (Mid Quarter)</td>
<td>NOV 12 / 2013</td>
<td>FEB 18 / 2014</td>
<td>MAY 13 / 2014</td>
<td>AUG 05 / 2014</td>
</tr>
</tbody>
</table>

### Classes Begin

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular (On Ground)</td>
<td>OCT 05 / 2013</td>
<td>JAN 11 / 2014</td>
<td>APR 05 / 2014</td>
<td>JUN 28 / 2014</td>
</tr>
<tr>
<td>Session I (On Ground)</td>
<td>OCT 05 / 2013</td>
<td>JAN 11 / 2014</td>
<td>APR 05 / 2014</td>
<td>JUN 28 / 2014</td>
</tr>
<tr>
<td>11-Week Online Session (Graduate Programs)</td>
<td>OCT 07 / 2013</td>
<td>JAN 13 / 2014</td>
<td>APR 07 / 2014</td>
<td>JUN 30 / 2014</td>
</tr>
<tr>
<td>5.5-Week Online Session I (Graduate Programs)</td>
<td>OCT 07 / 2013</td>
<td>JAN 13 / 2014</td>
<td>APR 07 / 2014</td>
<td>JUN 30 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session I</td>
<td>OCT 07 / 2013</td>
<td>JAN 13 / 2014</td>
<td>APR 07 / 2014</td>
<td>JUN 30 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session II</td>
<td>OCT 07 / 2013</td>
<td>JAN 13 / 2014</td>
<td>APR 07 / 2014</td>
<td>JUN 30 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session III</td>
<td>OCT 07 / 2013</td>
<td>JAN 13 / 2014</td>
<td>APR 07 / 2014</td>
<td>JUN 30 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session IV</td>
<td>OCT 21 / 2013</td>
<td>FEB 06 / 2014</td>
<td>MAY 08 / 2014</td>
<td>JUL 24 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session IV (Graduate Programs)</td>
<td>OCT 24 / 2013</td>
<td>JAN 23 / 2014</td>
<td>APR 24 / 2014</td>
<td>JUL 03 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session V</td>
<td>OCT 24 / 2013</td>
<td>JAN 23 / 2014</td>
<td>APR 24 / 2014</td>
<td>JUL 03 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session VI</td>
<td>NOV 07 / 2013</td>
<td>FEB 13 / 2014</td>
<td>MAY 08 / 2014</td>
<td>JUL 17 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session VI (On Ground)</td>
<td>NOV 14 / 2013</td>
<td>FEB 20 / 2014</td>
<td>MAY 15 / 2014</td>
<td>AUG 07 / 2014</td>
</tr>
<tr>
<td>5.5-Week Online Mid-quarter Session (Graduate Programs)</td>
<td>NOV 14 / 2013</td>
<td>FEB 20 / 2014</td>
<td>MAY 15 / 2014</td>
<td>AUG 07 / 2014</td>
</tr>
<tr>
<td>5.5-Week Online Mid-quarter Session (Undergraduate programs)</td>
<td>NOV 14 / 2013</td>
<td>FEB 20 / 2014</td>
<td>MAY 15 / 2014</td>
<td>AUG 07 / 2014</td>
</tr>
</tbody>
</table>

### Last Day Late Registration and Drop/Add

<table>
<thead>
<tr>
<th>Type</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Quarter Start</td>
<td>OCT 11 / 2013</td>
<td>JAN 17 / 2014</td>
<td>APR 11 / 2014</td>
<td>JUL 07 / 2014</td>
</tr>
</tbody>
</table>

### Last Day of Classes

<table>
<thead>
<tr>
<th>Type</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular (On Ground)</td>
<td>DEC 13 / 2013</td>
<td>MAR 21 / 2014</td>
<td>JUN 13 / 2014</td>
<td>SEP 05 / 2014</td>
</tr>
<tr>
<td>11-Week Online Session (Graduate Programs)</td>
<td>NOV 11 / 2013</td>
<td>FEB 17 / 2014</td>
<td>MAY 12 / 2014</td>
<td>AUG 04 / 2014</td>
</tr>
<tr>
<td>5.5-Week Online Session I (Graduate Programs)</td>
<td>NOV 11 / 2013</td>
<td>FEB 17 / 2014</td>
<td>MAY 12 / 2014</td>
<td>AUG 04 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session I</td>
<td>DEC 15 / 2013</td>
<td>MAR 23 / 2014</td>
<td>JUN 15 / 2014</td>
<td>SEP 07 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session II</td>
<td>NOV 10 / 2013</td>
<td>FEB 16 / 2014</td>
<td>MAY 11 / 2014</td>
<td>AUG 03 / 2014</td>
</tr>
<tr>
<td>11-Week Graduate Programs</td>
<td>NOV 13 / 2013</td>
<td>FEB 19 / 2014</td>
<td>MAY 31 / 2014</td>
<td>AUG 16 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session III</td>
<td>DEC 21 / 2013</td>
<td>MAR 29 / 2014</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Non-Term Online Session IV</td>
<td>NOV 27 / 2013</td>
<td>MAR 15 / 2014</td>
<td>JUN 14 / 2014</td>
<td>AUG 30 / 2014</td>
</tr>
<tr>
<td>6.5-Week Undergraduate Programs</td>
<td>NOV 27 / 2013</td>
<td>FEB 26 / 2014</td>
<td>MAY 28 / 2014</td>
<td>AUG 06 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session V</td>
<td>NOV 27 / 2013</td>
<td>FEB 26 / 2014</td>
<td>MAY 28 / 2014</td>
<td>AUG 06 / 2014</td>
</tr>
<tr>
<td>Non-Term Online Session VI</td>
<td>DEC 11 / 2013</td>
<td>MAR 19 / 2014</td>
<td>JUN 18 / 2014</td>
<td>n/a</td>
</tr>
</tbody>
</table>
## SOUTH UNIVERSITY 2013-2014 ACADEMIC CALENDAR†

<table>
<thead>
<tr>
<th>Last Day of Classes</th>
<th>FALL 2013</th>
<th>WINTER 2014</th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Term Online Session VI</td>
<td>DEC 21 / 2013</td>
<td>MAR 29 / 2014</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5.5 Week Graduate Programs</td>
<td>N/A</td>
<td>N/A</td>
<td>JUN 21 / 2014</td>
<td>SEP 13 / 2014</td>
</tr>
<tr>
<td>5.5 Week Online Mid-quarter Session (Graduate Programs)</td>
<td>DEC 18 / 2013</td>
<td>MAR 26 / 2014</td>
<td>JUN 18 / 2014</td>
<td>SEP 10 / 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Exams</th>
<th>FALL 2013</th>
<th>WINTER 2014</th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular (On Ground)</td>
<td>DEC 14-DEC 21</td>
<td>MAR 22-MAR 29</td>
<td>JUN 14-JUN 21</td>
<td>SEP 06-SEP 13</td>
</tr>
<tr>
<td>Session I (On Ground)</td>
<td>DEC 12-DEC 13</td>
<td>FEB 18-FEB 19</td>
<td>MAY 13-MAY 14</td>
<td>AUG 05-AUG 06</td>
</tr>
<tr>
<td>Session II (Mid Quarter)</td>
<td>DEC 18-DEC 20</td>
<td>MAR 26-MAR 28</td>
<td>JUN 18-JUN 20</td>
<td>SEP 10-SEP 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation</th>
<th>FALL 2013</th>
<th>WINTER 2014</th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>Cleveland</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>Columbia</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>High Point</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>Montgomery</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>Novi</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>Richmond</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>Savannah</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>Tampa</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>Virginia Beach</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>West Palm Beach</td>
<td>TBD</td>
<td>TBD</td>
<td>JUN 21 / 2014</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Holidays*</th>
<th>FALL 2013</th>
<th>WINTER 2014</th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOV 28-NOV 29</td>
<td>JAN 20 / 2014</td>
<td>APR 18 / 2014</td>
<td>JUL 04 / 2014</td>
<td></td>
</tr>
<tr>
<td>MAR 17 / 2014**</td>
<td>MAY 26 / 2014</td>
<td>SEP 01 / 2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter Ends</th>
<th>FALL 2013</th>
<th>WINTER 2014</th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular (On Ground)</td>
<td>DEC 21 / 2013</td>
<td>MAR 29 / 2014</td>
<td>JUN 21 / 2014</td>
<td>SEP 13 / 2014</td>
</tr>
<tr>
<td>Session II (Mid Quarter)</td>
<td>DEC 21 / 2013</td>
<td>MAR 29 / 2014</td>
<td>JUN 21 / 2014</td>
<td>SEP 13 / 2014</td>
</tr>
</tbody>
</table>

†All dates subject to change.
‡Dates may vary by Campus. Contact the Registrar’s office for exact dates and times.
*Online Terms do not recognize holidays that fall within a session.
**Savannah Campus and Accelerated Graduate Programs only.
### SOUTH UNIVERSITY ONLINE PROGRAMS
#### 2013-2014 CALENDAR

<table>
<thead>
<tr>
<th>TERM</th>
<th>LENGTH OF TERM</th>
<th>CLASS START</th>
<th>CLASS ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT  03 / 2013</td>
<td>5 Week</td>
<td>OCT 03 / 2013</td>
<td>NOV 06 / 2013</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>OCT 03 / 2013</td>
<td>DEC 11 / 2013</td>
</tr>
<tr>
<td>OCT  07 / 2013</td>
<td>5.5 Week</td>
<td>OCT 07 / 2013</td>
<td>NOV 13 / 2013</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>OCT 07 / 2013</td>
<td>DEC 21 / 2013</td>
</tr>
<tr>
<td>OCT  21 / 2013</td>
<td>5.5 Week</td>
<td>OCT 21 / 2013</td>
<td>NOV 27 / 2013</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>OCT 21 / 2013</td>
<td>JAN 11 / 2014</td>
</tr>
<tr>
<td>OCT  24 / 2013</td>
<td>5 Week</td>
<td>OCT 24 / 2013</td>
<td>NOV 27 / 2013</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>OCT 24 / 2013</td>
<td>JAN 08 / 2014</td>
</tr>
<tr>
<td>NOV  07 / 2013</td>
<td>5 Week</td>
<td>NOV 07 / 2013</td>
<td>DEC 11 / 2013</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>NOV 07 / 2013</td>
<td>JAN 22 / 2014</td>
</tr>
<tr>
<td>NOV  14 / 2013</td>
<td>5.5 Week</td>
<td>NOV 14 / 2013</td>
<td>DEC 21 / 2013</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>NOV 14 / 2013</td>
<td>FEB 05 / 2014</td>
</tr>
<tr>
<td>NOV  28 / 2013</td>
<td>5 Week</td>
<td>NOV 28 / 2013</td>
<td>JAN 08 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>NOV 28 / 2013</td>
<td>JAN 11 / 2014</td>
</tr>
<tr>
<td>NOV  28 / 2013</td>
<td>10 Week</td>
<td>NOV 28 / 2013</td>
<td>FEB 12 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>NOV 28 / 2013</td>
<td>FEB 19 / 2014</td>
</tr>
<tr>
<td>DEC  12 / 2013</td>
<td>5 Week</td>
<td>DEC 12 / 2013</td>
<td>JAN 22 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>DEC 12 / 2013</td>
<td>FEB 26 / 2014</td>
</tr>
<tr>
<td>DEC  23 / 2013</td>
<td>5.5 Week</td>
<td>DEC 23 / 2013</td>
<td>FEB 05 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>DEC 23 / 2013</td>
<td>FEB 19 / 2014</td>
</tr>
<tr>
<td>JAN  09 / 2014</td>
<td>5 Week</td>
<td>JAN 09 / 2014</td>
<td>DEC 23 / 2013</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>JAN 09 / 2014</td>
<td>DEC 15 / 2013</td>
</tr>
<tr>
<td>JAN  13 / 2014</td>
<td>5.5 Week</td>
<td>JAN 13 / 2014</td>
<td>DEC 15 / 2013</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>JAN 13 / 2014</td>
<td>MAR 19 / 2014</td>
</tr>
<tr>
<td>JAN  23 / 2014</td>
<td>5 Week</td>
<td>JAN 23 / 2014</td>
<td>FEB 19 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>JAN 23 / 2014</td>
<td>MAR 29 / 2014</td>
</tr>
<tr>
<td>FEB  06 / 2014</td>
<td>5.5 Week</td>
<td>FEB 06 / 2014</td>
<td>FEB 19 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>FEB 06 / 2014</td>
<td>MAR 29 / 2014</td>
</tr>
<tr>
<td>FEB  13 / 2014</td>
<td>5 Week</td>
<td>FEB 13 / 2014</td>
<td>MAR 19 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>FEB 13 / 2014</td>
<td>APR 02 / 2014</td>
</tr>
<tr>
<td>FEB  20 / 2014</td>
<td>5.5 Week</td>
<td>FEB 20 / 2014</td>
<td>MAR 29 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>FEB 20 / 2014</td>
<td>MAY 07 / 2014</td>
</tr>
<tr>
<td>FEB  27 / 2014</td>
<td>5 Week</td>
<td>FEB 27 / 2014</td>
<td>APR 02 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>FEB 27 / 2014</td>
<td>MAY 07 / 2014</td>
</tr>
</tbody>
</table>

### SOUTH UNIVERSITY ONLINE PROGRAMS
#### 2013-2014 CALENDAR (CONTINUED)

<table>
<thead>
<tr>
<th>TERM</th>
<th>LENGTH OF TERM</th>
<th>CLASS START</th>
<th>CLASS ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 17 / 2014</td>
<td>5.5 Week</td>
<td>MAR 17 / 2014</td>
<td>APR 23 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>MAR 17 / 2014</td>
<td>MAY 31 / 2014</td>
</tr>
<tr>
<td>MAR 20 / 2014</td>
<td>5 Week</td>
<td>MAR 20 / 2014</td>
<td>APR 23 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>MAR 20 / 2014</td>
<td>MAY 28 / 2014</td>
</tr>
<tr>
<td>MAR 31 / 2014</td>
<td>5.5 Week</td>
<td>MAR 31 / 2014</td>
<td>MAY 07 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>MAR 31 / 2014</td>
<td>JUN 14 / 2014</td>
</tr>
<tr>
<td>APR  03 / 2014</td>
<td>5 Week</td>
<td>APR 03 / 2014</td>
<td>MAY 07 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>APR 03 / 2014</td>
<td>JUN 11 / 2014</td>
</tr>
<tr>
<td>APR  24 / 2014</td>
<td>5 Week</td>
<td>APR 24 / 2014</td>
<td>MAY 28 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>APR 24 / 2014</td>
<td>JUL 02 / 2014</td>
</tr>
<tr>
<td>APR  24 / 2014</td>
<td>5.5 Week</td>
<td>APR 24 / 2014</td>
<td>MAY 31 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>APR 24 / 2014</td>
<td>JUL 09 / 2014</td>
</tr>
<tr>
<td>MAY  08 / 2014</td>
<td>5 Week</td>
<td>MAY 08 / 2014</td>
<td>JUN 11 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>MAY 08 / 2014</td>
<td>JUL 16 / 2014</td>
</tr>
<tr>
<td>MAY  08 / 2014</td>
<td>5.5 Week</td>
<td>MAY 08 / 2014</td>
<td>JUN 14 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>MAY 08 / 2014</td>
<td>JUL 16 / 2014</td>
</tr>
<tr>
<td>MAY  29 / 2014</td>
<td>5 Week</td>
<td>MAY 29 / 2014</td>
<td>JUL 02 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>MAY 29 / 2014</td>
<td>AUG 06 / 2014</td>
</tr>
<tr>
<td>JUN  02 / 2014</td>
<td>5.5 Week</td>
<td>JUN 02 / 2014</td>
<td>JUN 09 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>JUN 02 / 2014</td>
<td>AUG 16 / 2014</td>
</tr>
<tr>
<td>JUN  12 / 2014</td>
<td>5 Week</td>
<td>JUN 12 / 2014</td>
<td>JUL 16 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>JUN 12 / 2014</td>
<td>AUG 20 / 2014</td>
</tr>
<tr>
<td>JUN  16 / 2014</td>
<td>5.5 Week</td>
<td>JUN 16 / 2014</td>
<td>JUL 23 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>JUN 16 / 2014</td>
<td>AUG 30 / 2014</td>
</tr>
<tr>
<td>JUL  03 / 2014</td>
<td>5 Week</td>
<td>JUL 03 / 2014</td>
<td>AUG 06 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>JUL 03 / 2014</td>
<td>SEP 10 / 2014</td>
</tr>
<tr>
<td>JUL  10 / 2014</td>
<td>5.5 Week</td>
<td>JUL 10 / 2014</td>
<td>AUG 16 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>JUL 10 / 2014</td>
<td>SEP 24 / 2014</td>
</tr>
<tr>
<td>JUL  17 / 2014</td>
<td>5 Week</td>
<td>JUL 17 / 2014</td>
<td>AUG 20 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>JUL 17 / 2014</td>
<td>SEP 24 / 2014</td>
</tr>
<tr>
<td>JUL  24 / 2014</td>
<td>5.5 Week</td>
<td>JUL 24 / 2014</td>
<td>AUG 30 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>JUL 24 / 2014</td>
<td>OCT 08 / 2014</td>
</tr>
<tr>
<td>AUG  07 / 2014</td>
<td>5 Week</td>
<td>AUG 07 / 2014</td>
<td>SEP 10 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>AUG 07 / 2014</td>
<td>OCT 15 / 2014</td>
</tr>
</tbody>
</table>
### SOUTH UNIVERSITY ONLINE PROGRAMS

#### 2013-2014 CALENDAR (CONTINUED)

<table>
<thead>
<tr>
<th>TERM</th>
<th>LENGTH OF TERM</th>
<th>CLASS START</th>
<th>CLASS ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG 18 / 2014</td>
<td>5.5 Week</td>
<td>AUG 18 / 2014</td>
<td>SEP 24 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>AUG 18 / 2014</td>
<td>NOV 01 / 2014</td>
</tr>
<tr>
<td>AUG 21 / 2014</td>
<td>5 Week</td>
<td>AUG 21 / 2014</td>
<td>SEP 24 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>AUG 21 / 2014</td>
<td>OCT 29 / 2014</td>
</tr>
<tr>
<td>SEP 01 / 2014</td>
<td>5.5 Week</td>
<td>SEP 01 / 2014</td>
<td>OCT 08 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>SEP 01 / 2014</td>
<td>NOV 15 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>SEP 11 / 2014</td>
<td>NOV 19 / 2014</td>
</tr>
<tr>
<td>SEP 25 / 2014</td>
<td>5.5 Week</td>
<td>SEP 25 / 2014</td>
<td>NOV 01 / 2014</td>
</tr>
<tr>
<td></td>
<td>11 Week</td>
<td>SEP 25 / 2014</td>
<td>DEC 10 / 2014</td>
</tr>
<tr>
<td>SEP 25 / 2014</td>
<td>5 Week</td>
<td>SEP 25 / 2014</td>
<td>OCT 29 / 2014</td>
</tr>
<tr>
<td></td>
<td>10 Week</td>
<td>SEP 25 / 2014</td>
<td>DEC 03 / 2014</td>
</tr>
</tbody>
</table>
THE ART INSTITUTE OF DALLAS, FORTWORTH, CHARLOTTE AND RALEIGH-DURHAM
2013-2014 ACADEMIC CALENDAR

FALL SESSION START | OCT 01 / 2012
---|---
Fall I start | OCT 01 / 2012
Last date of schedule adjustment period | OCT 08 / 2012
Winter 2012 Registration begins | OCT 29 / 2012
Mid-term grades available | NOV 07 / 2012
Fall II 2012 start | NOV 08 / 2012
Thanksgiving Day Holiday | NOV 23 / 2012
Day after Thanksgiving Day Holiday | NOV 24 / 2012
Fall 2012 last day of class | DEC 15 / 2012
Final grades available | DEC 19 / 2012

WINTER SESSION START | JAN 07 / 2013
---|---
Winter 2013 start | JAN 07 / 2013
Last date of schedule adjustment period | JAN 14 / 2013
Martin Luther King Day Holiday | JAN 21 / 2013
Spring 2013 Registration begins | FEB 04 / 2013
Mid-term grades available | FEB 13 / 2013
Winter II 2013 start | FEB 14 / 2013
President’s Day Holiday | FEB 22 / 2013
Winter 2013 last day of class | MAR 23 / 2013
Final grades available | MAR 27 / 2013

SPRING SESSION START | APR 01 / 2013
---|---
Spring 2013 start | APR 01 / 2013
Last date of schedule adjustment period | APR 08 / 2013
Summer 2013 Registration begins | APR 29 / 2013
Mid-term grades available | MAY 08 / 2013
Spring II 2013 start | MAY 09 / 2013
Memorial Day Holiday | MAY 29 / 2013
Spring 2013 last day of class | JUN 15 / 2013
Final grades available | JUN 19 / 2013

SUMMER SESSION START | JUL 08 / 2013
---|---
Summer I start | JUL 08 / 2013
Last date of schedule adjustment period | JUL 15 / 2013
Fall 2013 Registration begins | AUG 05 / 2013
Mid-term grades available | AUG 14 / 2013
Summer II 2013 start | AUG 15 / 2013
Labor Day Holiday | SEP 02 / 2013
Summer 2013 last day of class | SEP 21 / 2013
Final grades available | SEP 25 / 2013

2013-2014 ACADEMIC CATALOG
### SOUTH UNIVERSITY

**ACCELERATED GRADUATE PROGRAMS 2013-2014 CALENDAR**

<table>
<thead>
<tr>
<th>Session</th>
<th>Class Start</th>
<th>Class Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Quarter 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October Session</td>
<td>OCT 02 / 2013</td>
<td>OCT 29 / 2013</td>
</tr>
<tr>
<td>November Session</td>
<td>OCT 30 / 2013</td>
<td>NOV 26 / 2013</td>
</tr>
<tr>
<td>December Session</td>
<td>DEC 02 / 2013</td>
<td>DEC 24 / 2013</td>
</tr>
<tr>
<td><strong>Winter Quarter 2014</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January Session</td>
<td>JAN 08 / 2014</td>
<td>FEB 04 / 2014</td>
</tr>
<tr>
<td>February Session</td>
<td>FEB 06 / 2014</td>
<td>MAR 04 / 2014</td>
</tr>
<tr>
<td>March Session</td>
<td>MAR 05 / 2014</td>
<td>APR 01 / 2014</td>
</tr>
<tr>
<td><strong>Spring Quarter 2014</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April Session</td>
<td>APR 02 / 2014</td>
<td>APR 29 / 2014</td>
</tr>
<tr>
<td>May Session</td>
<td>APR 30 / 2014</td>
<td>MAY 27 / 2014</td>
</tr>
<tr>
<td>June Session</td>
<td>MAY 28 / 2014</td>
<td>JUN 24 / 2014</td>
</tr>
<tr>
<td><strong>Summer Quarter 2014</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July Session</td>
<td>JUL 09 / 2014</td>
<td>AUG 05 / 2014</td>
</tr>
<tr>
<td>August Session</td>
<td>AUG 06 / 2014</td>
<td>SEP 02 / 2014</td>
</tr>
<tr>
<td>September Session</td>
<td>SEP 03 / 2014</td>
<td>SEP 30 / 2014</td>
</tr>
</tbody>
</table>

No classes held 11/27/2013 – 12/01/2013 (Thanksgiving Break)
No classes held 12/25/2013 – 01/07/2014 (Christmas Break)
No classes held 06/25/2014 – 07/08/2014 (Summer Break)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Starts</td>
<td>SEP 06 / 2013</td>
<td>SEP 06 / 2013</td>
<td>SEP 06 / 2013</td>
<td>SEP 06 / 2013</td>
</tr>
<tr>
<td>Last day of Classes</td>
<td>JUN 24 / 2013</td>
<td>JUN 17 / 2013</td>
<td>JUN 17 / 2013</td>
<td>JUN 17 / 2013</td>
</tr>
<tr>
<td>Finals Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comp Exam</td>
<td>SEP 19-SEP 20</td>
<td>SEP 19-SEP 20</td>
<td>SEP 19-SEP 20</td>
<td>SEP 19-SEP 20</td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>SEP 23-SEP 27</td>
<td>SEP 23-SEP 27</td>
<td>SEP 23-SEP 27</td>
<td>SEP 23-SEP 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Starts</td>
<td>SEP 30 / 2013</td>
<td>SEP 30 / 2013</td>
<td>SEP 30 / 2013</td>
<td>SEP 30 / 2013</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>DEC 20 / 2013</td>
<td>DEC 13 / 2013</td>
<td>DEC 16-DEC 20</td>
<td>DEC 16-DEC 20</td>
</tr>
<tr>
<td>Finals Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>DEC 23-JAN 03</td>
<td>DEC 23-JAN 03</td>
<td>DEC 23-JAN 03</td>
<td>DEC 23-JAN 03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter 2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Starts</td>
<td>JAN 06 / 2014</td>
<td>JAN 06 / 2014</td>
<td>JAN 06 / 2014</td>
<td>JAN 06 / 2014</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>MAR 28 / 2014</td>
<td>MAR 14 / 2014</td>
<td>MAR 17-MAR 21</td>
<td>MAR 17-MAR 21</td>
</tr>
<tr>
<td>Finals Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>MAR 31-APR 04</td>
<td>MAR 24-MAR 28</td>
<td>MAR 24-MAR 28</td>
<td>MAR 24-MAR 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Starts</td>
<td>APR 07 / 2014</td>
<td>MAR 31 / 2014</td>
<td>JUN 13 / 2014</td>
<td>JUN 16-JUN 20</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>JUN 20 / 2014</td>
<td>JUN 13 / 2014</td>
<td>JUN 16-JUN 20</td>
<td>JUN 16-JUN 20</td>
</tr>
<tr>
<td>Finals Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Starts</td>
<td>JUN 30 / 2014</td>
<td>JUN 23 / 2014</td>
<td>JUN 16 / 2014</td>
<td>JUN 16 / 2014</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>SEP 10 / 2014</td>
<td>SEP 05 / 2014</td>
<td>SEP 05 / 2014</td>
<td>SEP 05 / 2014</td>
</tr>
<tr>
<td>Finals Week</td>
<td>SEP 08-SEP 12</td>
<td>SEP 08-SEP 19</td>
<td>SEP 22-SEP 26</td>
<td>SEP 22-SEP 26</td>
</tr>
<tr>
<td>Break</td>
<td>SEP 22-SEP 26</td>
<td>SEP 22-SEP 26</td>
<td>SEP 22-SEP 26</td>
<td>SEP 22-SEP 26</td>
</tr>
</tbody>
</table>
### SOUTH UNIVERSITY SCHOOL OF PHARMACY 2012-2013 ACADEMIC CALENDAR

<table>
<thead>
<tr>
<th>Quarter</th>
<th>CY 2013 START</th>
<th>AY 2013-2014 END</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>JAN 02 / 2013</td>
<td>MAR 01 / 2013</td>
</tr>
<tr>
<td>Break</td>
<td>MAR 02 / 2013</td>
<td>MAR 09 / 2013</td>
</tr>
<tr>
<td></td>
<td>MAR 11 / 2013</td>
<td>MAR 17 / 2013</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>MAR 18 / 2013</td>
<td>MAY 17 / 2013</td>
</tr>
<tr>
<td>Break</td>
<td>MAY 18 / 2013</td>
<td>MAY 25 / 2013</td>
</tr>
<tr>
<td></td>
<td>MAY 27 / 2013</td>
<td>JUN 09 / 2013</td>
</tr>
<tr>
<td>Summer Quarter</td>
<td>ME</td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>JUN 10 / 2013</td>
<td>AUG 16 / 2013</td>
</tr>
<tr>
<td>Break</td>
<td>AUG 24 / 2013</td>
<td>AUG 31 / 2013</td>
</tr>
<tr>
<td></td>
<td>SEP 01 / 2013</td>
<td>SEP 15 / 2013</td>
</tr>
<tr>
<td>Fall Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>SEP 09 / 2013</td>
<td>NOV 15 / 2013</td>
</tr>
<tr>
<td>Break</td>
<td>NOV 16 / 2013</td>
<td>NOV 23 / 2013</td>
</tr>
<tr>
<td></td>
<td>NOV 24 / 2013</td>
<td>JAN 05 / 2014</td>
</tr>
</tbody>
</table>

*Proposed Dates: Subject to Change

### SOUTH UNIVERSITY SCHOOL OF PHARMACY 2013-2014 ACADEMIC CALENDAR

<table>
<thead>
<tr>
<th>Quarter</th>
<th>CY 2013 START</th>
<th>AY 2012-2013 END</th>
<th>CY 2014 START</th>
<th>AY 2013-2014 END</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>JAN 02 / 2013</td>
<td>MAR 01 / 2013</td>
<td>JAN 06 / 2014</td>
<td>MAR 07 / 2014</td>
</tr>
<tr>
<td>Break</td>
<td>MAR 02 / 2013</td>
<td>MAR 09 / 2013</td>
<td>MAR 08 / 2014</td>
<td>MAR 15 / 2014</td>
</tr>
<tr>
<td></td>
<td>MAR 11 / 2013</td>
<td>MAR 17 / 2013</td>
<td>MAR 16 / 2014</td>
<td>MAR 23 / 2014</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>MAR 18 / 2013</td>
<td>MAR 17 / 2013</td>
<td>MAR 24 / 2014</td>
<td>MAY 23 / 2014</td>
</tr>
<tr>
<td></td>
<td>MAY 27 / 2013</td>
<td>JUN 09 / 2013</td>
<td>JUN 01 / 2014</td>
<td>JUN 15 / 2014</td>
</tr>
<tr>
<td>Summer Quarter</td>
<td>ME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>JUN 10 / 2013</td>
<td>AUG 16 / 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>AUG 24 / 2013</td>
<td>AUG 31 / 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEP 01 / 2013</td>
<td>SEP 15 / 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>SEP 09 / 2013</td>
<td>NOV 15 / 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>DEC 16 / 2013</td>
<td>NOV 23 / 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOV 24 / 2013</td>
<td>JAN 05 / 2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Proposed Dates: Subject to Change
<table>
<thead>
<tr>
<th>Rotation</th>
<th>Rotation Dates (2013-2014)</th>
<th>On Campus</th>
<th>Quarter Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation 1</td>
<td>April 7, 2014 - May 9, 2014</td>
<td>April 7, 2014 - June 27, 2014</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

Off Dates:
- Sep 9 - 13, 2013
- Sep 23 - 27, 2013
- June 29, 2013 - Sept 14, 2013
| Academic Affairs, 138 |
| Academic Calendars, 249 |
| Academic Honesty, 162 |
| Academic Year, 142 |
| Accelerated Programs, 9 |
| On-campus Programs, 142 |
| Online Programs, 142 |
| Accreditation, 104 |
| Affiliations, 104 |
| Certifications and Licenses, 104 |
| Programmatic Accreditation, 106 |
| Adding and Dropping Courses, 143 |
| Administration and Staff, 238 |
| Admissions (see also admission requirements for specific programs), 108 |
| Academic Placement Tests, 109 |
| Academic Support Admission, 109 |
| Acceptable Accredited Collegiate Institution, 109 |
| Admissions Contacts by Campus, 108 |
| Application Procedure, General, 108 |
| Credit for Military Experience and Training, 140 |
| Disabilities, Applicants with, 120 |
| High School Students, Joint Enrollment, 110 |
| Home-school Students, 110 |
| International Students, 111 |
| Non-immigrant Students, 111 |
| Personal Enrichment Enrollment, 109 |
| Readmission of Former Students, 110 |
| Requirements, General, 108 |
| Transfer of Credits to Other Colleges, 111 |
| Transfer Students, 110 |
| Transient Students, 110 |
| Appeals, 151 |
| Academic, 151 |
| Financial Aid, 151 |
| Arbitration, 131 |
| Art Institute of Charlotte, 12 |
| Art Institute of Dallas, 18 |
| Art Institute of Fort Worth, 20 |
| Art Institute of Raleigh-Durham, 28 |
| Arts and Sciences, College of, 46 |
| General Education, 46 |
| Criminal Justice, 47 |
| Graphic Design, 50 |
| Legal/Paralegal Studies, 51 |
| Associate's Degrees, 7 |
| Associate of Applied Arts (AAA), 7 |
| Associate of Applied Science (AAS), 7 |
| Art of Cooking, 7 |
| Baking and Pastry, 7 |
| Culinary Arts, 7 |
| Restaurant and Catering Management, 7 |
| Photography, 7 |
| Video Production, 7 |
| Web Design and Interactive Media, 7 |
| Accounting (AS), 57 |
| Allied Health Science (AS), 99 |
| Business Administration (AS), 57 |
| Hospitality Management specialization, 63 |
| Criminal Justice (AS), 47 |
| Graphic Design (AS), 50 |
| Information Technology (AS), 65 |
| Medical Assisting (AS), 80 |
| Occupational Therapy Assistant (AS), 81 |
| Paralegal Studies (AS), 51 |
| Physical Therapist Assistant (AS), 82 |
| Attendance Policy, 144 |
| Auditing, 142 |
| Bachelor's Degrees, 7 |
| Audio Production (BS), 7 |
| Business Administration (BBA), 57 |
| Bachelor of Fine Arts (BFA), 7 |
| Advertising Design, 7 |
| Digital Filmmaking and Video Production, 7 |
| Fashion Design, 7 |
| Game Art and Design, 7 |
| Graphic Design, 7 |
| Interior Design, 7 |
| Media Arts and Animation, 7 |
| Photography, 7 |
| Visual Effects and Motion Graphics, 7 |
| Web Design and Interactive Media, 7 |
| Code of Conduct, 132 |
| Course Load/Overload, 141 |
| Credits and Credit Hours, 141 |
| Criminal Justice (BS), 47 |
| Culinary Arts Management (BA), 7 |
| Culinary Management (BS), 7 |
| Digital Filmmaking and Video Production (BA), 7 |
| Family Educational Rights and Privacy Act, 165 |
| Fashion Marketing and Management (BA), 7 |
| Game Art and Design (BA), 7 |
| Graphic Design (BA, BS), 7 |
| Health Science (BS), 97 |
| Public Health specialization, 97 |
| Healthcare Management (BS), 63 |
| Information Technology (BS), 65 |
| with specializations: Database Development and Administration, 66 |
| Information Systems Security, 66 |
| Network Administration and Management, 66 |
| Multimedia and Web Development, 66 |
| Interior Design (BA), 7 |
| Legal Studies (BS), 51 |
| Nursing (BSN), 91 |
| Photography (BA), 7 |
| Psychology (BA), 78 |
| with specializations: Behavioral Health, 78 |
| Experimental/Research, 78 |
| Nursing Completion Program (RN to BSN), 95 |
| Board of Trustees, 237 |
| Bookstore, 132 |
| Business, College of, 57 |
| Business Administration and Accounting, 57 |
| Healthcare Administration and Management, 63 |
| Information Systems and Technology, 65 |
| Leadership, 69 |
| Public Administration, 69 |
| Campuses of South University, 9 |
| Austin, TX, 10 |
| Cleveland, OH, 14 |
| Columbia, SC, 16 |
| High Point, NC, 22 |
| Montgomery, AL, 24 |
| Novi, MI, 26 |
| Richmond, VA, 30 |
| Savannah, GA, 32 |
| Tampa, FL, 40 |
| Virginia Beach, VA, 42 |
| West Palm Beach, FL, 44 |
| Career Services, 132 |
| Certificate Programs, 7 |
| Art of Cooking, 7 |
| Baking and Pastry, 7 |
| Culinary Arts, 7 |
| Digital Image Management, 7 |
| Fashion Retailing, 7 |
| Graphic Design and Web, 7 |
| Residential Design, 7 |
| Web Design and Development I, 7 |
| Web Design and Development II, 7 |
| Certifications and Licenses of South University, 104 |
| Code of Conduct, 132 |
| Creative Arts and Design, College of, 5 |
| Culinary Arts Management, 7 |
| Digital Filmmaking and Video Production, 7 |
| Fashion Marketing and Management, 7 |
Game Art and Design, 7
Graphic Design, 7
Interior Design, 7
Photography, 7
Web Design and Interactive Media, 7
Complaints, 136
Course Descriptions, 167
Course Load, 141
Credits and Credit Hours, 138
Examination, 140
Graduate Transfer Credit, 139
Advanced Placement (AP) Examinations, 140
Education and Training, 140
Earned at a South University Campus, 139
Conversions, 141
Definition of, 141
Dean’s List, 145
Degree and Certificate Programs, 6
Disability Services, 132
Digital Bookshelf and eBooks, 36
Doctoral Degrees, 6
Business Administration (DBA), 57
Pharmacy (PharmD), 99
Pharmacy/Business Joint Degree (PharmD/MBA), 101
Dropping and Adding Courses, 143
English Language Proficiency, 110
Equal Opportunity Statement, 2
Equipment, Online Programs, 38
Grade Point Average (GPA), 144
Exceptions to Minimum, 146
Faculty, 238
Fees, 125
Financial Aid, 129
Grants, 129
Loans, 130
Loan Disbursement Information (Online Programs), 129
Online Degree Students, 38
Work-study, 130
Financial Information, 124
General Education Courses, 46
Governance and Ownership, 237
Grades and Grading, 144
Reporting and Challenges, 145
Grading System, 144
Credit Hours, 141
Grade Level Classification, 142
Graduation, 160
Application, 161
Requirements, 160
Grants, 129
Grievances, 133
Hazing, 134
Health Professions, College of, 70
Anesthesiologist Assistant, 70
Clinical Mental Health Counseling, 71
Physician Assistant Studies, 76
Psychology, 78
Medical Assisting, 80
Occupational Therapist Assistant, 81
Physical Therapist Assistant, 82
History of South University, 4
Holidays, 143
Honors, 145
Housing, 133
Incomplete Policy, 144
Intellectual Property, 162
Leave of Absence (Online Programs only), 37
Library Services, 133
Loans, 130
Major, Declaration of, 135
Master’s Degrees, 6
Anesthesiologist Assistant (MMSc), 70
Business Administration (AMBA/MBA), 58
Healthcare Administration (AMBA/MBA), 63
Clinical Mental Health Counseling (MA), 71
Criminal Justice (MS), 47
Information Systems and Technology (MS), 65
Leadership (MS), 68
Nursing (MSN), 87
with specializations:
Adult Health Nurse Practitioner, 89
Family Nurse Practitioner, 90
Nurse Administrator, 88
Nurse Educator, 88
Nursing Informatics, 88
Psychiatric Mental Health Nurse Practitioner, 89
Physician Assistant Studies (MS), 76
Public Administration (MPA), 69
RN to Master of Science in Nursing (BSN/MSN), 91
Nursing and Public Health, College of, 84
Master of Science in Nursing, 87
RN to Master of Science in Nursing, 91
Bachelor of Science in Nursing, 92
Nursing Completion (RN to BSN), 95
Health Sciences, 97
Allied Health Sciences, 99
Online Degree Programs, 34
Organizations, 134
Orientation, 134
Pharmacy, School of, 100
Doctor of Pharmacy, 100
Doctor of Pharmacy and Master of Business Administration, 102
Prerequisite Coursework, 141
President’s List, 145
Programmatic Accreditation, 106
Publications, 134
Readmission After Dismissal, 151
Refund of Tuition and Fees, 126
Registration for Online Courses, 38
Repeating/Retaking Courses, 145
Title IV Funds, Return of, 128
ROTC, 134
Satisfactory Academic Progress, 145
Second Undergraduate Degree Policy, 138
Security, 135
Sexual Harassment, Assault, Violence, 135
Student Affairs, 132
Student Aid Programs, 129
Student Aid Programs, 129
Student Examination of Official Records, 164
Student Responsibility, 134
Student Right-to-Know Statement, 108
Technology Specifications (Online Programs), 36
Transfer
Credits to Other Universities, 141
Between Campus Program and Online Program, 152
Tuition, 124
Waiver (Online Programs), 129
Refund, 126
Veterans
Benefits, 130
Services, 134
Withdrawal
On-campus Programs, 143
Online Programs, 143
Work-Study, 130