



2019-2021 UNIVERSITY CATALOG

Saint Augustine's University
1315 Oakwood Avenue
Raleigh, NC 27610
www.st-aug.edu
1-800-948-1126

2019 - 2020 Academic Calendar Fall 2019 Semester

July	29	Monday	Last Day to Register for Fall 2019 classes
August	5-9	Monday-Friday	Faculty and Staff Professional Development Week
August	9	Friday	Deadline to Pay Bill for Fall 2019 and get BOA
August	7-11	Wednesday - Sunday	New Student Welcome
August	10-11	Saturday-Sunday	Returning Students Check-in
August	12-13	Monday-Tuesday	Late Registration
August	14	Wednesday	Last day to submit Declaration/Change of Major Form
August	14	Wednesday	Classes Begin, Add/Drop Period Starts
August	28	Wednesday	Add/Drop Period Ends
August	28	Wednesday	Attendance Verification Report due by Registrar
August	29	Thursday	Last Day for Removal/Conversion of Incompletes
August	29	Thursday	Withdrawal with Refund Deadline
September	2	Monday	Labor Day Holiday (NO CLASSES)
September	19	Thursday	Fall Convocation at 11:00 a.m.
September	30-Oct 3	Monday-Thursday	Midterm Examinations
October	4	Friday	Midterm Grades Due in CAMS by 12 noon
October	4	Friday	Attendance Verification Report due by Registrar
October	4-7	Friday – Monday	Fall Break
October	8	Tuesday	Classes Resume at 8:00a.m.
October	17	Thursday	University Lyceum Program
October	26	Saturday	Homecoming
November	4 -	January	Students select SP 2020 classes with Advisor/Validation
November	14	Thursday	Online Student Evaluation of Teaching Opens
November	27 - 29	Wednesday - Friday	Thanksgiving Recess (After 12 noon on Wednesday)
December	2	Monday	Reading Day/NO CLASSES
December	3-6	Tuesday - Friday	Final Semester Examinations
December	6	Friday	Christmas Recess for Students (After Exams)
December	10	Tuesday	Final Grades due in CAMS
December	13	Friday	Last Day for Faculty – Christmas Recess
December	20	Friday	Last Day for Staff – Christmas Recess

2019 - 2020 Academic Calendar

Spring 2020 Semester

January	2-3	Thursday - Friday	Faculty/Staff Professional Institute
January	2	Thursday	Last Day to Pay Bill for Spring 2019 and get BOA without late charges
January	2-3	Thursday - Friday	New Student Orientation/Registration
January	6-7	Monday-Tuesday	Late Online Course Adjustment/Validation for returning students
January	8	Wednesday	Classes Begin - Add/Drop Begins
January	20	Monday	Observance of Dr. Martin Luther King, Jr. Birthday (NO CLASSES)
January	22	Wednesday	Add/Drop Ends
January	23	Thursday	Attendance Verification Report due by Registrar
January	23	Thursday	Founders' Convocation
January	24	Friday	Fall Term Online Student Evaluation of Teaching Closes
January	24	Friday	Withdrawal with Refund Deadline
January	24	Friday	Last Day for Removal/Conversion of Incompletes for Fall 2019
Feb	13	Thursday	University Lyceum Program
March	9-12	Monday-Thursday	Mid-Term Examinations
March	13	Friday	Attendance Verification Report due by Registrar
March	13	Friday	Midterm Grades Due in CAMS by 12:00 noon
March	16-		
March	20	Monday-Friday	Spring Break
March	23	Monday	Candidacy Forms for Juniors due in the Registrar's Office by 4:00 p.m.
March	30	Monday	Last Day to Withdraw from course without Academic Penalty
March	30 -	June	Online Registration/Validation for Summer/Fall begins
April	3	Friday	Honors Convocation
April	10	Friday	Good Friday/NO CLASSES
April	16	Thursday	Attendance Verification Report due by Registrar
April	16	Thursday	University Lyceum Program

	21-		Final Examinations for
April	23	Tuesday-Thursday	SENIORS
April	27	Monday	Senior Grades due in CAMS by 4:00 pm
May	1	Friday	Reading Day
		Monday-	
May	4-6	Wednesday	Final Semester Examinations
			Baccalaureate/Honor Cord Program 6:00
May	7	Thursday	pm
May	8	Friday	ROTC Commissioning at 10:00 am
May	9	Saturday	Commencement at 9:00 a.m.
May	11	Monday	Final Grades Due in CAMS
	12-		
May	15	Tuesday-Friday	Faculty/Staff Institute

2020 - 2021 ACADEMIC CALENDAR

2020 FALL SEMESTER

July	27	Monday	Last Day to Register for Fall 2019 classes
August	3-7	Monday-Friday	Faculty and Staff Professional Development Week
August	7	Friday	Deadline to Pay Bill for Fall 2019 and get BOA
August	5-9	Wednesday - Sunday	New Student Welcome
August	8-9	Saturday-Sunday	Returning Students Check-in
August	10-11	Monday-Tuesday	Late Registration
August	12	Wednesday	Last day to submit Declaration/Change of Major Form to Registrar
August	12	Wednesday	Classes Begin, Add/Drop Period Starts
August	19	Wednesday	Add/Drop Period Ends
August	19	Wednesday	Attendance Verification Report due by Registrar
August	20	Thursday	Last Day for Removal/Conversion of Incompletes
August	20	Thursday	Withdrawal with Refund Deadline
September	7	Monday	Labor Day Holiday (NO CLASSES) Fall Convocation at 11:00 a.m.
September	17	Thursday	
	28-Oct		
September	1	Monday-Thursday	Midterm Examinations
October	2	Friday	Midterm Grades Due in CAMS by 12 noon
October	2	Friday	Attendance Verification Report due by Registrar
October	2-5	Friday – Monday	Fall Break
October	6	Tuesday	Classes Resume at 8:00a.m.
October	15	Thursday	University Lyceum Program
October	24	Saturday	Homecoming
November	2	Monday	Students select SP 2020 classes with Advisor/Validation
November	12	Thursday	Online Student Evaluation of Teaching Opens and University Lyceum Program
November	25-27	Wednesday - Friday	Thanksgiving Recess (After 12 noon on Wednesday)

November	30	Monday	Reading Day/NO CLASSES
December	1-4	Tuesday - Friday	Final Semester Examinations
December	4	Friday	Christmas Recess for Students (After Exams)
December	8	Tuesday	Final Grades due in CAMS
December	11	Friday	Last Day for Faculty – Christmas Recess
December	18	Friday	Last Day for Staff – Christmas Recess

2020 - 2021 ACADEMIC CALENDAR 2021 SPRING SEMESTER

January	4-5	Monday-Tuesday	Faculty/Staff Professional Institute
January	4	Tuesday	Last Day to Pay Bill for Spring 2019 and get BOA without late charges
January	4-5	Monday-Tuesday	New Student Orientation/Registration
January	6-7	Wednesday - Thursday	Late Online Course Adjustment/Validation for returning students
January	6	Wednesday	Classes Begin - Add/Drop Begins
January	18	Monday	Observance of Dr. Martin Luther King, Jr. Birthday (NO CLASSES)
January	20	Wednesday	Add/Drop Ends
January	21	Thursday	Attendance Verification Report due by Registrar
January	21	Thursday	Founders' Convocation
January	22	Friday	Fall Term Online Student Evaluation of Teaching Closes
January	22	Friday	Withdrawal with Refund Deadline
January	22	Friday	Last Day for Removal/Conversion of Incompletes for Fall 2019
Feb	11	Thursday	University Lyceum Program
March	8-11	Monday-Thursday	Mid-Term Examinations
March	12	Friday	Attendance Verification Report due by Registrar
March	12	Friday	Midterm Grades Due in CAMS by 12:00 noon
March	15-19	Monday-Friday	Spring Break
March	22	Monday	Candidacy Forms for Juniors due in the Registrar's Office by 4:00 p.m.
March	29	Monday	Last Day to Withdraw from course without Academic Penalty
March	29	Monday	Online Registration/Validation for Summer/Fall begins
April	2	Friday	Good Friday/NO CLASSES
April	9	Friday	Honors Convocation
April	15	Thursday	Attendance Verification Report due by Registrar
April	15	Thursday	University Lyceum Program
April	20-22	Tuesday-Thursday	Final Examinations for SENIORS
April	26	Monday	Senior Grades due in CAMS by 4:00 pm
April	30	Friday	Reading Day
May	3-5	Monday-Wednesday	Final Semester Examinations

May	6	Thursday	Baccalaureate/Honor Cord Program 6:00 pm
May	7	Friday	ROTC Commissioning at 10:00 am Commencement at 9:00
May	8	Saturday	a.m.
May	11	Tuesday	Final Grades Due in CAMS
May	11-14	Tuesday-Friday	Faculty/Staff Institute SAP Letters
May	18	Tuesday	Mailed
May	18	Tuesday	Summer Session I Summer Classes start
			Observance of Memorial
May	31	Monday	Day
June	1	Tuesday	SAP Appeal Letters Due
June	22	Tuesday	Summer Session I Summer Classes End
June	25	Friday	Summer Session II Summer Classes Start
July	2	Friday	Independence Day Observed
July	30	Friday	Summer Session II Summer Classes End

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Institutional Mission Statement

Saint Augustine's University provides a healthy learning environment where students are prepared to excel academically, socially, and spiritually in order to be equipped for leadership roles in a complex, diverse, and dynamically changing world. The University is committed to offering rigorous academic programs and research opportunities at the undergraduate and graduate levels to achieve its core values. To fulfill the mission, the faculty fosters scholarship and creativity through varied approaches to teaching and learning; the administration facilitates the enterprise by effectively garnering and managing financial and human resources; and the staff contributes to efficient operations by providing essential support services. By these means, the University pursues excellence by developing:

- **flexible and innovative courses of study** that integrate theory and practical application through experiential approaches to learning;
- **opportunities for students to apply what they learn** through service learning, community service, internships, and cooperative education;
- **purposeful and individualized programs of study** for non-traditional students, through preparation for a career change or re-entry into the work force; and
- **knowledge and appreciation of cultural differences** through interdisciplinary courses, study abroad, and other programs.

Saint Augustine's University is an undergraduate, coeducational, baccalaureate institution with diverse fields, affiliated with the Episcopal Church. Founded in 1867 to educate freed slaves, the University's mission has grown with the diversification of its student body from an African-American student base to one that is multi-national and multi-racial. Grounded in the liberal arts tradition since its founding, the University first awarded baccalaureate degrees in 1931. Programmatic emphasis has shifted from early offerings in normal and industrial education, and pre-theological training, to current emphasis in scholarship, research, and service.

Admission to the University

Saint Augustine's University admissions policies are consistent with the mission of the institution and do not discriminate against applicants, students, or employees, based on race, color, creed, religion, gender, national origin, age or disability. In addition, Saint Augustine's University seeks to promote a multi-national and multi-racial student population by recruiting and enrolling students without regard to race, gender or ethnicity.

Admission requirements are listed below for those seeking admission into the freshman class, students seeking admission with transferable undergraduate credits, those seeking re-admission, and those seeking admission as international students. Students are admitted for the Fall Semester, Spring Semester, and Summer Sessions. Early submission of applications and other credentials is encouraged. Requests for applications and other requests should be directed to:

**Admissions Office
Saint Augustine's University
1315 Oakwood Avenue
Raleigh, NC 27610-2298
800-948-1126**

A non-refundable application fee must accompany the completed application.

Notification of Acceptance

The College practices "rolling admission," however, highly encourages applicants to submit their information by the recommended application deadlines:

Application Deadlines:

- Fall Semester March 31 (1st priority deadline)
- Fall Semester May 1 (2nd priority deadline)
- Fall Semester June 1 (3rd priority deadline)
- Spring Semester December 1
- Summer Semester May 1

Admission decisions are made upon receipt of a completed admission package (application, application fee or fee waiver, official transcript(s), standardized test scores). Applications can be submitted online through the University's website or directly at the URL

https://saintaugustinesuniversity.formstack.com/forms/application_for_admissions

Students may also apply through CFNC.org. Reviews are done in order of which completed packages are received. Faxed transcripts cannot be accepted as official documents and will not be reviewed.

Admission into the Freshman Class

Acceptance into the freshman class is generally based upon the applicant's academic record, SAT and/or ACT, and other supporting documentation illustrating the potential of the student. The University's SAT code is 5596 and the ACT code is 3152. Admission to the University does not allow acceptance into any particular academic program. Each individual department furnishes acceptance guidelines for their respective areas. Students who are 24 years old or older may be exempt from some freshman requirements and may not be required to submit standardized test scores.

Academic requirements are as follows:

An official transcript from an approved or accredited high school illustrating that the applicant is scheduled for graduation during the current scholastic year or submission of General Education Development (GED) scores indicating probable success in college is required.

SAU recognizes the GED high school equivalency certificate/diploma. Additional documents may be required for GED recipients.

All final transcripts submitted after graduation must bear the signature and/or seal of the official authorized to sign such records. Once submitted, transcripts become the property of the institution and will not be forwarded or returned to the student.

The minimum units required for admission are as follows:

English	4 units (3 units must be complete and 1 in progress)
Mathematics	3 units (1 unit must be Algebra I)
Science	3 units
Social Science	2 units
Electives	10 units

Applicants must also provide a Criminal Background check to the Office of Admissions. The Office of Admissions does not require Recommendation letters for admission to the University. However, we will be happy to consider any documents you may wish to submit in support of your application.

Recommendation letters may be required for students interested in scholarship consideration.

Saint Augustine's University welcomes applications from students transferring from other accredited two-year or four-year institutions. Saint Augustine's University has articulation agreements with several community colleges. Applications for admissions may be considered if the transfer student:

1. has completed 24 semester hours or 36 quarter hours;
2. is not presently on social or academic suspension at the last or current school of attendance;
3. has at least a cumulative grade point average of a C or better (2.0).

Transfer students who have attended another accredited college but have earned less than twenty-four (24) semester hours of transferable credit must meet all freshman requirements listed above. Applications from transfer students cannot be considered until all credentials are received from all other institutions previously attended. Transfer students must complete and submit the Transfer Approval form stating that the student is of good standing and honorable dismissal from the last school attended or the current school attending.

A transfer student's academic level is based on the number of accepted credit hours from the institution(s) he/she previously attended. Although the Admissions Office makes the initial review of courses taken at other institutions, the official evaluation for transfer credit is done by the Registrar and eligible transfer credit is posted on the student's Saint Augustine's University transcript. Evaluation of the transcript is conducted on a course by course basis by the Department Chair and School Dean in the discipline in which the intended major is located to determine if completed coursework is applicable toward fulfillment of graduation requirements in the student's major. The evaluation of a transcript is not official until the credits have been accepted by the Registrar and recorded on the student's transcript at Saint Augustine's University as transfer credit.

Only comparable college-level courses in which the student has earned grades of "C" or better are accepted as transfer credit. A transfer student is expected to conform to the academic requirements of Saint Augustine's University that are current at the time of his/her enrollment at the university. All General Education Program (GEP) requirements, as well as all current requirements in

the major listed in the catalog in effect at the time the student transfers must be met. All students in a baccalaureate degree program are required to complete the final 25% of semester hours of academic credit toward the degree in residence at Saint Augustine's University. Additionally, the student should be enrolled at the University during the year in which the degree is granted. The maximum number of transfer credits that may be accepted from all previous colleges or universities is ninety (90). In order to graduate with honors a transfer student must have earned a minimum of sixty (60) credits while continuously enrolled in Saint Augustine's University.

International Students

Saint Augustine's University welcomes applications from international students. They are expected to meet the same requirements as other students under the new freshman or transfer student classification. In addition, all international students must:

- Show proficiency in written and oral English usage. If English is not the first language of communication, send official Test of English as a Foreign Language (TOEFL) scores to the Admissions Office.
- Provide notarized statement(s) certifying the source of all financial resources to be utilized to cover the cost of tuition.
- Have all transcripts translated and evaluated into English by an independent agency, such as World Educational Services (WES) or Educational Credential Evaluators (ECE).
- Submit a copy of your Visa and Passport

International Student Application Deadlines:

- Fall Semester April 1
- Spring Semester Oct 1

The Registrar's Office will issue the I-20 after the applicant has been admitted to the institution. The University has no financial aid for international students and permission to work is usually not granted by the Department of Homeland Security.

Re-Admits

Students may experience an interruption of continuous enrollment for various reasons. If attendance is interrupted for any reason, an application for re-admission must be completed with the Admissions Office before a student can register for classes. Students who attend another institution while separated from the university must submit all official transcripts before being readmitted to the university.

Students out longer than five years will have to pay an application fee to be readmitted.

Re-Admission after suspension or after an incomplete semester, whether caused by withdrawal or suspension is not automatic and the University reserves the right to deny re-admission to students who have failed to make satisfactory academic progress or who have violated the University's policies. The re-admission process includes clearances by the Offices of Finance, Academic Affairs and Enrollment Management and Student Affairs.

Veterans Education Benefits

The degree programs at Saint Augustine's University are approved by the North Carolina State Approving Agency (NCSAA) for the enrollment of students, who are eligible for VA Education and Training Benefits, provided under the following VA programs:

- Post-9/11 GI Bill - Chapter 33
- Montgomery GI Bill (MGIB-AD, MGIB-SR) - Chapter 30 & Chapter 1606
- Survivors and Dependents Assistance (DEA and Fry Scholarship) - Chapter 35
- Vocational Rehabilitation & Employment (VR&E) - Chapter 31

Following acceptance by the University, to ensure prompt and accurate benefit payments, the following process should be followed by VA Education Benefits students:

VA CERTIFICATE OF ELIGIBILITY

→ If you have not received your VA Certificate of Eligibility (COE), application information is provided on the VA Education & Training home page under the **VA Education Benefits Application Process** → <https://va.gov/education/how-to-apply/>

→ Upon receipt of the VA Certificate of Eligibility (COE), provide a copy to the VA School Certifying Official in the Office of the Registrar.

SAINT AUGUSTINE'S VA CERTIFICATION REQUEST

→ Each term for which VA Education Benefits are to be utilized, proceed with the following:

1. Prior to the start of the term, complete St. Augustine's VA Education Benefits' "**Certification Request**" → https://saintaugustinesuniversity.formstack.com/forms/va_education_benefits_certificate_request
2. Contact your Academic Advisor and request that a current Plan of Study/Degree Audit be forwarded via email to VetEducation@st-aug.edu.
3. Provide prompt notification of all enrollment changes to the SAU VA School-Certifying-Official in the Office of the Registrar.

SEMESTER TUITION AND FEE PAYMENTS

For VA Education Benefits students, semester tuition and fee payments **are due at Registration** as follows:

→ Montgomery GI Bill (Chapter 30, Chapter 1606) - 100% payment

→ Survivors and Dependents Assistance: DEA (Chapter 35) - 100% payment

→ Post-9/11 GI Bill (Chapter 33):

- Length of Service Percentage < 100%: *Non-supported portion of tuition and fees are due at Registration*
- Length of Service Percentage = 100%: *No tuition and fee payment is required at Registration*

→ Vocational Rehabilitation and Employment: VR&E (Chapter 31) - *No tuition and fee payment is required at Registration.*

In addition, to receive on-going monthly benefit payments, Montgomery GI Bill students (Chapters 30 and 1606) must ensure that they verify their monthly Saint Augustine's enrollment through the VA's "**Web Automated Verification of Enrollment**" (WAVE) → <https://www.gibill.va.gov/wave/index.do>

Saint Augustine's complies with Executive Order 13607, signed by the President on April 27, 2012, which establishes "*Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members*".

Additional information concerning all aspects of Veterans Education Benefits can be found on the **Veterans Benefits Administration "Education & Training"** → website (<https://www.benefits.va.gov/gibill/>) including:

- Education Programs
- GI Bill Comparison Tool/Payment Rates
- VA Education and Training Contact and Question/Answer information

Immunization Requirements for All New Students

The North Carolina Immunization Law requires that all new students entering college must present the Admissions Office with a record of immunization prior to college enrollment. By written documentation, students must provide proof as follows:

All students - Tuberculin skin test (within one year prior to enrollment)

Student 17 years of age or younger:

1. Three (3) DTP (Diphtheria- Tetanus- Pertussis) or Td (Tetanus- Diphtheria) doses.
2. One Td (Tetanus- Diphtheria) must be within the last 10 years.
3. Three (3) POLIO (oral) doses.
4. Two (2) MEASLES* (Rubeola) one dose on or after 12 months of age, the 2nd after 15 months of age. (2MMR doses meet this requirement).
5. One (1) Rubella** (German measles) dose.
6. One (1) Mumps.

Students born in 1957 or later and 18 years of age or older:

1. Three (3) DTP or Td doses. One Td dose must have been within the last 10 years.
2. Two (2) MEASLES* one dose on or after 12 months of age, the 2nd after 15 months of age. (2 MMR doses meet this requirement).
3. One (1) Rubella** dose.
4. One (1) Mumps. **

Students born prior to 1957 and 49 years of age or older:

1. Three (3) DTP or Td doses. One Td dose must have been within the last 10 years.
2. One (1) Rubella** dose.

Students 50 years of age or older:

1. Three (3) DTP or Td doses. One Td dose must have been within the last 10 years.

*History of physician-diagnosed measles disease is not acceptable, but must have a signed statement from a physician. Must repeat measles vaccine if received even one day prior to 12 months of age.

** Physicians-diagnosed rubella disease is not acceptable. Only laboratory proof of immunity to rubella is acceptable.

Business and Finance Information

Tuition and Fees

Tuition and Fee rates are published each spring for the next academic year. The University provides tuition and fee schedule, annual estimated cost of tuition, mandatory fees, room and board and other charges for the upcoming year. Supplies and some special fees, such as laboratory fees are not included until the time of purchase or at registration.

The total cost of tuition for a semester is due at registration. The Business Office sends monthly statements to students. However, students are expected to meet their financial obligations promptly and without notice. It is each student's responsibility to inform parents or guardians of their financial status. The University reserves the right to withdraw services and accommodations, deny transcript request, and/or place students on financial suspension if payments are not made as scheduled.

Payments can be made by Cashier's Check, Certified Check, Money Order or the following credit cards: MasterCard, Visa and American Express. The acceptance of personal checks is subject to verification. All checks or money orders must be payable to **SAINT AUGUSTINE'S UNIVERSITY**. Students can use their University CAMS Student Portal to make payments. Students can login with: USERNAME, PASSWORD, AND TERM. Then they select MY LEDGER, then MAKE A PAYMENT, and follow the instructions until they receive a PAYMENT CONFIRMATION NUMBER.

Correspondence and payments should be addressed to:

**Office of Business and Finance
Saint Augustine's University
1315 Oakwood Avenue
Raleigh, North Carolina 27610-2298**

Scholarship, Grants, Work Study and University Work Aid

The Financial Aid Office must receive written notification of all outside scholarships, grants and loans before registration. Scholarships, grants and loan checks must be forwarded directly to the Financial Aid Office for delivery to the Business and Finance Office prior to registration. Federal Work-Study and University Work-Aid provide part-time employment to eligible students. These programs are considered self-help and compensation is earned when the student performs the work. The University must pay the student compensation for work the performed.

If the University obtains written authorization, the University can pay the student compensation by crediting the student's account to satisfy current award year charges. AT4 Authorization must be completed giving the University Authorization to apply these funds to the account.

Students receiving outside employer tuition assistance benefits are expected to meet his/her financial obligations at the time of registration.

Eligible dependent students and/or spouses receiving Saint Augustine's University tuition remission must submit the **Tuition Remission Form** for approval before registration. Faculty and Staff requesting to attend classes must submit the **Request to Attend Class Form** for approval before registration.

- All individual expenses incurred by the student in an emergency or otherwise will be billed to the student's account and must be paid immediately.
- Students are encouraged to obtain adequate insurance coverage for loss or damage to personal property.
- Students officially withdrawn, suspended or expelled are subject to Title IV and other refund policies. Failure to initiate or complete the proper forms at the time of withdrawal, suspension, or expulsion will affect the date of withdrawal.

- Students who fail to register during the pre-registration period must pay a late registration fee. A late registration fee is also charged when financial clearance for registration is received after the close of the regular registration period.
- A student's room assignment is cancelled if the housing deposit payment is returned for insufficient funds or otherwise. A new Housing Application and deposit will be required.

All charges are subject to verification and correction.

All rates and fees are subject to change.

Veterans Education Benefits Students

For VA Education Benefits students, semester tuition and fee payments are due at Registration as follows:

→ Montgomery GI Bill (Chapter 30, Chapter 1606) - 100% payment

→ Survivors and Dependents Assistance: DEA (Chapter 35) - 100% payment

→ Post-9/11 GI Bill (Chapter 33):

- Length of Service Percentage < 100%: *Non-supported portion of tuition and fees are due at Registration*
- Length of Service Percentage = 100%: *No tuition and fee payment is required at Registration*

→ Vocational Rehabilitation and Employment: VR&E (Chapter 31) - *No tuition and fee payment is required at Registration.*

Learn more about Veterans Education Benefits → www.st-aug.edu/veterans-education-benefits/

Refund and Withdrawal Policies

The Business Office is responsible for preparing a return to lender calculation worksheet provided by the Department of Education when a student withdraws before completing more than 60% of the payment period for the semester. Upon completion of the worksheet, it may be determined that the student is subject to an adjustment in all educational charges assessed for the semester which may result in a balance on the student's account.

The refund deadline for each semester is publicized through the University website. The refund deadline is subject to change due to federal regulations and/or changes in the University policy.

Any student who drops a course(s) after the last day of the add/drop period may/may not be subject to a refund of assessed charges.

Room and Board charges, once incurred, are not refundable after the add and drop period.

Title IV Credit Balance Refund Policy

Funds generally are not applied to a student's account until the financial enrollment process has been finalized for the semester. This usually occurs after the add/drop period. It is recommended that students who are eligible for a refund secure alternative resources until disbursement of all pending financial aid funds have been credited and refunds have been processed.

Loan funds for first-time borrowers, per federal regulations, will not be disbursed until the students have successfully completed their first 30 days of classes.

Parking

It is a privilege for a person to operate a motor vehicle on the campus. Each student, faculty, and staff member must agree to comply with the rules and regulations set forth by the University Police Department. Parking on campus is by permit only. All faculty, staff and students (full-time or part-time) who plan to park on campus are required to register their vehicles with the Saint Augustine's University Police Department, pay a registration fee and display a valid permit on their vehicle(s). Faculty, staff, student, and visitor hangtags should be placed on the rearview mirror facing outward at all times while the vehicle is parked on University property. All questions should be directed to SAU Police Department currently located at 701, Suite 107 Falkcrest Ct. or by calling 919-516-5202.

Fines owed by students, faculty, and staff are considered to be debts to the University and will be collected accordingly. You will not be allowed to register a vehicle if you owe the University fines associated with parking and traffic violations.

Saint Augustine's University Police Department reserves the right to tow vehicles off campus at the owner's expense that are improperly parked on campus or areas potentially dangerous to safety (i.e., fire lanes, dumpster areas, etc.)

Neither Saint Augustine's University or its employees assume any responsibility for the loss of vehicles parked in university parking areas or operated on campus. The University urges everyone parking on University property to acquire and maintain adequate insurance to cover such losses.

2019-2020 Tuition & Fees Schedule

(2020-2021 Tuition & Fees subject to change)

Annual Costs	Fall	Spring	Total
Tuition (Full-time)*	\$ 6,445	\$ 6,445	\$ 12,890
Mandatory Fees	2,500	2,500	5,000
Tuition and Fees	8,945	8,945	17,890
Room Charge**	1,591	1,591	3,182
Board	2,255	2,255	4,510
Room and Board***	3,846	3,846	7,692
Total Tuition, Fees, Room and Board	\$ 12,791	\$ 12,791	\$ 25,582

Other Fees

Enrollment Deposit****	\$200 all students
Orientation Fee****	\$100 new students only
Late Registration Fee	\$100 per semester
Graduation Fee	\$125

Residence Hall Surcharges

Boyer Hall	\$100 per semester
Weston Hall	\$100 per semester
Falkcrest Apartments (Includes single room surcharge)	\$700 per semester
Single Room Surcharge (All Residence Halls)	\$500 per semester

Other Charges

ID Card Replacement	\$25
Immunization Fee	\$80
Parking Permit Student	\$75 per semester
Residence Hall Key or Core Replacement	Up to \$250
Transcript Fee (No personal checks accepted)	\$5 regular service \$7 same day service

* Students who carry more than 18 hours pay an overload charge of \$547 per credit hour. Students with less than twelve (12) hours are charged based on a part-time rate of \$745 per credit hour (\$537 per credit hour tuition plus \$208 per credit hour fees). Limited courses are subject to additional fees.

** Room charges vary based on the residence hall selected. Each resident is charged \$125 per semester for cable and technology service.

*** Board is the meal plan charge for a boarding student and is subject to NC Sales Taxes.

**** Non-refundable fees.

Other Important Financial Information

The total amount for a semester is due at registration. Students with outstanding balances will not be allowed to register. Students are expected to meet their financial obligations promptly and without notice from the Office of Business and Finance. The University reserves the right to withhold services and accommodations, deny transcript requests, and/or place the student on financial suspension if payments are not made as required.

Payments may be made by cash, check, money order or the following credit cards: MasterCard, VISA, and American Express.

Students attending the University under the provisions of Department of Veteran Affairs, GI Bill Programs are responsible for meeting their expenses at registration.

Students who officially withdraw, are suspended, or are expelled are subject to the return of Title IV and other financial aid according to published refund policies.

Room charges are non-refundable. Students who register boarding and subsequently change to non-boarding will receive an adjustment for unused board only. Board charges are refunded on a prorated basis, from the last day of the week the student leaves school, or moves out of campus housing.

All individual expenses incurred by a student, in an emergency, or otherwise, will be billed to the student's account and must be paid immediately. Students are encouraged to obtain adequate insurance coverage for loss or damage of personal property. The University does not insure a student's personal property.

Financial Aid and Scholarships

The goal of the Office of Financial Aid and Scholarships is to provide financial assistance to students to assist them in meeting their educational cost. Students and prospective students are urged to file an application for financial aid early and follow-up on any additional information needed to make an award. The University's Office of Financial Aid and Scholarships is available to assist with the application process.

Financial Aid Eligibility Requirements

Saint Augustine's University offers a variety of financial aid programs to assist students. Eligibility for all aid programs at Saint Augustine's University, except those designed to recognize exceptional merit or performance, are based on financial need. Financial need is the cost of attendance minus the Expected Family Contribution (EFC). The University makes every effort to ensure that every qualified student will have an opportunity to attend, regardless of financial ability. The Office of Financial Aid and Scholarships allows eligible students up to six academic years to complete their program of study and be eligible for financial aid.

To receive aid from the student aid programs the following requirements must be met:

- Have financial need;
- Have a high school diploma or a general education development (GED) certificate;
- Be enrolled or accepted as a regular student working toward a degree or certificate in an eligible program;
- Be a U.S. citizen or eligible non-citizen;
- Have a valid social security number;
- Sign statement of educational purpose and an overpayment/default certification; and
- Register with the Selective Service, if required.

Financial Need

Financial Aid from federal programs is awarded on the basis of financial need except for the Direct Unsubsidized, Parent (PLUS) and Alternative Loans. The information a student reports on the Free Application for Federal Student Aid (FAFSA) is used to determine the Expected Family Contribution (EFC). The EFC is the amount that the student and parent would be expected to contribute toward the student's educational cost. A student's Pell eligibility is based upon the (EFC). Upon review of a student's Student Aid Report, the Office of Financial Aid notifies students who are eligible for Pell Grant and other Federal funds. The EFC is subtracted from the cost of attendance to determine the student's financial need as listed below:

Cost of Attendance - Expected Family Contribution (EFC) = Financial Need

Financial Aid Application Procedures

To be considered for financial aid at Saint Augustine's University, all students are required to:

1. Be admitted to the University;
2. Complete the Saint Augustine's University Application for Financial Assistance;
3. Complete the Free Application for Federal Student Aid (FAFSA);
4. Not be in default on a FFEL, Direct Loan and Federal Perkins Loan; and
5. Maintain satisfactory academic progress.

Financial Aid awards are not automatically renewable. Students must reapply for financial assistance each year. Aid is awarded on a first come first served basis. Students must have all required forms completed and on file in the Financial Aid Office by March 15th preceding the award year for priority consideration. Applications received after the priority deadline will be awarded based upon available funding.

Financial Aid Programs

Saint Augustine's University administers four categories of student financial aid. They are grants, loans, employment and scholarships. Descriptions for each of these categories are listed below:

Grants

Federal Pell Grant. This is a federal entitlement program designed to provide financial assistance to eligible undergraduate students. The number of hours the student is taking, the expected family contribution (EFC), and the cost of attendance at the institution determine the amount of the grant. When completing the FAFSA application, students must include Saint Augustine's University Code (002968) on the application. To insure the proper processing, information from the current federal income tax return should be used.

Federal Supplemental Educational Opportunity Grant (SEOG). This program provides grants ranging from \$100 to \$4,000 in an academic year to exceptionally needy students, with priority given to Federal Pell Grant recipients. The Financial Aid Office administers this grant. The student must complete the FAFSA to be considered for this grant.

North Carolina Need-Based Scholarship Program. The North Carolina Need-Based Scholarship was established by the 2011 General Assembly to provide need-based scholarships for North Carolina students attending private institutions of high education. Funds for the support of the program are contingent each year upon appropriations made available to the Authority by the General Assembly. Currently award amounts range from \$3,900 to \$7,200 for the year.

Other State Grants. Students from the District of Columbia, Pennsylvania and Rhode Island may be eligible for funds from their state and should apply through their state agencies.

Loans

Federal Perkins Loan. The Office of Financial Aid and Scholarships administers this loan to provide long-term, low-interest loans to students who demonstrate financial need. Repayment begins at a low interest rate nine months after the student graduates, withdraws or ceases enrollment. The student must complete the FAFSA to be considered for this loan.

Federal Direct Subsidized Loan. This program provides low-interest, long-term loans to eligible students attending school at least half-time. A maximum loan amount is established by class level for each academic year. An origination fee is deducted from each loan disbursement. The maximum aggregate loan amount is established for an undergraduate student. Interest is not charged while the student is enrolled in school. Repayment begins six months after the student graduates, withdraws or ceases attending school at least half-time. Students must demonstrate financial need. The student must complete the FAFSA to be considered for this loan.

Federal Direct Unsubsidized Loan. This program was created for students who do not qualify for the maximum amount of the Federal Direct Subsidized Loan program. This loan is not based on need. The terms and conditions are the same as the Federal Direct Subsidized Loan program, except that the student is responsible for interest that accrues while he/she is enrolled in school on at least a half-time basis. The student may select to pay the interest while enrolled in school or allow it to accumulate and be capitalized. The interest will be added to the principal and will increase the amount the student will have to repay. An origination fee is deducted from each loan disbursement. The interest rate is fixed at 6.8 percent. Repayment may be deferred until six months after the student ceases attending school on at least a half-time basis.

Federal Direct Plus Loan. This is a low-interest loan for parents of dependent students who want to borrow to help pay for their child's education. The student must be enrolled for at least half-time. The maximum amount at a fixed interest rate a parent can borrow is the cost of attendance minus any financial aid offered to the student. The interest rate is fixed at 8.5 percent. An origination fee is deducted from the loan. Repayment begins sixty (60) days after the loan proceeds have been disbursed.

Employment

Federal Work-Study Program (FWS). This program provides part-time employment to eligible students. Students earn above minimum wage and work approximately 8-12 hours per week. Federal Work Study provides the student with the opportunity to gain valuable experience as well as earn money to assist with meeting their educational expenses. Students are employed by a variety of departments and offices. Students are paid monthly according to the pay schedule given at the time of assignment. The student must complete the FAFSA to be considered for Federal Work Study.

College Work-Aid. This is a work program funded by the institution to assist a limited number of students with on-campus employment. The Office of Financial Aid and Scholarships administers these funds. It is an institutional program similar to the Federal Work Study program. Students may work up to 20 hours per week and earn above the minimum wage.

Scholarships

A scholarship is gift money awarded to students based on their academic performance, athletic ability or leadership potential. Saint Augustine's University offers a limited number of scholarships to students who demonstrate outstanding academic achievement. It also provides tuition remission to students whose parent or spouse is employed at the University. In addition, the University provides scholarships based on athletic ability, leadership potential and special talents. Admission scholarships are available for freshmen with high SAT scores and academic abilities.

The University provides a number of competitive scholarships that are awarded to students from private donors and public agencies. The recipients of these scholarships are selected on a competitive basis.

Satisfactory Academic Progress Policy

The Higher Education Act of the U. S. Department of Education requires Saint Augustine's University to develop and apply a consistent standard of academic progress. Students receiving financial assistance at Saint Augustine's University must enroll in courses leading toward a degree. To qualify for federal and state aid, a student must maintain satisfactory academic progress in the course of study the student is pursuing. Saint Augustine's University has developed its Satisfactory Academic Progress Policy to comply with the statutory requirements that a student must be making satisfactory academic progress to be eligible for federal aid (Pell Grant, Federal Supplemental Education Opportunity Grant-FSEOG, Federal College Work Study, Direct Stafford Loans-subsidized and unsubsidized, Direct Plus Loan and the Federal Perkins Loan), state aid (North Carolina Need Based Scholarship), scholarships and institutional grants. Students who fail to maintain satisfactory progress may not receive financial aid unless an appeal has been approved.

Academic Standing and Satisfactory Academic Progress

At the end of each academic year, the records of all matriculated students are reviewed to determine satisfactory academic progress. A student's academic standing at Saint Augustine's University is classified in one of four official standings: *Good Standing*, *Financial Aid Warning*, *Financial Aid Suspension*, or *Financial Aid Dismissal*. A student will remain in good academic standing if he/she demonstrates satisfactory academic progress in accordance with the standards listed below. Standards by which

a student will be evaluated include progress in increments of hours completed (quantitative) and cumulative grade point average earned (qualitative).

Quantitative Standards:

- Students receiving financial aid must successfully earn two-thirds (i.e., 67% rounded to the nearest whole number) of the credit hours attempted. Attempted hours include all hours attempted at SAU, as well as transfer hours. [Example: If a student has attempted (enrolled in) in a total of 32 credit hours, he/she must earn a minimum of 21 credit hours ($32 \text{ credit hours} \times 0.67 = 21 \text{ credit hours}$) in order to maintain satisfactory academic progress.]
- If progress is being made towards their academic plan, a student may be allowed to receive financial aid if the earned to attempted credit hours are less than 67% in the first 59 hours attempted as indicated in the table below.
- The maximum time frame allowed for a student to complete degree requirements and remain eligible to receive financial aid is 150% of the total credit hours required to receive a degree in a particular course of study. [Example: If a particular degree program requires a minimum of 123 credit hours, then the student may be eligible to receive financial aid for a maximum of 185 credit hours ($123 \text{ credit hours} \times 150\% = 185 \text{ credit hours}$).]

Qualitative Standard:

- A student's cumulative grade point average must meet the criteria specified in the table below:

Cumulative Credit Hours Attempted	Minimum Cumulative GPA	Credit Hours Earned vs. Attempted
0-29	1.75	60% - 67%
30-59	1.85	62% - 67%
60-89	2.0	67%
90 and above	2.0	67%

Withdrawals, Incompletes, and Repeats

Withdrawals, incompletes, and repeated courses will not be exempt from the calculation of attempted hours. Students will be required to complete the minimum number of credits as outlined in the above table.

Financial Aid Warning

A student is placed on Financial Aid warning when the student's semester grade point average and credit hours are below the minimum requirements according to the table above. If a student fails to remove the sanction by the end of the semester, the student will be placed on financial aid suspension.

Students who have a financial aid warning, readmitted after a financial aid suspension or dismissal must adhere to the following:

1. Enroll in no more than 13 semester hours.
2. Repeat all failed courses that are core requirements for their degree or required for their major.

3. If students have not already done so, visit the Academic Advising office for an Academic Recovery Plan, referral for additional assistance from the academic department for the failed course and/or attend mandatory sessions in Tutorial Services.

Maintain regular contact with their academic faculty advisor and the Academic Advising office according to your individual Academic Recovery Plan.

Financial Aid Suspension and Financial Aid Dismissal

Financial Aid suspension occurs automatically at the end of the semester when a student fails to remove the financial aid warning sanction. A student who has a financial aid suspension sanction may improve his/her academic standing by attending Summer School at Saint Augustine's University. Attendance at Summer School, however, does not result in automatic qualification for financial aid. Students may qualify upon the recommendation of the Financial Aid Appeals Committee.

Financial aid dismissal occurs automatically at the end of the semester when a student fails to remove the financial aid suspension. A student who has been financially dismissed will be required to leave the college for one semester. They may appeal the dismissal in writing to the Financial Aid Appeals Committee in the care of the Director of Financial Aid.

The appeal process for Financial Aid Suspension and Financial Aid Dismissal is as follows:

Any student who is on Financial Aid Suspension may appeal the suspension in writing to the Director of Financial Aid. The request must include documentation to support the extenuating circumstances. Examples of acceptable documentation include, but are not limited to: death certificates, statements from physician(s), clergy, or other verifiable information.

1. The letter of appeal must be received by the Director of Financial Aid according to the date specified in the letter.
2. The Director of Financial Aid will submit the student's appeal to the Financial Aid Appeals Committee. The Financial Aid Appeals Committee will review the financial aid suspension appeal. If the appeal is approved, the student will be allowed to receive financial aid. If the appeal is denied, the Financial Aid Suspension/ Dismissal will stand and the student will be required to comply with the conditions based on the decision of the Financial Aid Appeals Committee.

The Financial Aid Appeals Committee will review a student's progress following the approval to receive financial aid when considering a subsequent appeal. It is recommended that students attending on appeal successfully complete all attempted hours and obtain a minimum semester GPA of 2.5.

A student who has been approved twice on an appeal is no longer eligible to receive financial aid.

Summer School

If a student receives a financial aid warning or financial aid suspension sanction at the end of a semester and plans to attend Summer School to correct his/her deficiency, the student must file an appeal to request reconsideration of the decision based on Summer School only. The warning or suspension will not automatically change because the student attends Summer School.

Reinstatement of Financial Aid Eligibility

Students that are academically suspended or dismissed from the University are ineligible to receive financial aid. Financial aid applicants whose financial aid has been suspended may regain eligibility once they meet the minimum requirements or have an appeal approved by the Financial Aid Appeals Committee.

Please contact the Office of Financial Aid & Scholarships for additional assistance at 919-516-4131.

Student Services and Enrollment Management

Student Life

The Division of Student Development and Services is committed to advancing the integration of the curricular and co-curricular areas of student life while simultaneously supporting the educational mission of the University. The division is responsible for providing quality support services designed to anticipate and respond to the changing needs of students while providing a safe, healthy, intellectually challenging environment that fosters greater student involvement and enhances emotional, social, intellectual and career development.

Student Development and Services provide a variety of services and activities that provide for the enhancement of the student as a "whole person." The entire Student Development and Services staff is committed to student development and student learning and endeavors to establish collaborative relationships throughout the University to promote these objectives.

Student Activities

The Office of Student Activities offers a variety of social, cultural, educational, recreational developmental, and experiential activities for the entire Saint Augustine's University community. Leadership training and development, organizational training and development, information services, entertainment promotion, and recreational activities are among the many programs, services and resources coordinated by student activities. Students at Saint Augustine's University are encouraged to participate in co-curricular activities. There are over 30 registered clubs and organizations on campus and planning sessions are held with respective leaders in those organizations.

Student Clubs and Organizations

A variety of student clubs and organizations are provided to enhance the overall development of students at Saint Augustine's University. These activities provide tremendous opportunities for participation and leadership and cater to a wide variety of interests (i.e., academics, honors, religion, politics, professional and service). The appropriate approving authorities following an application process determine official university recognition of these groups. Membership is based upon the respective organization's national policies and procedures for initiation/induction. Hazing, humiliation, pledging, and harassment are strictly prohibited. Organizations found in violation of this policy will be immediately suspended and may have their charter/license as an officially recognized organization revoked.

The Student Government Association (SGA)

SGA is the prime student representative body. Its purpose is to represent and voice student ideas/concerns to appropriate authorities. Freshman, Sophomore, Junior, and Senior classes are represented in this organization. Class Presidents, Vice Presidents, Secretaries, and Queens are selected through a class election process. Their respective Presidents appoint class treasurers and representatives. All Saint Augustine's University students can attend SGA meetings. Student participation in this process significantly enhances the effective governance of the campus and is important to the growth and educational process of the individual student. Each student has a voice in the election of officers and interaction with respective class representatives. The Student Member of the Board represents the SGA on the Board of Trustees of the University. This person is responsible for reporting student concerns and ideas directly to the University's governing body.

Academic & Professional Organizations

Active Minds

Campus Activity Board (CAB)

Carter G. Woodson History Club

Criminal Justice Club

History, Political Science & Public Policy Club

National Society of Black Engineers

Political Science Club

Pre-Alumni Council

Psychology Club

Queen's Council

Real Estate Club

ROTC

Students In Free Enterprise (SIFE)

Science, Technology, Engineering & Mathematics Club (STEM)

Sociology Club

Student Ambassadors

Student Government Association (SGA)

Student North Carolina Association of Educators (SNCAE)

Theatre Phi Film

Honor Societies

Alpha Kappa Mu National Honor Society (General Honors)

Alpha Psi Omega Honor Society (Theatre)

Alpha Phi Sigma Criminal Justice Honor Society (Criminal Justice)

Beta Kappa Chi National Science Honor Society

Delta Mu Delta Honor Society (Business)

Phi Alpha Theta National History Honor Society (History)

Pi Lambda Theta Honor Society (Education)

Sigma Tau Delta National Honor Society (English)

Special Interest

International Student Organization

Student Athletic Advisory Club (SAAC)

Christian Fellowship Organization (CFO)

University Choir

Falcon Poetry Club

Saint Augustine's University Chapter of the National Pan-Hellenic Council, Inc.

Pershing Rifles

Safe Falcons

Peer Mentors

Tau Beta Sigma

Kappa Kappa Psi

Residence Hall Associations

Boyer Hall Council
Falkcrest Council
Latham Hall Council
Weston Hall Council

Student Government Association

Freshman Class Council
Sophomore Class Council
Junior Class Council
Senior Class Council

Greek Letter Fraternities and Sororities

Alpha Phi Alpha Fraternity, Incorporated, the first African-American Fraternity, was founded in 1906. This organization was founded with ideals and principles of brotherhood, scholarship, professionalism, and social achievement.

Alpha Kappa Alpha Sorority, Incorporated, the oldest African-American Sorority, was founded in 1908. The Sorority was founded to promote outstanding service, leadership and scholarship to all mankind.

Kappa Alpha Psi Fraternity, Incorporated, was founded in 1911. The chief goal is to provide opportunities for young men to acquire sound moral, intellectual and social anchors for effective living.

Omega Psi Phi Fraternity, Incorporated, was founded in 1911. The chief goal is to mold and shape young College men, who meet the requirements for fraternity-ship, into a finer product: a whole man.

Phi Beta Sigma Fraternity, Incorporated, was founded in 1914. The motto of the Fraternity is "Culture for Service," and "Service to Humanity."

Delta Sigma Theta Sorority, Incorporated, was founded in 1913. These women are pledged to serious endeavors, community services, and high cultural standards.

Sigma Gamma Rho Sorority, Incorporated, was founded in 1922. These women foster high ideals and encourage upright living among women.

Zeta Phi Beta Sorority, Incorporated, was founded in 1920. These women strive to make meaningful its ideals of service, scholarship, and sisterhood.

Iota Phi Theta Fraternity, Incorporated, was founded in 1963. The Fraternity is, and shall forever remain dedicated to its founders' vision of "Building a Tradition, Not Resting Upon One!"

Religious Life

Religious life at Saint Augustine's University offers opportunities for spiritual growth to its students as an integral part of the campus. Saint Augustine's University seeks to maintain an environment which is supportive of Christian ideals and fosters personal integrity, intellectual freedom, and academic excellence. The University is affiliated with the Episcopal church but also offers and hosts non-denominational services and events to service a wider variety of spiritual beliefs. Saint Augustine's

University welcomes those religious traditions, which share appreciation of diversity, affirm the freedom of the individual, and support the University experience.

Health Services

Health Services are provided at the Joseph G. Gordon Student Health Center for all students matriculating at Saint Augustine's University. Prior to matriculation at Saint Augustine's University, each student must have taken a thorough physical examination and submitted a certificate of good health. A student who has special medical problems is responsible for registering them with the University's Family Nurse Practitioner/Director of the Gordon Student Health Center.

The Health Center has an MD who provides medical oversight of all health care. The Center is open Monday - Friday (from 8am to 5pm). The North Carolina Immunization Law requires that all new students entering University present the Student Health Center with a record of immunization prior to University enrollment. To support student learning, the Health Center provides materials in the lobby area on sexually transmitted diseases and collaborates with Counseling and Psychological Services where student behaviors suggest counseling may be beneficial.

The Health Center also has a student organization (Falcons 4Health) whose purpose is to promote health awareness and to educate the student body about health disparities.

Residence Life

The Office of Residential Life and Housing is firmly committed to providing an on-campus residential and learning community that complements the mission of Saint Augustine's University. The office assists students in becoming academically successful in developing life skills with persistence from freshman year through graduation.

Residential living provides many opportunities for students to interact with peer groups that are experiencing the same unique demands made of a university student through workshops on topics, which include study and time management skills, conflict resolution, and mediation. In addition, special programs are hosted to cover more sensitive interpersonal issues, including domestic violence and developing and monitoring positive personal relationship relationships.

The Office of Residential Life and Housing places a high priority on the provision of safe, clean, and well-maintained student residential communities. The University developed and established a Parents' Association in November of 2007. Its purpose was to develop lasting relationships with parents and guardians because of the essential role that they play in the educational process and success of their student. The mission of the Parents' Association is to enhance the quality of both the student and parent experience through communication and contact between the University and the parents.

Counseling and Psychological Services (CAPS)

The Counseling and Psychological Services (CAPS) program is designed to help students enhance strengths and develop abilities to deal with the experiences of living, growing, and learning. CAPS offers individual counseling/psychotherapy, consultation, couples and group counseling to currently enrolled students at no additional cost. Students have an opportunity to meet with a licensed Psychologist to address personal issues, work through challenges, and deal with the implications of growth and change. The CAPS program also offers psycho-educational workshops designed to enhance personal and academic skills and to teach more effective strategies for coping with problems.

Some of the concerns that students discuss with CAPS counselors are:

- relating to family, friends and dating partners
- academic performance
- self-esteem

- stress
- depression
- loss of an important relationship
- issues related to sexual orientation
- sexual assault and rape
- concerns about your or another's use of alcohol or other drugs

Students may call or come by the office to make an appointment. CAPS carefully adhere to professional standards of ethics and confidentiality. If a student wants information concerning his/her contact with the CAPS staff released, he/she must sign a specific written authorization. We are located at 1505 Oakwood Avenue.

Intercollegiate Athletics

Saint Augustine's University has always maintained an exemplary reputation for providing a strong undergraduate education and has experienced a storied legacy in intercollegiate competition. This institution strongly supports and is committed to a program that enables student-athletes to fully develop their academic and athletic potential as they compete and serve as student ambassadors. Saint Augustine's University is a Division II member that operates in the Atlantic Region of the National Collegiate Athletic Association (NCAA), and the Central Intercollegiate Athletic Association (CIAA) Conference.

Saint Augustine's University sponsors the following intercollegiate sports: baseball (men), basketball (men and women), football (men), indoor/outdoor track and field (men and women), golf (men), softball (women), volleyball (women), and cross-country (men and women). For men and women to be eligible to represent the University in intercollegiate athletic competition, he/she must be in compliance with all applicable provisions of the constitution and bylaws of the NCAA and all rules and regulations set by the University and CIAA.

Academic Affairs

The Mission of Academic Affairs

The mission of the Office of Academic Affairs at Saint Augustine's University is to create, implement, and assess learning that embraces and promotes the mission of Saint Augustine's University. The mission is achieved through academic policies that facilitate students learning through the mastery of core competencies that are transparent, transferable, and transportable.

In keeping with the institutional goals, Academic Affairs prepares students for graduate and professional studies, or employment through a general education program built on broad transferable knowledge, skills, and dispositions. Developing student competencies in general education areas allow us to build student competencies in major academic disciplines.

Goals:

1. To ensure that students attain competencies in the foundational skills of reading, writing, oral communication, mathematics and technology;
2. To help students acquire a historical perspective of the impact of race, gender and culture and the requirements of citizenship in American society;
3. To foster in students a critical understanding of the influence and contributions of diverse cultures in a global context;
4. To provide students with the requisite skills and analytical reasoning ability necessary for the successful pursuit of graduate and professional studies in their major discipline;
5. To develop, review, and revise curricula that will prepare students for meaningful careers including employment in business, government, STEM fields, social and behavioral science fields, the military, education, the arts and health and wellness fields; and
6. To regularly assess the effectiveness of Academic Affairs in fulfilling its mission through regular evaluations of student outcomes, reviewing comparative institutional indicators of institutional effectiveness, and conducting continuous assessment of faculty teaching.

Academic Policies

The Academic Year

The academic year at Saint Augustine's University is divided into two semesters of approximately sixteen weeks, including exams. In addition, the University offers five-week block nontraditional programs and six-week summer session(s). Students may begin their matriculation at the University at the beginning of the semesters or at the start of a summer session.

Degrees Awarded

Bachelor degrees are awarded to students who successfully complete a minimum of 120 credits and who satisfy all other relevant graduation requirements provided in this catalog, which may be amended from time to time. The academic programs at Saint Augustine's University lead to two degrees: a Bachelor of Arts and/or a Bachelor of Science. Candidates for either degree must complete all courses in their major, including required supporting courses from other disciplines, with a minimum grade of "C." Degrees are awarded in the following majors.

Bachelor of Arts Degrees

Communication

Elementary Education

English

Film

Music

Political Science

Psychology

Religious Studies

Sociology

Theatre

Visual Arts

Bachelor of Science Degrees

Accounting

Biology

Business Administration

Chemistry

Computer Information Systems

Criminal Justice

Engineering Mathematics

Exercise Science

Health and Physical Education

Health and Physical Education - non-teaching option

Organizational Management

Public Health Science

Sport Management

Minors

Accounting

Black Politics

Computer Information Systems

Criminal Justice

English

Foreign Language (French/Spanish)

History

Homeland Security & Emergency Preparedness

Prel-Law

Political Science

Psychology

Public Health Science

Public Policy

Real Estate

Religious Studies

Sociology

Military Leadership

Social Work

Sport Management

Graduation Requirements

Candidates for graduation must have: passed all General Education competency requirements; earned a minimum cumulative grade point average (GPA) of 2.0; earned a minimum grade of "C" in ENGL 131 or 131L ENGL 132, ENGL 150, and LIS 150, MATH 131 and MATH 132; earned a minimum grade of "C" in all major courses, including required supporting courses from other disciplines; and earned the last 25% of semester hours of course requirements in a major in residence at Saint Augustine's University. Candidates for graduation are expected to participate in all commencement exercises, unless excused in writing by the Provost and Vice President for Academic Affairs.

Candidates for graduation must submit an application to their respective advisors to verify their eligibility for admission to candidacy for graduation. The Candidacy for Graduation form can be obtained from the Registrar's Office and must be reviewed and signed by the student's advisor as well as the department chair and submitted to the School Dean one **year in advance of the planned graduation date** (by March 15, one year prior to the semester in which the student expects to finish). The School Dean will review the student's academic record to determine whether all requirements for graduation have been successfully completed.

In summary, in order to be eligible for graduation, students are expected to know and satisfy all relevant degree requirements published in the *Saint Augustine's University Catalog* in effect when they declared their current major, including General Education Program competency requirements, School requirements, as well as the major requirements. While students may expect to receive guidance in course selections and assistance in familiarizing themselves with the University's academic policies from faculty advisors, Department Chairs and School Deans, students shall be held responsible for satisfying all requirements necessary to earn their degrees. A student's failure to satisfy all relevant degree requirements is not a basis for making exceptions to the University's academic requirements and/or policies.

Candidates must also be financially cleared with the University. Students should review the financial Information section of this Catalog for a listing of graduation fees.

Independent Study Policy

Offering courses through Independent Study provides students an opportunity to complete courses required for graduation, but which may not be offered in the semester needed to complete requirements for the baccalaureate degree. Students needing to complete a required course in their major through Independent Study must obtain an application from the Office of the Registrar. Only students with the class standing of Senior are eligible to apply for an Independent Study unless otherwise approved by the Vice President for Academic Affairs.

The application requires prior written approval from the instructor teaching the course; the signature of the School Dean from the academic department offering the course, the signature of the School Dean in the student's major, the signature of the Vice President for Academic Affairs, and the signature of the Registrar.

The following policies shall govern Independent Study:

- Independent Study is limited to students with Senior standing who are currently enrolled at Saint Augustine's University who must complete required courses in their major;

- A student is limited to a maximum of three (3) Independent Study courses. Independent Study may not be used to repeat a course unless otherwise approved by the Provost and Vice President for Academic Affairs; and
- A student may not enroll in an Independent Study course in any semester that the course is offered as part of the regular schedule of courses.

The faculty member teaching an Independent Study course must:

1. Provide the student with a standard syllabus for the course; and
2. The syllabus must include required meeting dates, weekly assignments/topics and graded assignments including an assignment that forms the basis for a mid-term and final grade.

Honor Graduates

In order to be eligible for honors at graduation, a student must have: completed all requirements for the degree within seven years of enrolling in the University; must have earned a minimum of sixty (60) credits at Saint Augustine's University and earned a cumulative grade point average of 3.40 or greater. Recognition at graduation for honors in academic performance is as follows:

Summa Cum Laude
3.80 to 4.00

Magna Cum Laude
3.60 to 3.79

Cum Laude
3.40 to 3.59

General Education Program (GEP) Mission Statement

The purpose of the General Education Program (GEP) at Saint Augustine's University is to support the University's mission by ensuring that its graduates are proficient in the core competencies of: communication; critical thinking; wellness; STEM and quantitative literacy, global prospective, innovation, creativity, and artistic literacy.

GEP Goals

Students who graduate from Saint Augustine's University share certain characteristics based on common learning experiences. Upon completion of the GEP course requirements, students should:

- Think critically and demonstrate a high level of proficiency in written and oral expression;
- Understand and apply mathematical concepts;
- Understand essential elements in the physical and natural sciences;
- Possess a basic understanding of social and behavioral sciences, and of the human environment and think in an informed manner about social and political issues;
- Possess an appreciation of cultural and spiritual values, creative expression and the history and experience of human society through courses in the humanities, fine arts, and languages;
- Reflect upon ethical and spiritual questions related to their intellectual interests, social responsibilities, and personal growth; and

- Know how to lead a healthy lifestyle based upon an understanding of the importance of physical, spiritual, emotional, economic and psychological wellness, which often includes exercise and the principles of physical and natural science.

SAINT AUGUSTINE'S UNIVERSITY	
GENERAL EDUCATION	
General Education Program Core Requirements	Courses and Credits
Total Credit Hours	52 - 58
University GEP Core Requirements: Minimum of fifty-two (52) hours in the core curriculum is required of all students except Extended Studies students who take 51. Students who enter as a first-time freshman must take an entrance assessment. A minimum grade of "C" is required in English (ENGL 131, ENGL 132, ENGL 150, LIS 150) and Mathematics (MATH 131 & MATH 132). Students that have course requirements waived must satisfy the MINIMUM required hours of 120 in order to graduate.	
FIRST YEAR EXPERIENCE	
• FYE 101 (2 credits) • FYE 102 (2 credits)	4
COMMUNICATION	12 - 18
Written and Oral Communication Definition: Written and Oral Communication is the ability to impart and interchange information or ideas within a meaningful context using various rhetorical modes such as descriptive, informative, analytical and argumentative writing. University Requirements for students that enter with ≥ 3.0 CGPA Electives in the following courses. • Internship • Research • Field Experience	• ENGL 131 - English Composition (3 Credits Required) OR • ENGL 131L - English Composition with Lab (3 Credits Required) • ENGL 132 - English Composition II (3 Credits Required) • ENGL 150 - Reading Across the Disciplines (3 credits) < 3.0 • LIS 150 - Critical Writing Seminar (3 credits) < 3.0 • COMM 201 - Communication Skills (3 Credits Required) • FLSP 132 - Elementary Spanish II (3 Credits Required) OR • FLCH 132 - Elementary Chinese II (3 Credits Required) OR

University Requirements for students that enter with < 3.0 CGPA ENGL 150 Reading Across the Disciplines LIS 150 Critical Writing Seminar: Concepts	FLFR 132 - Elementary French II (3 Credits)
SPIRITUAL DEVELOPMENT	3
Spiritual Development Definition: Critical thinking is characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Spiritual development is the ability to understand diverse religions and to develop positive spiritual growth.	- PHIL 231 Introduction to Philosophy - PHIL 235 Ethics - Or - Religious Studies Course
HEALTH and WELLNESS	5
Wellness Definition: Ability to understand, develop and adopt positive behaviors and life strategies that promote economic, physical, mental, emotional, social well-being.	2 (PE) Activity courses - 2 Credits Required Wellness course - 3 Credits Required
STEM	13
STEM Literacy Definition: The STEM competency represents the ability to understand, interpret and apply scientific, engineering and mathematical concepts to solve real world problems., Problem solving includes designing, evaluating, implementing a strategy to answer an open-ended question or achieve a desired goal.	STEM (Course with lab - 4 Credits Required) * PHYS 131 + Lab - Fundamentals of Physical Science BIOL 131 + Lab - Fundamentals of Biology BIOL XXX + Lab - Environmental Science * Note: STEM majors will take BIOL133 + Lab - Principles of Biology and CHEM 141 + Lab – General Chemistry I MATH 131 or Higher (3 Credits) Required MATH 132 or Higher (3 Credits) Required * Note: STEM majors required to take MATH 135 - Algebra and Trigonometry and MATH 231 - Calculus I. Accounting and Business Administration majors are required to take MATH 135 and either MATH 224 - Business Calculus or MATH 231. CIS 240 - Microcomputer Software Application I - 3 Credits Required
HUMANITIES	9
Definition: The humanities emphasize analysis and exchange of ideas concerned	Choose one History course (3) and two Fine Art courses from different disciplines (i.e., ART and FIM).

with human culture, especially literature, history, art, music, and philosophy.	<i>Students majoring in the arts must take fine art courses outside of their major.</i> HIST 133 HIST 134 HIST 224 or HIST XXX ART 100 or ART 200 FIM 111 or FIM 160 MUS 247 THE 110 or THE 120 LIS 221 <i>(Required by Extended Studies Only)</i>
Social and Behavioral Sciences	6
Definition; The social-behavioral sciences provide scientific methods of inquiry and empirical knowledge about human behavior, within society and individually. The forms of study may be cultural, economic, geographic, historical, linguistic, political, psychological or social.	Social Sciences (Choose One) POLS 210 - American National Government ECON 236 - Principles of Macroeconomics Behavioral Sciences (Choose One) PSYCH 132 - Introduction to Psychology SOC 132 - Introduction to Sociology CJ 101 - Introduction to Criminal Justice POLS 100 - Introduction to Political Science
Core Competency: CAPSTONE COURSE OR EXPERIENCE	
Capstone Experience Definition: An experience or experiences that allow students to organize and synthesize core competencies, knowledge and skills acquired from a variety of sources including in-class and out-of-the class settings and situations that occur during their undergraduate experience.	Criteria: 3 Credits or more Capstone Experience - 3 Credits Required Internships(s), Research Experience, Student Teaching See you advisor in your major program for specific information.

Time Limit (Seven - Year Rule)

Students matriculating as degree-seeking students at Saint Augustine's University are allowed seven consecutive years to complete degree requirements under the catalog in effect when they entered the University or when they declared their current

major, whichever event is the most recent. If students have not met the requirements for graduation under the Catalog within the seven-year time frame, they will be denied eligibility for graduation under that Catalog. Students whose time limit has expired will be graduated under the current University Catalog. Students exceeding the seven-year time limit may appeal in writing to the Vice President for Academic Affairs for exceptions to this rule.

Residence Requirements: 25% Rule

All students enrolled in a baccalaureate degree program are required to complete the final 25% of semester hours of academic credit toward the degree in residence at Saint Augustine's University. The student should be enrolled at the University during the year in which the degree is granted. This requirement also applies to transfer students who are admitted to the University. Coursework taken within the Cooperating Raleigh Colleges (CRC) Consortium is considered "in residence." The Department Chair, School Dean, and the Provost and Vice President for Academic Affairs must give prior written approval to students, who have attained senior classification, for a waiver of the 25% rule to support the completion of graduation requirements, including waivers for GEP competency requirements or major requirements as well as CRC coursework. Official transcripts from the CRC institutions where academic credit was earned must be forwarded to the Office of the Registrar prior to Commencement. Students who have earned a grade of "D" or "F" in a course required for graduation while enrolled at the University must repeat that course at Saint Augustine's University or one of the CRC colleges and obtain a grade of "C" or better. The Provost and Vice President for Academic Affairs may make exceptions to residence requirements in conjunction with the approval support of the School Deans and the Department Chairs.

Earning a Second Baccalaureate Degree

Students wishing to pursue a second degree are responsible for initiating and coordinating any action relating to the majors, whether pursuing two degrees concurrently or successively. Saint Augustine's University will not permit a student to earn more than two baccalaureate degrees.

Prior to pursuing courses in the second major, students are encouraged to meet with the Department Chairs and the School Deans to obtain a full understanding of the courses and/or other requirements necessary for graduation. School Deans, Department Chairs, and faculty advisors are encouraged to meet regularly with students pursuing a second bachelor's degree to ensure that candidates for a second degree remain thoroughly familiar with all graduation requirements.

With the exception of GEP requirements, students may not use one course to satisfy two sets of academic requirements. Students pursuing a second bachelor's degree at the University will not be awarded credit towards the second major for courses that were required to complete the first major. Thus, students who plan to graduate with two degrees and dual majors must satisfy the requirements for each major, including all supporting courses and electives with separate courses. Credit for supporting courses completed at another institution for other than the first major may be transferred to Saint Augustine's University as part of the maximum number (i.e., 90) of transferable credits. Students who satisfy all graduation requirements for two degrees shall receive two diplomas. Students pursuing a second degree at the University must satisfy all internal graduation requirements of the School in which their majors are located.

Concurrent Pursuit of a Second Degree at Saint Augustine's University (Dual Degree)

A student may earn two degrees concurrently at Saint Augustine's University by meeting the following requirements:

- Earn a minimum of 60 hours at Saint Augustine's University;
- Receive written approval from the School Dean in which the second major is located;
- Meet all graduation requirements for both degree programs;
- Satisfy all requirements for the two majors with separate courses; and

- Earn a grade of "C" or better in required major's coursework.

Successive Pursuit of a Second Degree

Students who already hold a baccalaureate degree either from Saint Augustine's University or another regionally accredited university or university may earn a second baccalaureate degree at Saint Augustine's University by meeting the following requirements:

- Complete a minimum of 30 credit hours towards the requirements for the second baccalaureate degree at Saint Augustine's University;
- Satisfy all current requirements for the second major, including all course prerequisites;
- Earn a grade of "C" or better in the required major coursework; and
- Earn a cumulative grade point average of 2.0 or higher in all coursework earned at Saint Augustine's University.

Students who have previously earned a baccalaureate degree at Saint Augustine's University or at another regionally accredited institution and who wish to acquire a second baccalaureate degree from Saint Augustine's University must satisfy the current major requirements in effect when they enroll for the second baccalaureate degree.

Semester Credit Hours

A semester credit is defined as one 50-minute class per week (or its equivalent) for one semester. For example, a three-hour class may meet for three 50-minute periods per week, or for two 75-minute periods per week, or for a combination of the two formats per week for one semester. Laboratory and studio classes normally require two to four hours in class per week to be equivalent to one credit hour. Credit for internships, fieldwork courses and practica is determined according to this prevailing standard as well. For instance, 1/4-time internships, etc., that require about 10 hours per week per semester earn 3 credit hours.

Overall, one credit hour equates to about 3 hours of the student's time (i.e., 50 minutes in class and 2 hours of out-of-class student work per week over a semester for a semester hour. Most three-credit courses at Saint Augustine's University meet for 150 minutes per week of in class instruction and the faculty and administration expect its students to spend at least 6 hours per week engaged in out-of-class preparation for each class hour. Therefore, students spend about 10 hours per week on each course. The University considers the 10-hour-standard both sound and acceptable for a 3-credit course.

Credits Earned at Accredited U.S. Colleges

Once a student has matriculated at Saint Augustine's University, he/she may not pursue courses at another accredited college or university as transfer credits towards a degree without obtaining, in advance of registration for such courses, written approval from the Department Chair, the School Dean, and the Provost and Vice President for Academic Affairs. The University may not accept courses taken without such prior approval. Further, after a student has earned 65 or more semester hours of academic credits at another college, credits earned after enrolling in Saint Augustine's University from a junior college, community college, technical institute or other comparable institution will not be accepted as transfer credits.

Students transferring from regionally accredited community colleges and/or technical institutes will receive appropriate credit for courses completed. The student must, however, meet the requirements of the Saint Augustine's University major, even if this involves pursuing freshman and sophomore level courses. The respective School Dean and/or Department Chair will review the record of the transfer student and will make the final recommendation on the course's applicability towards the major. This procedure will also apply in cases where the transfer student has earned the Associate of Arts or the Associate of Science degree from a state-approved program or programs approved by the Southern Association of Colleges and Schools:Commission on Colleges. All transfer credits will be evaluated where applicable, but will not be computed in the grade point average at Saint Augustine's University.

Credits Earned at Foreign Colleges

Students transferring credit from courses taken or degrees completed at colleges and/or universities in foreign countries must have their transcripts forwarded to either World Educational Services (WES) or Educational Credential Evaluators, Inc., (ECE) for the evaluation of foreign educational credentials. The student should request that the transcript evaluation be sent from WES or ECE to the Office of the Registrar at Saint Augustine's University. The student must also provide the Office of the Registrar with an official copy (including the foreign colleges or university's seal or stamp) on the transcript. The Registrar shall forward a copy of both the transcript and WES' or ECE's evaluation of the transcript to the Department Chair. The respective School Dean and/or Department Chair will review the transcript and the transcript evaluation of the international student and will make the final determination on courses to be taken and/or credit accepted towards the degree. The international student must, however, meet the graduation requirements as found in the current *Saint Augustine's University Catalog*, even if this involves pursuing freshman and sophomore level courses.

Cooperating Raleigh Colleges (CRC)

Through an agreement with North Carolina State University, Shaw University, Meredith College, William H. Peace University, and Wake Technical Community College (i.e., the Cooperating Raleigh Colleges or the "CRC"), students may take courses and pursue programs of study, including courses leading to a minor, when such courses are not offered at Saint Augustine's University. Fall and Spring Semester credits earned through the CRC are not considered transfer credits and, therefore, are computed in the students' semester and cumulative grade point averages. Students who are enrolled at Saint Augustine's University and who are interested in taking courses through the CRC must receive written permission prior to registration at the CRC institutions from the Department Chair, the School Dean and the Provost and Vice President for Academic Affairs. During the summer there is no inter-institutional program with local colleges.

Students who have previously enrolled in courses at Saint Augustine's University and who received a grade of "D" in courses required in the major must repeat such courses at Saint Augustine's University or one of the CRC institutions when not offered at Saint Augustine's University. Where there are extenuating circumstances that students believe warrant consideration in the application of this policy, students should appeal in writing to the Department Chair of the department in which the course is offered and written authorization must be granted prior to enrolling in the course through the CRC by the School Dean and the Provost and Vice President for Academic Affairs.

Articulation Agreements

Students who enroll as transfer students from a North Carolina Community College System institution and who have earned either an Associate of Arts or an Associate of Science two-year degree are able to transfer and enter into Saint Augustine's University at the junior class level with all general education requirements satisfied. However, in the event that a major course requires a pre-requisite that has not been satisfied as part of the community college curriculum, then the student will be required to take that pre-requisite in order to satisfy the major course requirement.

If a student earned a two-year degree with an Associate in Applied Science, then the student's academic coursework will be transferred on a course-by-course basis. Course applicability is at the discretion of the academic School Dean upon the recommendation of the major department Chair.

Credit for Prior Learning

Students may submit evidence that they have met the student learning outcomes (SLOs) required for the General Education Program or major curriculum through life and/or work experience. Students who demonstrate that they have mastered competencies in the prescribed SLO's may receive college credit and are not required to take courses covering the mastered content. Prior learning may be demonstrated by

- Advanced Placement (AP) Examination
- College Level Examination Program (CLEP)
- Credit by examination
- Educational Experiences in the Armed Services
- International Baccalaureate
- Self-Acquired Competency
- National Guide to Educational Credit for Training
- European Patterned Education

1. A maximum 60 credits toward bachelor's degrees may be established by examination.

2. Maximum credit awarded for Self-Acquired Competency (SC) will be 30 credits toward a bachelor's degree.

3. Credit for Prior Learning may be applied toward graduation, but not toward residency requirements.

4. Application for Credit for Prior Learning must be submitted prior to the completion of 90 credits for bachelor's degree programs.

5. No credit may be established by examination in any course in which the examinee has previously earned a grade below "C," or in any course previously attempted or audited by the student.

6. Credit earned by departmental examination will usually be restricted to lower-division (100 and 200 level courses).

7. Tuition and fees may be charged prior to examination or for posting of credit above eighteen (18) hours.

8. All credits earned through Prior Learning options will be counted for purposes of the Financial Aid Satisfactory Progress policy.

For consideration

Self-Acquired Competency is academic credit for learning that occurred outside the classroom. Current students or applicants may request credit by submitting a written request and a portfolio documenting mastery of the content area(s) and the outcome(s) to a faculty member or the appropriate faculty committee. Portfolios will be externally evaluated through the Council for Adult and Experiential Learning (CAEL) American Council on Education (ACE) CREDIT or approved faculty member(s) with expertise in the major field of study will evaluate the portfolio and determine whether credit should be granted.

The National Guide to Educational Credit for Training Programs published by the American Council on Education lists credit recommendations for programs and courses sponsored by non-academic organizations to employees or members. In most instances, Saint Augustine's University will accept these recommendations and award appropriate credit. For more information, contact the Registrar.

International Baccalaureate Degree: Students who achieve 5, 6, or 7 in an individual higher level examination may receive credit for an equivalent course at Saint Augustine's University. Official transcripts must be issued by the International Baccalaureate North American Office.

European-Patterned Education: Students may earn up to one year of credit for completing the courses and the national examination for advanced high school work equivalent to a thirteenth year of school, depending on examination results, course syllabi and subjects taken. Saint Augustine's University requires an officially certified copy of externally issued exam results that show the scores for each exam subject, with an official English translation. Advanced credit is most often awarded for these programs:

British GCE Advanced-level or AS-level examinations

Canadian (Quebec) two-year College d'enseignement General et Professionnel

Caribbean Advanced Proficiency Examinations (CAPE) when two units are completed

Danish Studentereksamen
Finnish Ylioppilastutkinto
French Baccalaureate exams
German Abitur exams
Hong Kong HKALE
Icelandic Studentsprof - Menntaskoli exams
Italian Maturita
Lebanese Baccalaureate
Netherlands Voorbereidend Wetenschappelijk Onderwijs (VWO)
Norway Vitnemal
Singaporean Advanced-level exams
Swedish Fullständigt Slutbetyg från Gymnasieskolan
Swiss Federal Maturite exams

Other European Baccalaureate: Students seeking credit for educational experiences in the armed services must provide AARTS or SMART transcripts, verified by the services, and evaluated and endorsed by ACE.

Academic Credit Travel Program Credit: Academic programs that provide travel courses and study abroad carrying one to three credits. To register for these courses, a student must submit a petition to a special review committee consisting of the chair and dean of the appropriate School, the Coordinator of the appropriate program, Director of International Programs/Study Abroad and a faculty member. The student must prepare and submit a portfolio including a written report describing the experience to the committee for its approval before credit can be granted.

To be considered for credit, the travel must be a bona fide, full-time intercultural experience of intensity and depth, which exposes the student to another culture, either interurban or international. In general, one credit is granted for each week of travel to a maximum of six credits.

A Travel Program experience may be developed as an Independent Learning Plan (ILP) to meet the student learning outcomes for the Humanities Competency. Students must work with a faculty member and the Director of International Programs/Study Abroad to develop methods for demonstrating and documenting required outcomes within the experience, and identify methods by which the experience may be assessed. The ILP must be reviewed and approved on the Study Abroad Approval Form by the review committee, which may require alterations to the ILP. The committee will review documentation of the experience and review or conduct appropriate assessments before credit for achievement of the student learning outcome for Humanities Competency is granted. It is possible for one Travel Program experience to meet outcomes in more than one area. For example, an experience could meet outcomes for the Business program and also meet the competency for Humanities Competency.

Credit by Examination

College Level Examination Program (CLEP)

CLEP is a national program of credit-by-examination that offers students the opportunity to obtain recognition for College-level achievement. CLEP offers Subject Examinations. CLEP credits will be reflected on the student's transcript as transfer credits. No more than twenty-four (24) hours of credit can be received through CLEP tests for both general and subject examinations combined.

To be considered for credit students must achieve scores of 50 or higher for each CLEP exam. No credit may be granted for CLEP tests, which are repeated. If a student fails a CLEP test and then retakes the test, the student may not receive credit even if the subsequent score meets the criterion.

The amount of credit to be awarded is to be determined by the Registrar and School Dean in whose department/School the test falls. Credit will be granted only when an official CLEP score report is sent directly from the College Board to the Office of

Registrar. Duplicate reports, examinee's copies or score reports received in any other manner, with the exception of a CLEP examination administered at the College are not acceptable.

Advanced Placement Examinations

Part A

Saint Augustine's University awards Advanced Placement and/or degree credits for certain college-level courses based on the results high school students may obtain on some of the College Examination Board Advanced Placement Examinations. A list of courses, which are acceptable for exemption by Saint Augustine's University, has been included in the following chart. Students who wish to receive Advanced Placement for subjects not listed below, and who have earned a score of 3 or higher, should request that the School Dean and Department Chair of the department in which the subject is located review their examination scores for the assignment of Advanced Placement credit. Students desiring to receive credit for Advanced Placement examinations should request that the examination scores be sent to the Office of Admissions at Saint Augustine's University by contacting:

Advanced Placement Service
Post Office Box 6671
Princeton, New Jersey 08541
Telephone #: 1 (888) 225-5427
E-mail: apexams@info.collegeboard.org

Part B

Additionally, Advanced Placement credits may be awarded to high school students who have enrolled in selected courses at the University upon enrolling as a matriculating student at Saint Augustine's University. Under certain circumstances, high school students classified as juniors or seniors, with a grade point average of 3.00 or better, and a letter of recommendation from their high school principal, may be granted permission to take university course work. Upon matriculation and approval by the School Dean and Department Chair of the department in which the course was taken at Saint Augustine's University, the student will be granted college credit.

Advanced Placement Examination	Score	Course Eligible for Exemption			Credits Awarded
Art History	5, 4 or 3	ART	130	Art Appreciation	3
		ART	331	Survey of Art History I	3
Art Studio	5, 4 or 3	ART	131	Introduction to Drawing	3
		ART	132	Color and Design	3
Biology	5 or 4	BIOL	131	Fundamentals of Biology	4
		BIOL	133	Principles of Biology I	4
		BIOL	134	Principles of Biology II	4
Chemistry	5 or 4	CHEM	141	General Chemistry I	4

		CHEM	142	General Chemistry II	4
Economics	5, 4 or 3	ECON	235	Principles of Microeconomics	3
		ECON	236	Principles of Macroeconomics	3
English					
Literature/Composition	5, 4 or 3	ENGL	131	English Composition I	3
Language/Composition	5, 4 or 3	ENGL	132	English Composition II	3
French					
Language	5, 4 or 3	FLFR	131	Elementary French I	3
Literature	5, 4 or 3	FLFR	331	Survey of French Literature	3
Government/Politics					
American	5, 4 or 3	POLS	210	American National Government	3
Comparative	5, 4 or 3	POLS	332	Comparative Politics	3
History					
American	5, 4 or 3	HIST	231	American History I	3
			or		
American	5, 4 or 3	HIST	232	American History II	3
Mathematics					
Algebra	5, 4 or 3	MATH	131	College Algebra	3
Calculus (AB or BC)	5, or 4	MATH	231	Calculus I	4
	3	MATH	232	Calculus II	4
Music					
Listening/Literature	5, 4 or 3	MUSIC	135	Music Appreciation	3
Theory	5, 4 or 3	MUSIC	131	Music Theory and Ear Training I	3
Physics					
Physics B	5, 4 or 3	PHYS	241	General College Physics I	4
			or		
			242	General College Physics II	

Physics C		PHYS			4
Mechanics, Electricity/Magnetism	5, 4 or 3	PHYS	243	General Physics I	4
		PHYS	244	General Physics II	4
Spanish					
Language	5, 4 or 3	FLSP	131	Elementary Spanish I	3
	5, 4 or 3	FLSP	331	Survey of Spanish Literature	3

Proficiency Exam

Students enrolled at Saint Augustine's University may have developed knowledge and skills that match the knowledge and skills to be achieved in certain courses at the university. A student may request credit by examination for the purpose of validating this knowledge of the material presented in a course. In order to be eligible to take a proficiency exam a student must show evidence of preparedness, such as high achievement in private or public secondary schools, military service, or work experience which will qualify one for advance standing; documentation must be provided. Challenge procedures:

- To challenge a course, a student must have the approval of the School Dean, after consultation with their advisor, to take a proficiency test in a particular course.
- No student will be allowed over two examinations for credit per semester, up to a maximum of 15 hours per degree.
- No freshman student will be allowed to earn credit by examination for 300 or 400 level courses.
- Only grades of "C" or better will be approved for credit toward graduation.
- Students may not challenge courses in which they have previously made a grade other than "W".

The appropriate department will administer the examination. The standard fee (existing tuition and fees) will be charged, payable after the proficiency exam has been authorized. No fee paid to take a proficiency exam will be refunded regardless of the result of the examination. Only the Provost and Vice President for Academic Affairs may make an exception to these rules upon the recommendation of the School Dean.

Military Credit

Credit earned while a student was a member of the United States armed forces, including credit earned for military training, may be accepted at Saint Augustine's University upon review by the Department Chair and School Dean and upon the written approval of the Provost and Vice President for Academic Affairs. The Vice President for Academic Affairs may require that the student submit an evaluation of credit earned while in the armed forces from such national organizations as the American Council on Education.

Class Load Limits and Excess Credits

As part of the University's completion agenda Falcon 15: Focus on the Finish, all students are encouraged to take at least 15 credit hours per semester. The minimum academic load during a semester for a regular, full-time student is 12 semester hours. The normal full-time class load is defined as 12 to 18 semester hours per semester. A class load in excess of 18 hours is considered an overload and will require the approval of the Department Chair, School Dean and written authorization from the Provost and Vice President for Academic Affairs. A student whose cumulative grade point average is less than 3.00 may not register for overload hours in any semester. **No freshman may take an overload.** Authorization for registering for excess credits must be granted in writing by the last day of registration as reported on the University's current academic calendar for the

semester in which an overload is requested. Additional tuition and fees will be charged (see the section of this catalog on Financial Information) for overloads. Students with class loads of less than 12 hours are part-time and will be billed accordingly.

Classification of Students

A student is classified as a freshman at the time the student enrolls at the University. The classification of students is based upon the number of credits earned as follows:

Enrollment Level

Class Level	Number of Semester Hours
Freshman	0 - 29 semester hours
Sophomore	30 - 59 semester hours
Junior	60 - 89 semester hours
Senior	90 semester hours and above

Enrollment Status

Full-time	Students who are pursuing a minimum of 12 semester hours
Part-time	Students who are pursuing less than 12 semester hours

Class Attendance

With the intent of optimizing student performance and ensuring that students have the opportunity to achieve academic success, students are expected to attend all classes. Faculty members shall provide as part of their course syllabi a clear explanation of their policy on unexcused absences and class attendance including the consequences of violating their policy. The faculty member's policy on unexcused absences and class attendance must be distributed to students within the first week of classes each semester. Excessive absences may result in a failing grade.

It is the sole responsibility of the student to withdraw from a course they are no longer attending prior to the deadline. The deadline will be announced and should be published in the Academic Calendar. The instructor may administratively withdraw students failing to attend the first week of any class and the instructor must notify the Registrar's Office by the end of the day of the second class meeting.

Students who occasionally fail to attend class may have a valid documented reason for their absence. Students who possess acceptable documentation for their absence from class will be allowed to make up and/or complete class assignments, tests, quizzes, papers, etc. Students must, whenever possible, provide prior notice to the faculty of their intended absence and upon the request of the faculty provide documentation that will account for their absence on the date(s) of the class assignments, tests, quizzes, papers, etc. For example, faculty members may request that students provide documented evidence of:

Personal Sickness, e.g., a written statement from a nurse, doctor, or hospital records.

Death in Family, e.g., a funeral program, documentation from the funeral director, and/or minister.

Emergencies, e.g., appropriate evidence sufficient to document the particular emergency.

Participating in Required School Activities, e.g., a written statement from the appropriate University official such as a coach, band director, choir director, etc.

Students on academic probation are allowed no absences unless approved through the Office of Academic Affairs. Students who fail to meet this condition are subject to suspension.

The academic schools of the university may adopt supplementary rules on attendance not inconsistent with these general rules with the approval of the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs has the authority to suspend any student who fails to meet scholarship requirements or to abide by academic regulations.

Academic Standing

Academic Warning

Students who fall below the Satisfactory Academic Progress (SAP) standards during a given semester are placed on Academic Warning for the following semester. To clear all academic actions, students must meet all three SAP requirements. Students on Academic Warning are eligible for financial aid. Students on Academic Warning must:

- Enroll in no more than 13 credit hours
- Repeat all failed courses
- Spend an average of two hours per week working with a tutor from the Academic Advisement/Tutorial Services Center on designated assignments.

Academic Probation

Students who do not meet Satisfactory Academic Progress Standards the semester after being placed on Academic Warning will be placed on Academic Suspension. However, the student may appeal this placement and, if successful in the appeal, be granted Academic Probation. To clear all Academic actions, students must meet all three SAP requirements. Students on Academic Probation are eligible for financial aid. Students who are granted Academic Probation must:

- Enroll in no more than 13 credit hours
- Repeat all failed courses
- Spend an average of two hours per week working with a tutor from the Academic Advisement/Tutorial Services Center on designated assignments.

Academic Suspension

Student who don't meet the minimum Satisfactory Academic Progress standards the semester after being placed on Academic Warning or students who do not adhere to the "Academic Plan" set for them by their academic advisor the semester after being placed on Academic Probation are automatically placed on Academic Suspension. A student who attends Summer School at Saint Augustine's University may improve his/her academic standing. However, readmission still requires an appeal and review by the Academic/Financial Aid Appeals Committee.

Academic Dismissal

Dismissal occurs automatically at the end of the semester when a student fails to remove Academic Suspension or after having been placed on Academic Probation for a semester, he/she still fails to meet SAP. A student who is dismissed will be required to leave the college for up to one year.

Letter of Appeal

Students who are academically suspended must submit a letter of appeal to the Provost. Such appeals shall be in writing and must be submitted no later than thirty days prior to the start of the term in which the student is requesting readmission. Students who are readmitted after academic suspension are placed on academic probation and must meet the requirements for students on probation.

Standards of Minimum Progress

In order to avoid being academically suspended from the University, a student must meet the following minimum standards of progress:

- A student's cumulative grade point average must meet the criteria specified in the table below:

Cumulative Credit Hours Attempted	Minimum Cumulative GPA
0-29	1.75
30-59	1.85
60 and above	2.0

Grading

The grading system is based upon semester hours. The faculty may award the following grades:

Letter Grade	Description	Numeric Grade	Quality Points Per Semester Hour of Credit
A	Excellent	90 and above	Four
B	Good	80 to 89	Three
C	Fair	70 to 79	Two
D	Passing but poor	60 to 69	One
F	Failure	Below 60	None
I	Incomplete	Quality points will not be used to compute the student's term GPA.	

Please note:

- Students must pass all courses in their major including supporting courses from other disciplines, with a grade of "C" or better. Thus, students who receive a grade of "D" or "F" in any course in their major are required to repeat that course at Saint Augustine's University.
- "W" Withdrawal is Non-Punitive (not used to compute the student's cumulative GPA)

Grade Change Policy

It is the University's policy that once a final grade is recorded, no changes are allowed. The only exceptions to this policy are as follows:

An "I" (incomplete) grade may be given in exceptional cases to a student whose work in a course has been satisfactory, and, due to documented illness or other documented emergencies beyond the student's control, he/she has been unable to fulfill specific course requirements such as the final examination, a notebook, an experiment, or a research or term paper. The student must complete the work **by the end of the second week from the beginning of class** in the next semester following the granting of an incomplete ("I") grade; otherwise, the "I" grade is automatically converted to the **Guaranteed Grade**. Although a petition for the "I" grade may be initiated by the student or by a faculty member, the recording of the "I" grade must be approved by the Department Chair and by the School Dean. The Office of the Registrar provides faculty with a special form for the removal of an "I" grade.

The grade must be removed **by the end of the second week following the beginning of class** (in the semester following the one in which the "I" was granted) as stated on the academic calendar or the Incomplete ("I") will automatically convert to the **Guaranteed Grade**. An incomplete grade (I) shall not be recorded as a mid-term grade by a faculty member.

Recording error(s) and/or miscalculations of a grade must be changed no later than the end of the semester following the recording error or miscalculation. Grade changes must be approved by the Provost and Vice President for Academic Affairs and supported by the Department Chair and the School Dean. All grade changes requested because of recording error(s) and/or miscalculations of a grade must be supported by documentation from the faculty member who made the error; i.e., grade books, papers and examinations and calculation records.

Within the first 30 days of a degree being conferred by the President of Saint Augustine's University, a graduate may challenge his/her grades. The graduating student has the right to challenge only the grades earned in the final semester. Grades from previous semesters shall not be changed. Once that time period has expired, the transcript is officially sealed and neither grades nor earned credits will be changed.

Academic Appeals

The Academic Appeal Process requires that a student first discuss the academic dispute with the faculty member who accused the student, or assigned the grade, or initiated the penalty, or with whom the dispute first surfaced. If the dispute is not resolved in conversation(s) with the faculty member, the student shall next address the matter with the Chair of the department in which the course is taught. If the matter is still in dispute following the investigation and determination by the Department Chair, the student has a right to appeal to the Dean of the School in which the dispute arose. In cases where the recommended penalty is that the student be suspended or expelled, or where the student's degree or certification is revoked, students may appeal in writing to the Vice President for Academic Affairs.

Specifically, in cases involving allegations of academic dishonesty students shall be provided with: (1) adequate notice of any offense with which they are charged; and, (2) an opportunity to be heard by the Dean of the School in which the offense is alleged to have occurred.

Credit for Repeating a Course

Students are permitted to repeat only courses in which a grade of "D", "F" or "W" has been earned. The grade that is used is the highest according to the computer program. Students must repeat all courses in the major including supporting courses required in other disciplines, as well as selected GEP courses in which a grade of "D" (or "F") was received (see GEP section for those courses). In order to receive credit for repeating a course, the new course must contain the identical (i.e., course, prefix and number) with regards to the department in which the two courses are located. The repeated courses must be taken at Saint Augustine's University or at a CRC school during the fall or spring semesters with permission from the Office of Academic Affairs. The student's transcript will reflect that the course has been repeated.

Grade Reports

Grade reports are not mailed. Student grades may be accessed online. After grades are submitted by the instructor, they are processed and issued by the Office of the Registrar. Students should examine their grade report carefully. If no grade report is received, the student should contact the Office of the Registrar immediately.

Any error in a grade report must be reported in writing by the student who received the grade or by the instructor who issued the grade to the Department Chair and the School Dean by the last day to withdraw from class (as reflected on the University's current academic calendar) in the semester following the issuance of the grade. Any grading error not reported by such time shall become the permanent grade on the student's transcript.

Dean's List

The Dean's List is achieved by having a semester grade point average of 3.00 and above for a minimum of 12 credit hours.

Dropping Classes

Students may drop classes without academic penalty according to the deadline published in the University's current academic calendar. Students are advised that discontinued attendance does not constitute dropping a class. Failure to report for any class that appears on students' schedules or discontinuation of attendance without officially dropping the class or withdrawing from the course or the college will result in a grade of "F," which is computed in the semester and cumulative averages. Students should refer to the financial Information section of this catalog to determine the billing and financial impact, if any, of dropping classes.

Withdrawal from a Course

Withdrawing from a course is recognized as officially and permanently leaving that course after the drop/add period. Students may withdraw from a course according to the deadline published in the University's current academic calendar or publicized widely on campus. Students who desire to withdraw from a course should secure a Course Withdrawal Form from the Office of the Registrar. Processing of the withdrawal form will begin after the student has returned it to the Office of the Registrar, with the signatures of their academic advisor and the School Dean in the student's major. Students officially withdrawn from a course are assigned a permanent grade of "W" by the Registrar. Students should refer to the financial Information section of this catalog to determine the billing and financial impact (if any) of withdrawing from a course.

Withdrawal from the University

A student is not officially withdrawn from the University until an application has been signed by the appropriate university administrators and returned to the Office of the Registrar. Students are encouraged to notify their instructors when withdrawing from the University. University property (such as dorm keys and ID cards) must be returned to the Office of Enrollment Management and Student Affairs at the time of withdrawal. Upon completion of the withdrawal procedure, the student's transcript is annotated with a grade of "W" for all courses in which a student is enrolled at the time of withdrawal as well as the date of withdrawal. A student who stops attending class and/or leaves the University without processing a formal withdrawal application form shall receive an "F" grade in each course in which the student is registered.

A student may withdraw from the University at any point up to two weeks before the date for the start of final exams. Students should refer to the dates listed on the current academic calendar. Students who withdraw from the University and who do not re-enroll within one academic year must meet the requirements of the current catalog, including GEP, as well as requirements in the major. Students who have withdrawn from the University and more than an academic year has passed since they re-enrolled may appeal in writing to the Provost and Vice President for Academic Affairs for a review of circumstances that may warrant consideration of an exception to the application of this rule. Students should refer to the Financial Information section of this catalog to determine the billing and financial impact, if any, of withdrawing from the University.

Unofficial Withdrawals

Students who cease attending all the courses in which they are registered for a given term or session are considered to have unofficially withdrawn. In these cases, students will be administratively withdrawn from the university by the Office of Academic Affairs. A student who does not officially withdraw from the university is subject to the following penalties/conditions:

- Receive a grade of W for all courses attended; and
- Obtain Provost approval prior to future registration

Financial Implications of Withdrawals

Withdrawing from the university has financial implications for students. Failure to complete coursework in a given semester or session does not cancel a student's obligation to pay tuition and all other charges in full. Before initiating the withdrawal process, students are encouraged to consult with the Office of Financial Aid and the Business Office in order to make informed financial decisions. For more information about refunds and adjustments, please refer to the Business and Finance Information: Refund and Withdrawal Policy and the Financial Aid and Scholarships section of this catalog.

Leave of Absence

Saint Augustine's University acknowledges that at times students may need to request a Leave of Absence due to unforeseen circumstances or events outside of their control that keep them from completing courses for which they are currently enrolled. For example, students who are called into active military duty, specialized training or disaster relief efforts may request a Military Leave of Absence. Similarly, students with emergency medical situations or other situations outside of their control that precludes class attendance or completion of course requirements can request a Special Circumstances Leave of Absence.

Leaves of Absence must be approved by the Provost and may be granted for a maximum of 180 days. Students requesting a leave of absence can choose the following options regarding their coursework:

- Seek an alternate method of completing courses (e.g., taking courses online)

- Drop or withdraw from current course(s) that the student has started and future courses(s) he/she is registered for; and/or
- Request a grade of incomplete (I) for courses(s) the student has started and is passing with a grade of C.

Class Cancellation Policy

Classes can be cancelled based upon low enrollment. A department chair may recommend cancellation of a class for approval of the Dean and the Vice President for Academic Affairs. Class cancellations can also originate from the Office of Academic Affairs. The students are advised of the pending cancellation and the other options by either the instructor on record or the chair of the department. When a class is cancelled, the students are dropped without financial penalty or any record of the class on their transcripts. Additionally, the students are required to meet with their academic advisors and/or department chairs to obtain alternative classes.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, gives students the right to: (1) inspect and review their educational records; (2) consent to release of educational records to a third party; (3) request amendment of information believed to be incorrect that is included in the educational records; and (4) be notified of their rights under FERPA. Also under FERPA, the student must authorize, in writing, the release of any part of his/her records including grades. It is the policy of Saint Augustine's University to comply with the terms and conditions of FERPA.

Academic Forgiveness Policy

Academic Forgiveness permits students a one-time opportunity to have "D" and "F" grades earned prior to reenrollment deleted from the cumulative and curriculum grade point average (GPA). This policy will allow students to demonstrate that they are now prepared for academic success. In cases where a degree is completed and certified, academic forgiveness cannot be made unless there was a transcript error.

Eligibility

In order to be eligible for Academic Forgiveness, applicants must:

- * not have been enrolled at Saint Augustine's University for a period of at least seven (7) years
- * be formerly enrolled Saint Augustine's University students
- * be readmitted into the University

Protocol

All eligible students who are interested in seeking Academic Forgiveness must have been readmitted into the University using the catalog of record at the time of readmission.

In order to receive Academic Forgiveness, students must:

- * complete a minimum of twenty-four (24) consecutive credit hours from the University after readmission
- * earn a grade of "C" or better in all 24 credit hours
- * complete an application for Academic Forgiveness
- * submit the application to the Satisfactory Academic Progress (SAP) Committee members and the Provost

The application for Academic Forgiveness will require

1. the student to submit answers to the following questions:

- * What life changes the student has made since his/her previous enrollment
- * What plans/tools s/he has which will help him/her succeed going forward

2. A signed approval form from his/her advisor, and

3. A copy of the student's transcript, which should include the grades earned in the 24 hours after readmission.

Financial Aid

The Academic Forgiveness Policy is a University academic policy. As such, this policy is not recognized in the US Department of Education's calculation of financial aid eligibility. Students who plan to apply for or receive financial aid should contact the University's Financial Aid Office to discuss their federal aid eligibility.

Policy Parameters

Students who seek Academic Forgiveness should also understand the following guidelines:

- * Successful Academic Forgiveness petitions will only apply to grades obtained at Saint Augustine's University. They do not apply to coursework from other post-secondary institutions.
- * Students may only receive Academic Forgiveness once.
- * Students who receive a provisional admission but who do not meet the stipulations regarding grades or completed hours will be denied Academic Forgiveness.

Majors and Minors

Declaring a Major

Students may declare their major discipline of study when they are admitted to Saint Augustine's University. Students who do not declare a major at the point at which they are admitted to the University are regarded as "Undecided". All freshman students, even if they declare a major will be assigned an academic advisor from the Academic Advisement Center. After their first year of study, students in good standing will be assigned academic advisors in the departments of their chosen majors.

Concentrations within a Major

A concentration is a series of defined courses, usually nine (9) to twelve (12) hours, required within the major course requirements. A concentration provides the student with an increased measure of proficiency in a specific area within the chosen major. These courses, selected in conjunction with the academic advisor, generally carry the course prefix of major courses offered by the School. A major concentration is not printed on the University transcript.

Change of Major

The Change of Major Form is required in order for students who were formerly "Undecided" to declare a major or for students to change their current major. A Change of Major Form is available from the Office of the Registrar and students must secure the appropriate signatures and return the form to the Registrar. When students change their major, however, they are required to satisfy the current requirements in effect at the time the Change of Major Form is completed.

Qualitative Performance in the Major

Students must earn a grade of "C" or better in all courses in the major, including supporting courses required in other disciplines. Courses in the major in which a grade of "D" or "F" as received must be repeated at Saint Augustine's University or at one of the CRC schools with permission.

Declaring a Minor

Students may declare a minor (in departments in which there are published requirements for a minor) in departments other than the one in which their major is located. The minor must be published in the current Catalog. A student who wishes to minor in a particular discipline must successfully complete eighteen (18) credit hours of required courses in the minor. Students who successfully complete the requirements for a minor shall have the minor indicated on their transcript. No required course (i.e., major, major elective or supporting course) at Saint Augustine's University may be used to satisfy two or more requirements. Thus, the 18 credit hours must be in elective courses that the student is not using to meet School, Departmental, or major requirements. In order to successfully complete a minor, the student must earn a grade of "C" or better in all courses required in the minor. Students who have earned a grade of "D" in a course required in the minor but who have otherwise completed all other requirements for graduation may graduate but will not have the minor recorded on their transcript. Students are advised to confer with the department chairs in which the minor is offered prior to declaring a minor.

Academic Honor Code

Academic Dishonesty

The primary mission of the faculty at Saint Augustine's University is to teach students the major paradigms and the content of their respective discipline. The faculty encourages each student to achieve the highest academic ideals. The faculty also strives to make certain that their evaluation of students' academic performance accurately reflects each student's true merit. Because academic dishonesty interferes with the faculty's mission of educating and evaluating students, academic dishonesty will not be tolerated at Saint Augustine's University. The policy of the University is that any student found to have engaged in academic dishonesty shall fail the assignment and may fail the course. The student may also be referred to the School Dean in which the student's major is located and to the Provost for additional disciplinary action. All instances of academic dishonesty are subject to the full range of penalties at the University's disposal.

Penalties for Academic Dishonesty

Any student found to have engaged in academic dishonesty at the University shall fail the test or assignment for which the student cheated and may be subjected to one or more of the following penalties including: failure of the course in which the academic dishonesty occurred; written reprimands from the Department Chair, School Dean, and/or the Vice President for Academic Affairs; and suspension and/or expulsion from the University. Suspension is for a specified period, not to exceed two years. On the other hand, expulsion is the permanent separation from the University. Depending on the severity of the academic dishonesty, a student may be suspended or expelled although the accused student has never received a lesser penalty for previous academic misconduct. Finally, when an act of academic dishonesty is found to invalidate a major academic requirement for a degree, then the penalty may include a recommendation to the Provost and Vice President for Academic Affairs to revoke a certification or not grant a certification, and/or to revoke a degree. Students who have engaged in academic dishonesty may also be required to participate in counseling, take reduced credit loads, and/or be denied admittance to certain majors or programs. In addition to the aforementioned penalties, other sanctions may be imposed, such as, but not limited to, financial restitution, campus or community service, and additional educational requirements.

Types of Academic Dishonesty

Below is a list of common forms of academic dishonesty. The list is not intended to be an exhaustive representation of all the possible forms of academic dishonesty.

Cheating

Cheating is the use of or the attempted use of unauthorized information such as books, lecture notes, study aids, answers or other materials from students and/or other sources, for the purpose of submitting a part or all of the unauthorized information as one's own individual effort in any class, clinic, assignment, or examination. Helping or attempting to help another student commit any act of academic dishonesty is also a form of cheating.

Plagiarism

Plagiarism is the submission, either orally or in writing, of words, ideas, drawings, or other works of another person as one's own without providing the appropriate citation or otherwise referencing the source of such words, ideas, drawings, or other works of another person for the purpose of receiving credit for having completed an academic assignment.

Abuse of Academic Materials

Abuse of Academic Materials is destruction of the University's property including defacing the University's academic resource materials stored in the library, archives, faculty and administrative offices.

Stealing

Stealing is the unauthorized taking, or withholding the property of another and thereby permanently or temporarily depriving the owner of its use or possession.

Lying

Lying is making any oral or written statement, which the student knows, or should know, is not true or accurate.

Academic Dishonesty Appeal Process

The procedure for resolving disputes of academic dishonesty or for resolving any dispute concerning a student's academic standing at Saint Augustine's University is the Academic Dishonesty Appeal Process. The Academic Dishonesty Appeal Process requires that a student first discuss the academic dispute with the faculty member who accused the student, or assigned the grade, or initiated the penalty, or with whom the dispute first surfaced.

If the dispute is not resolved in conversation(s) with the faculty member, the student shall next address the matter with the Chair of the department in which the course is taught. The Department Chair shall: investigate the matter thoroughly; make a record of the relevant evidence; make a determination about the nature of the dispute or appropriateness of the accusation, the grade, or the penalty imposed on the student. If the matter is still in dispute following the investigation and determination by the Department Chair, the student has a right to appeal to the School Dean in which the dispute arose. In cases where the recommended penalty is that the student be suspended or expelled, or where the student's degree or certification is revoked, students may appeal in writing to the Provost and Vice President for Academic Affairs.

Specifically, in cases involving allegations of academic dishonesty students shall be provided with: (1) adequate notice of any offense with which they are charged; and, (2) an opportunity to be heard by the School Dean in which the offense is alleged to have occurred. The penalty imposed by (or approved by) the School Dean shall be based on evidence collected and recorded by the faculty member, the Department Chair, and/or the School Dean. The School Dean in which the student's major is located shall also be notified of the academic dishonesty and of the penalty imposed by the School Dean in which the academic dishonesty occurred.

Support Services

Academic Advising Center

The Academic Advising Center provides assistance to students in attaining their educational goals through academic advising and intervention to help make a successful transition to, and establish their place in college life. Advisors assist students with taking responsibility for learning how to set academic, career, and personal goals and the ability to develop strategies for achieving them. Advisors provide guidance with helping students graduate in a timely manner by successfully meeting all requirements. Advisors also assist with referrals and mentoring. The Academic Advising Center advises all students in the first year of their collegiate experience as well as students who have not declared a major during the second year. Students will meet with their academic advisor at least twice (2) each semester. Academic Advising Center advisors work closely with all major program advisors to ensure that students receive comprehensive advising. The Academic Advising Center is located in the Delany Building, 2nd floor.

See Student Advising Handbook

Americans with Disabilities Act (ADA) Compliance Program for Students with Disabilities

Saint Augustine's University's ADA Compliance Program for Students with Disabilities offers quality services, reasonable and effective accommodations to students with disabilities to enhance their academic success, participation in educational programs, and quality of campus life. The University supports the protection available to members of its community under all applicable Federal laws, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Title IX of the Educational Amendments of 1972, and Title VI and Title VII of the Civil Rights Act of 1964. The ADA Office invites all students with special needs to take advantage of the support services provided by the University, to enable them to reach their full academic potential. Saint Augustine's University prohibits the discrimination of students with disabilities and provides reasonable and appropriate accommodations to qualified students with disabilities. ADA Office is located in the Benson Building, 2nd floor, room 200.

Career Services (Belk Professional Development Center)

The Belk Professional Development Center provides career planning and job search assistance to students and alumni seeking internships, co-ops, and full-time positions. Career Services is the official campus liaison between job seekers, academic departments and employers, providing assistance and resources to all constituencies. Career Services is located on the second floor in room 201 of the Hunter Building and is open Monday through Friday and offers an online employment database that can be accessed from anywhere through the World Wide Web. The Center conducts workshops on professional development and employee essentials each week and works with faculty to incorporate these sessions as part of course completion requirements.

Library Services

The mission of the Library is to provide informational resources, services and programs that meet the educational goals and research needs of the university and community.

The Library resources at Saint Augustine's University are located in the Prezell R. Robinson Library, which provides information and research services for the university community. Equity of access is provided to the physical collection of books, magazines, and audiovisual materials through an automated, online library system. Training is provided to library users in small groups and/or large group instruction on using the online library system and accessing and evaluating information resources. The Library staff is comprised of information educators who prepare students, faculty, and all users to be knowledgeable and creative information consumers.

The Prezell R. Robinson Library consists of three floors, with resources such as an Archives Room that houses documents relating to the history of the University and rare books. The facility also contains smart classrooms with space for study groups and computer labs. Throughout the library are individual carrels and study tables that - seat up to 500 students.

The library has over 100,000 volumes that represent courses offered by the School of Business, Management, and Technology; School of Humanities, Education, Social and Behavioral Sciences; School of Sciences, Mathematics, and Public Health; Division of Military Science; and the General College. The information resources are in many formats- prints, video/DVD and other audio recordings, Internet and electronic resources available on or off campus.

The Testing Center

The Testing and Assessment Center at Saint Augustine's University provides a variety of assessment services and assistance to faculty, students, and other members of the university community. The Testing Center is located on the 2nd floor, Boyer Building. The goal of the Testing and Assessment Center is to institute quality testing and assessment and conduct evaluations that are essential to developing the needed strategies to assist faculty working with first and second year students. These services include:

- Working with academic units to facilitate and coordinate initial skill assessment in Reading, Writing, and Math.
- Assisting academic units with the appropriate course placement and credits depending on a student's incoming skill level.
- Providing a service and location where students can take independent exams, as well as state and nationally administered tests.
- Providing evaluation measures to assess student performance.
- Facilitating student assessment through exit exams.
- Providing resources on testing and assessment in support of improvement efforts and faculty research.

The following tests are offered:

- ACCUPLACER
- American College Test (ACT)
- American Culinary Federation (ACF)
 - o Certified Culinarian (CCN)
 - o Certified Pastry Culinarian (CPC)
 - o Certified Sous Chef (CSC)
 - o Certified Working Pastry Chef (CWP)
 - o Certified Executive Chef (CEC)
 - o Certified Executive Pastry Chef (CEP)
 - o Certified Culinary Administrator (CCA)
- Board of Chiropractic Examiners (BCE)
 - o Chiropractic Law Professional Exam
 - o Disabled Chiropractic Law and Professional Exam
- College Level Examination Program (CLEP)
 - o American Government
 - o American Literature
 - o Analyzing & Interpreting Literature
 - o Biology
 - o Calculus
 - o Chemistry

- o College Algebra
- o College Mathematics
- o English Literature
- o Financial Accounting
- o French Language
- o German Language
- o History of the US I & II
- o Human Growth & Development
- o Humanities
- o Information Systems and Computer Applications
- o Introduction to Educational Psychology
- o Introduction to Psychology
- o Introduction to Sociology
- o Introductory Business Law
- o Natural Science
- o Pre-Calculus
- o Principles of Management
- o Principles of Marketing
- o Principles of Macroeconomics
- o Principles of Microeconomics
- o Social Sciences & History
- o Spanish Language
- o Western Civilization I & II
- Emerson Network Power
- o Air Conditioning Specialist (EAC)
- o Customer Engineer (ECA)
- Environmental Protection Agency
- o Lead Based Paint Inspector (EIN)
- o Lead Based Paint Risk Assessor (ERA)
- o Lead Based Paint Supervisor (ESP)
- ETS Proficiency Exam
- Law School Admission Test (LSAT)
- National Association of College Auxiliary Services
- o Certified Auxiliary Services Professional
- National Association of Electrical Distributors
- o Certified Electrical Professional - Inside Sales (ISR)
- o Certified Electrical Professional - Outside Sales (OSR)
- National Exercise Trainers Association
- o Group Exercise Instructor (GEI)
- o Personal Trainer Certification (PTC)
- Noel Levitz
- PRAXIS I & II
- Professional Association of Health Care Office Management
- o Health Information Technology Certified Manager for Physician Practice (HITCM-PP)
- o Certified Medical Manager
- Residual ACT
- Specialty Pharmacy Certification Board
- o Certified Specialty Pharmacist Exam (CSPE)
- SAT
- TOEFL
- US Department of Transportation, Federal Motor Carrier Safety Administration
- o National Registry of Certified Medical Examiners (NRCME)

The Writing Center

The Writing Center's mission is to address the concerns of student writers across the Saint Augustine's University campus and to encourage academic discourse in a casual setting. We accomplish the mission through one-on-one writing consultations set in a quiet, but stimulating environment that includes internet and printer access, a resource center, and a research and documentation center. Peer writing consultants are trained to help writers at any stage of the writing process, including prewriting, drafting, and revising. Consultants are also prepared to assist students with various writing genres and documentation styles.

The Writing Center is located in Boyer Building, room 306. Hours vary by semester, but always include a range of times to accommodate the needs of students. Opening dates and schedules are announced each semester.

Students who want to visit the Writing Center should register for an account to access the Writing Center's appointment schedule and make appointments online at <https://st-aug.mywconline.com>. Students may make as many appointments as they desire.

Special Programs

Academic Achievers Program (AAP)

The Academic Achievers Program (AAP), officially known as Student Support Services, is one of the eight TRIO program funded by the U.S. Department of Education. It is designed to provide low-income, first-generation college students and students with disabilities opportunities for academic development and assistance with basic college requirements toward the successful completion of their postsecondary education. Evidence has shown that students who participate in Student Support Services programs are "more than twice as likely to remain in college."

The mission of the Academic Achievers Program is to increase -university retention and graduation rates of its participants and help them make the transition from one level of higher education to the next. The program is currently funded to serve 190 program participants annually. As a participant, students achieve their success through personalized attention, enhanced academic courses, individualized academic instruction and advisement, smaller class sizes, cultural enrichment activities and seminars, and a more proactive approach to education and results in the success of the student.

The Academic Achievers Program is one of five TRIO programs sponsored by Saint Augustine's University. All TRIO Programs began from funding under the Higher Education Act of 1965, whose objective is to help students overcome class, social, and cultural barriers to complete their college education.

First-Year Experience Program

The First-Year Experience Program is a mentoring program for first year and transfer students designed to assist them with the transition from high school to college, and in the case of transfer students in transitioning to a new educational environment. The program strengthens thinking, problem solving, and communication skills; and promotes spiritual, social, financial, and physical well-being.

The orientation and welcome-week schedule offers a variety of activities that will prepare students academically and socially for success in the classroom. Students are also required to take a two-semester interdisciplinary course (FYE 101 & FYE 102). The first half of the course includes an introduction to the history of Saint Augustine's University, policies and resources, reading, writing, test preparation, study skills, academic and career planning, and time management, among others.

Programs such as career exploration and professional development dinners and seminars are hosted throughout the academic year to continue student engagement and introduce students to organizations and services available on campus and within the surrounding community. At the completion of each program, an evaluation tool is collected which is used for future planning.

Extended Studies

The Extended Studies Program, housed within the School of Business, Management, and Technology, is designed for working adults, and non-traditional and community college transfer students as an option to pursue a degree and/or experience personal/professional development. It offers flexible night and weekend courses. Degree programs include Organizational Management, Criminal Justice, and Religious Studies. Most students complete their program- by taking accelerated paced courses. The School is committed to supporting a diverse environment and serving the community.

HONORS COLLEGE

OVERVIEW

The mission of the Honors College is to attract, recruit and retain high achieving, dedicated, and highly motivated students by providing enriching educational opportunities and experiences through an interdisciplinary curriculum that focuses on intellectual inquiry, student engagement, leadership and global awareness.

Honors College Goals:

Attract and retain academically superior students to the College.

Increase Saint Augustine's University's ability to become a premiere liberal arts institution whose academic infrastructure supports scholarship, undergraduate research, and global learning.

Attract regional and national scholars to the academic community.

BENEFITS

There are many benefits to being part of the Honors College:

- Be a member of a tight-knit community of about 100 students.
- Small class sizes (no more than 16 students)
- One-on-one interaction with faculty and artists/scholars-in-residence.
- Personal academic advising from the Honors College advisors and Dean
- Priority living in the Honors College Residence Hall and Freshmen Residence Hall Honor floors.
- Honors College Facility centrally located on campus (Delany Hall)
- Leadership opportunities
- Honors College trips and events
- Support in the completion of an undergraduate thesis and prestigious scholarship applications

SAU PRESIDENTIAL SCHOLARSHIP

- Most prestigious award at SAU
- Awarded to a select number of the most outstanding entering freshmen on a competitive basis
- This scholarship covers tuition, mandatory fees, room and board. It is worth up to \$27,482 per year and can be renewed for up to three additional years.

Admissions to Honors College

There are three paths to enter the Honors College:

- Presidential Scholarship Recipients
- Participate in a Bridge to Honors College
- A second-semester freshman or first-semester sophomore with a 3.3 grade point average may apply for admissions to the Honors College.

LEVELS OF HONORS RECOGNITION

Honors College Certificate

A minimum of **18 hours of Honors coursework**; complete chosen degree program with a 3.4 cumulative GPA; full participation in the Honors College (community service, leadership, and student engagement); four semesters of honors seminar. Students completing this level will receive an honors certificate.

Honors College Scholar

A minimum of 24 hours of Honors coursework; complete chosen degree program with a 3.5 cumulative GPA; full participation in the Honors College (community service, leadership, and student engagement); six semesters of Honors Seminar. Students completing this level will receive the honors certificate and President's or Honors Scholar stole.

HONORS COLLEGE CURRICULUM

1. Honors sections of all general education courses, as available
2. Community Service (0 credit for documentation of participation)

Year 1 = HON 107 **(Fall)** and HON 108 **(Spring)**
Year 2 = HON 207 **(Fall)** and HON 208 **(Spring)**
Year 3 = HON 307 **(Fall)** and HON 308 **(Spring)**
Year 4 = HON 407 **(Fall)** and HON 408 **(Spring)**

3. Leadership Lab (0 credit for documentation of participation)

Year 1 = HON 109 **(Fall)** and HON 110 **(Spring)**
Year 2 = HON 209 **(Fall)** and HON 210 **(Spring)**
Year 3 = HON 309 **(Fall)** and HON 310 **(Spring)**
Year 4 = HON 409 **(Fall)** and HON 410 **(Spring)**

4. Activity Course Choose one (0.5 credit each semester)

Year 1 options:

HON 101 (Fall) and HON 102 (Spring)	Academic Bowl
HON 103 (Fall) and 104 (Spring)	Debate/Model UN
HON 105 (Fall) and 106 (Spring)	Mock Trial

Year 2 options:

HON 201 (Fall) and HON 202 (Spring)	Academic Bowl
HON 203 (Fall) and 204 (Spring)	Debate/Model UN
HON 205 (Fall) and 206 (Spring)	Mock Trial

Year 3 options:

HON 301 (Fall) and HON 302 (Spring)	Academic Bowl
HON 303 (Fall) and 304 (Spring)	Debate/Model UN
HON 305 (Fall) and 306 (Spring)	Mock Trial

Year 4 options:

HON 401 (Fall) and HON 402 (Spring)	Academic Bowl
HON 403 (Fall) and 404 (Spring)	Debate/Model UN
HON 405 (Fall) and 406 (Spring)	Mock Trial

5. Honors Seminars

HON 297	Honors Research Seminar I (Fall)
HON 298	Honors Research Seminar II (Spring) 200-level Honors Seminar in the major
HON 300	Honors Junior Prep Seminar 300-level Honors Seminar in the major
HON 400	Honors Senior Research Seminar 400-level Honors Seminar in the major
HON 450	Undergraduate Research/Presentations/Study Abroad (0 credit for documentation of participation)

Honors Community

Delany Hall Honors Facility

Falkcrest Apartments, Building C

Honor Student Association (HSA)

Honors Activities

Invited Seminar Speakers
Honda Campus All-Star Challenge
Field Trips/Study Abroad
Shadowing Leaders
Graduate and Professional School Preparation
Career Preparations
Portfolio Development
Undergraduate Research
Honors Conferences

Honors Speakers Series

The purpose of the Honors College Speakers Series is to offer Saint Augustine's University community and our triangle community an opportunity to hear from and meet professionals and scholars who have distinguished themselves both locally and nationally. The Speakers Series supports the institution's commitment to the pursuit of knowledge and community engagement as a hub for intellectual and cultural exchange.

Honors Convocation

Honors Convocation is an annual celebration to recognize students for their distinguished academic achievements. It is one of the University's most important academic traditions.

Recognitions are given in the following categories:

President's List - Students with 3.65 and above cumulative GPA

Provost's List - Students with a 3.00 to 3.64 cumulative GPA

Dean's List - Full-time students with a semester GPA of 3.00

Freshmen Scholars - First-year traditional students with a cumulative GPA of 4.0

General College

Mission Statement

The General College's mission is to provide an environment in which diverse learners can achieve academically, socially and spiritually to become 21st century leaders. The goal of the college is to (1) engage students, faculty and staff in teaching, learning and scholarship through interdisciplinary collaborations, (2) link curricular and co-curricular programs to the University Core Competencies of the general education program, and (3) increase global learning in academic and social experiences.

General College comprises the following programs and services:

General Education Department

Honors College (See Special Programs)

International Programs

GENERAL EDUCATION DEPARTMENT

The General Education Department supports the University's General Education Program goals by providing courses in foreign languages, history, and philosophy. The goal of the courses is to introduce students to the following competencies:

1. Think critically and demonstrate a high level of proficiency in written and oral expression;
2. Possess an appreciation of cultural and spiritual values, creative expression and the history and experience of human society through courses in the humanities, fine arts, and languages; and
3. Reflect upon ethical and spiritual questions related to their intellectual interests, social responsibilities, and personal growth.

HISTORY

Studying the past can help improve the future of global society. History cultivates an individual's awareness of how long-term historical causes shape the present as well as providing the ability to recognize and critique myths of the past to which we are exposed. It enhances the understanding of identity and the comprehensive range of human possibilities in our diverse global society. Most importantly, history helps to stimulate an appreciation and tolerance for cultural differences. History courses emphasize essential skills of analysis and reasoning, written and oral communication critical for professional success.

Goals

The goals of the history minor are to:

1. Demonstrate the centrality of the history curriculum to the general education mission of the College;
2. Integrate the general education skills of writing effectively, reading intelligently and processing information through synthesis and analysis throughout the introductory courses of the History component; and
3. Develop students' intellectual interest in history as a discipline and encourage student participation in the life of the department.

General Education Student Learning Outcomes

1. Identify multiple social identities and factors (including major political, social, and cultural movements that influenced the course of African American history from the era of ancient African civilizations until the U.S. Civil War) that recognize and accurately represent contrasting points of view and contribute to developing self-awareness.
2. Describe the similarities, differences, and linkage in the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, and global identities and their interaction between them - through a range of activities
3. Demonstrate an understanding of one's own identity and values through making decisions based on religious, ethical, and/or moral convictions.
4. Analyze and evaluate a personal event, choice, or circumstance in which one's ethnicity factored prominently; and evaluate how the same might be interpreted differently from another ethnicity's perspective.

History Minor

Minors in History must: (1) receive a grade of "C" or better in the following courses; (2) declare History as a minor; and, (3) receive written approval of their program of study in the minor from the department chair and dean of their major area of study.

Courses	Hours
HIST 231 American History I	3
HIST 232 American History II	3
HIST 224 African American History I	3
HIST 225 African American History II	3
HIST 440 Methods of Historical Research	3
HIST 450 Senior Research Project in History	<u>3</u>
Total History Minor Requirements	18

FOREIGN LANGUAGES

Foreign languages provide students with the necessary course content to fulfill the core requirements for the General Education Program and for a minor course of study in Spanish or French. The department focuses on teaching the language and cultures of the countries in which the particular foreign language is spoken as a means of exposing the students to other cultures and peoples of the world.

Foreign Language Minor

The minor includes the required courses in language skills, literature, business and conversation needed to enhance a career in foreign affairs, international business, communications, law, English, education, political science, or other related professions. A major objective of the foreign language unit is to prepare students to acquire a survival level command of a language other than their own, broaden their outlook on life, and increase their interest and knowledge of other cultures and the relationship of countries to global affairs. Believing in the vital importance of broadening the educational and cultural horizons of our students by exposing them to the benefits of acquaintance with the world beyond the United States of America in these days of globalization and internationalization, the department also assists students applying for study abroad programs.

Program Learning the minor in a foreign language will:

1. Demonstrate the skills of standard spoken and written aspects of the target language in everyday life and business settings;
2. Demonstrate knowledge of the history, literature, current affairs and cultures of some of the countries that speak the language;
3. Possess the skills necessary to gain employment that requires proficiencies in the language; and

- Advanced study students will have the opportunity to experience study abroad/internship programs.

General Education Student Learning Outcomes

- Compose simple oral and written in [language name] at the novice level about everyday situations using the target language to list, identify, express greetings and courtesies, questions, agree and disagree, in the present tense within cultural and thematic contexts.
- Describe and illustrate aspects of the cultures of [language name]-speaking countries covered in the course, comparing and contrasting those cultures with his or her own.
- Use various forms of technology as a resource in practicing [language name] and learning about the cultures of [language name] speaking countries.

Requirements

The total number of credit hours to satisfy the requirements for a foreign language minor is 18 hours. Students who prove by placement testing to be proficient in the language at levels beyond the intermediate levels will then have to complete a minimum of 12 hours of the language minor to achieve the total requirement of 18 hours and may select from the following courses according to their own interest and the advice of a foreign language faculty member. The elementary language courses (131, 132) are for the removal of deficiencies only. Credit for these courses may not count towards the minor.

Spanish Minor

Course Requirements	Hours
FLSP 231 Intermediate Spanish I	3
FLSP 232 Intermediate Spanish II	3
FLSP 235 Spanish Conversation I	3
FLSP 236 Spanish Conversation II	3
FLSP 233 Business Communication I or SPAN 331 Survey of Spanish Lit.	3
FLSP 234 Business Communication II or SPAN 338 Spanish American Lit.	<u>3</u>
Total Spanish Minor Requirements	18

French Minor

Course Requirements	Hours
FLFR 231 Intermediate French I	3
FLFR 232 Intermediate French II	3
FLFR 235 French Conversation and Phonetics I	3
FLFR 236 French Conversation and Phonetics II	3
FLFR 233 Business Communication I or FREN 331 Survey of French Lit.	3
FLFR 234 Business Communication II or FREN 336 Black Writers in French	<u>3</u>
Total French Minor Requirements	18

Study Abroad

Foreign Languages cooperates with the Director of International Programs to assist students from all majors who wish to study abroad. While participating in a semester Study Abroad Program, a student is advised to take a minimum course load of 12 hours in order to stay on track for timely graduation. It is recommended that this coursework reflect the courses yet to be completed according to the plan of study in the student's major or minor. This coursework must be approved prior to participating in the program.

PHILOSOPHY

The Philosophy curricula serve to prepare students for real challenges in a complex, diverse world. The faculty understands that the leaders of tomorrow must be critical thinkers who will be expected to act as concerned, morally responsible citizens. Philosophy is designed to:

1. Develop responsible ethical agents;
2. Train critical thinkers;
3. Expose students to the history of philosophical thought and
4. Show students how various philosophical views apply to daily life experiences.

General Education Student Learning Outcomes

1. Students will identify that philosophy is concerned with "arguments" related to philosophical and moral theories.
2. Students recognize the form, substance, and elements of an argument.
3. Students evaluate the criteria for distinguishing adequate from inadequate moral and philosophical theories.
4. Students demonstrate analytical skills in contemporary moral issues through examinations and quizzes and in the final "arguments for analysis" papers.

Office of International Programs (OIP)

The Office of International Programs at Saint Augustine's University is a vital hub for all activities that appeal to a global audience. We work diligently in a variety of forums to advance the educational mission of the institution while providing meaningful, educational content for our student population. The mission is to promote the University's mission to prepare students for leadership roles in a complex, diverse, and rapidly changing world. OIP sponsors excursions to local universities to participate in cultural activities as well as integrates programming from the surrounding community into the curriculum where appropriate.

The goals of OIP are to:

1. Support students' participation in study/research/service programs abroad;
2. Increase the international student presence on campus;
3. Encourage and support faculty collaborative research in areas of international global significance; and
4. Promote international campus engagement by developing appropriate strategic partnerships and projects for international outreach.

Student Learning Outcomes to be achieved:

- a. Incorporate a comparative understanding of world cultures into their general knowledge.
- b. Understand the relationship of power and language, and how language interacts with culture
- c. Locate, analyze, and synthesize information to provide a solution for a global issue.
- d. Demonstrate an understanding of the ideas and values expressed in at least one world culture.

International Student Recruitment and Retention

The Office of International Programs plays vital role in Helping international students adjust to the academic environment at the university. In the fall, we host a welcome reception to integrate them into the greater SAU community as well as leverage their assistance in recruiting former classmates to the university. Finally, we work diligently with the President's Latino Advisory Committee to facilitate dialog with the Spanish-speaking community.

Study Abroad

Students at Saint Augustine's University have an array of opportunities to demonstrate their global competence by participating in the various international educational programs provided by the university. They include study abroad trips and service-learning excursions that allow students to navigate cultural paradigms, practice language skills and gain new perspectives on how citizens in other societies live, work and expound on their values, beliefs and ideals.

General College Faculty

Kengie Bass, Ed.D., Assistant Professor and Dean of General College

Dino Bryant, Ph.D., Assistant Professor of History
Shirkeymu Winston, Ph.D., Assistant Professor of History

Bernard Luscans, Ph.D., Assistant Professor of Foreign Languages
Mariah S. Murrell, Ed.D., Assistant Professor of Foreign Languages

Lena Wang Anthony, M.A., Instructor

School of Business, Management and Technology

Mission

The mission of the School of Business, Management and Technology is to prepare students to compete in the global world of work through effective instruction, technology application, relevant curricula, and professional development. The School consists of the Departments of: Business Administration, Accounting and Sport Management; Computer Information Systems; and Extended Studies.

Major Objectives

The major objectives of the School of Business, Management and Technology are:

- To help each student attain his/her career goals;
- To enable and encourage each student to become an effective leader;
- To provide a foundation for graduate and professional studies;
- To promote professional development through the use of library resources, computer technology, and experiential learning;
- To promote the ethical and moral development of each student; and
- To help each student develop the ability to recognize, analyze, and solve problems.

Degree Programs

The School of Business, Management and Technology offers four traditional degree programs leading to a Bachelor of Science Degree with a major in:

- Accounting, BS (CIP 52.0301)
- Business Administration, BS (CIP 52.0201)
- Sport Management, BS (CIP 31.0504)
- Computer Information Systems, BS (CIP 11.0103)

In addition, through the Department of Extended Studies which offers programs for non-traditional students, Bachelor of Science Degrees in

- Organizational Management, BS (CIP 52.0299)
- Criminal Justice, BS (CIP 43.0104)

and a Bachelor of Arts degree in

- Religious Studies, BA (CIP 38.0001)

are offered.

The student, with the assistance of an assigned advisor, is responsible for selecting course work that will satisfy both the University's General Education Program Requirements and the requirements of the degree program chosen.

Academic Advisement

Although each student is responsible for adhering to his/her plan of study, an academic advisor will provide each student with academic guidance. The following general rules apply:

- Each student will be assigned to an advisor in his/her major;
- Each student will be provided with an appropriate Plan of Study;
- Each student will be expected to meet with his/her advisor at least once each semester for the purposes of pre-registration and determination of his or her academic progress and standing;
- Each student will be responsible for satisfying applicable prerequisites for courses;
- Each student will be responsible for monitoring compliance with his/her Plan of Study and meeting all academic requirements; and
- Each student must complete successfully 90 semester credit hours before applying for graduation.

Professional Activities and Affiliations

The School of Business, Management and Technology encourages and facilitates student awareness of and participation in numerous seminars, workshops, and internships and keeps the students apprised of grant and scholarship opportunities. All seminars, workshops, internship, grant, and scholarship activities and opportunities are coordinated by the Assistant to the Dean.

Student Organizations

The School of Business, Management and Technology sponsors the following student organizations for the purpose of enhancing students' learning and professional development experiences while enrolled at the College:

- Delta Mu Delta Honor Society
- Phi Beta Lambda (PBL)
- The National Association of Black Accountants (NABA)
- Alpha Sigma Lambda Honor Society (Extended Studies)

Facilities

The School of Business, Management and Technology is located in the Cheshire Building. The Cheshire Building is a well-maintained facility consisting of classrooms, state-of-the-art computer labs, offices, a conference room, and a student library/study room.

Cisco Certification Program

The School of Business, Management and Technology offers a Cisco Certification Program. The Program consists of four sequential modules and each module requires approximately eight weeks to complete. Participants typically are full-time employees of companies located in the area; under the tutelage of approved Department of Computer Information Systems and Department of Computer Science faculty, they work through self-paced learning modules and work with PCs and Cisco Routers and Switches that are located in the School's computer labs. The Program is designed to prepare participants to pass the Cisco Certified Networking Associate examination (CCNA). This will enhance the job marketability of our graduates.

School of Business, Management and Technology Full-Time Faculty

Sheila Benton, Assistant Professor, Department of Business, Accounting and Sport Management, B.S., M.S., PhD.

Elroy Bethell, Assistant Professor, Department of Computer Information Systems, B.S., M.B.A.

Evangeline B. Brodie, Assistant Professor, Department of Business, Accounting and Sport Management, B.A., M.A.

Valerie Evans, Assistant Professor, Department of Computer Information Systems, B.S., M.B.A.

Anthony Grady, Associate Professor, Department of Extended Studies, B.A., M.A., M.A., Ed.D., M.B.A.

Charles Ibeziako, Associate Professor, Department of Business, Accounting and Sport Management, B.S., M.S., D.B.A.

Umar Muhammad, Instructor, Department of Business, Accounting and Sport Management, B.A., M.S.

Sheria Rowe, Assistant Professor, Chair, Department of Computer Information Systems, B.S., M.I.S., D.B.A.

Lalchand Shimpi, Associate Professor, Department of Computer Information Systems, Director of Certification, B.S., M.S., M.A., M.S., Ed.D.

Van B. Sapp, Assistant Professor, Dean, School of Business, Management and Technology, B.S., M.B.A.

Department of Business, Accounting and Sport Management

The Department of Business, Accounting and Sport Management is designed to provide students with a general exposure to economic institutions; the complex relationships that exist between business, government, and consumers; a basic knowledge of the functional areas of business; and to equip students for business careers. Its goals are to:

- Facilitate students' acquisition of a basic business knowledge base including the functional areas of marketing, finance, accounting, production and operations management, organizational behavior and development, human resource management, the legal environment of business, economics, business ethics, the global dimensions of business, and business policies and strategy;
- Facilitate students' acquisition of technical skills and competencies in information systems and quantitative techniques;
- Facilitate students' ability to interact with other members of society, adapt to societal changes, and serve as business advocates and future leaders; and
- Facilitate students' intellectual curiosity and critical thinking abilities, and to provide students with a sound foundation for future field specialization and/or graduate studies.

Bachelor of Science

Accounting, BS (CIP 52.0301)

The following requirements must be met in order to earn a Bachelor of Science degree in Accounting:

Outline

The following outline of courses details the 120 credit hours required for the Bachelor of Science in Accounting. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions. Majors are required to take MATH 135 and either MATH 224 or MATH 231 to satisfy GEP STEM/Mathematics requirements.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, and Free Electives) and the University General Education Program Requirements.

Major Requirements (66)

Major Requirements include major core requirements and free electives.

Core Requirements (60)

- ACCT 231 - Principles of Accounting I (3)
- ACCT 232 - Principles of Accounting II (3)
- ACCT 325 - Intermediate Accounting I (3)
- ACCT 326 - Intermediate Accounting II (3)
- ACCT 333 - Tax Accounting I (3)
- ACCT 381 - Fraud Examination (3)
- ACCT 382 - Financial Forensic Investigations (3)
- ACCT 441 - Advanced Accounting (3)
- ACCT 471 - Auditing (3)
- BUS 132 - Introduction to Business (3)
- BUS 251 - Principles of Marketing (3)
- BUS 301 - Personal Financial Planning (3)
- BUS 322 - Entrepreneurship (3)
- BUS 336 - Business Law I (3)
- BUS 346 - Statistical Concepts (3)
- BUS 350 - Principles of Finance (3)
- BUS 352 - Organizational Behavior and Business Ethics (3)
- BUS 495 - Strategic Management (3)
- ECON 235 - Principles of Microeconomics (3)
- INTBU 451 - International Business (3)

Free Electives (6)

Can be used to take foreign language - either FLCH 131, FLFR 131 , or FLSP 131 .

Degree Totals

	<u>Required</u>
Major Requirements	66
University GEP	54

Total Degree Hours: 120

Business Administration, BS (CIP 52.0201)

The following requirements must be met in order to earn a Bachelor of Science degree in Business Administration:

Outline

The following outline of courses details requirements for the **Bachelor of Science in Business Administration**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (66)

Major Requirements include Major Core Requirements and Supporting Courses. Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (57)

- ACCT 231 - Principles of Accounting I (3)
- ACCT 232 - Principles of Accounting II (3)
- BUS 132 - Introduction to Business (3)
- BUS 251 - Principles of Marketing (3)
- BUS 252 - Principles of Management (3)
- BUS 350 - Principles of Finance (3)
- BUS 301 - Personal Financial Planning (3)
- BUS 322 - Entrepreneurship (3)
- BUS 445 - Human Resource Management (3)
- BUS 336 - Business Law I (3)
- BUS 346 - Statistical Concepts (3)
- BUS 352 - Organizational Behavior and Business Ethics (3)
- BUS 495 - Strategic Management (3)
- BUS 362 - Quantitative Methods (3)
- BUS 496 - Senior Seminar (3)

- CIS 401 - Management Information Systems (3)
- ECON 235 - Principles of Microeconomics (3)
- INTBU 451 - International Business (3)
- BUS ELECT (3)

Free Electives (9)

Can be used to take foreign language FLSP 131, FLCH 131, or FLFR 131.

Degree Totals

	<u>Required</u>
Major Requirements	66
University GEP	54

Total Degree Hours: 120

Sport Management, BS (CIP 31.0504)

The following requirements must be met in order to earn a Bachelor of Science degree in Sport Management.

Outline

The following outline of courses details requirements for the **Bachelor of Science in Sport Management**. Meeting graduation requirements is the responsibility of the student.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (69)

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (60)

- ACCT 340 - Managerial Accounting (3)
- BUS 132 - Introduction to Business (3)
- BUS 223 - Business Communications (3)
- BUS 251 - Principles of Marketing (3)
- BUS 252 - Principles of Management (3)
- BUS 445 - Human Resource Management (3)

- BUS 484 - Sales Management (3)
- COMM 300 - Voice and On-Camera Presentation Skills (3)
- SM 227 - Introduction to Sport Management (3)
- SM 260 - Role of Sport in Society (3)
- SM 261 - Ethics in Sport (3)
- SM 305 - Sport Management Practicum 3
- SM 326 - Sport Information (3)
- SM 360 - Sport Marketing and Promotion (3)
- SM 361 - Governance in Sport (3)
- SM 362 - Finance and Economics in Sport (3)
- SM 405 - Sport Management Seminar 3
- SM 460 - Sport Facilities Management (3)
- SM 462 - Sport and the Law (3)
- SM 463 - Sport Management Internship (3)

Free Electives (9)

Degree Totals

Required

Major Requirements 69

University GEP 52

Total Degree Hours: 121

Non-Degree

Accounting Minor for Business Administration and CIS Majors

Required Courses

- ACCT 325 - Intermediate Accounting I (3)
- ACCT 326 - Intermediate Accounting II (3)
- ACCT 335 - Advanced Managerial Cost Accounting (3)
- ACCT 441 - Advanced Accounting (3)
- ACCT 471 - Auditing (3)
- ACCT - Select an Elective (3)

Total Requirements (Business Majors): 18

Accounting, Minor (Non-Business Major)

Required Courses

- ACCT 231 - Principles of Accounting I (3)
- ACCT 232 - Principles of Accounting II (3)
- ACCT 325 - Intermediate Accounting I (3)
- ACCT 326 - Intermediate Accounting II (3)
- ACCT 335 - Advanced Managerial Cost Accounting (3)
- ACCT - Select an Elective (3)

Total Requirements: 18 Hours

Other Degrees

Sport Management Minor

A minor in Sport Management may be obtained by taking 18 hours approved by the department chair.

Department of Computer Information Systems

The mission of the Department of Computer Information Systems is to provide students with the opportunity to obtain a broad knowledge of the theory, design, and applications of computers and information processing techniques with sufficient depth to undertake professional work in industry, business, government, and scientific institutions. The program provides background preparation for graduate studies in computer science, which will prepare students for careers in higher education and research careers in industry, scientific laboratories, and universities. This academic program addressed the learning needs of students who prefer an educational delivery system that is participatory and experientially related to the workplace.

The Computer Information Systems curriculum is designed for the student who is interested in gaining a firm foundation in computing concepts and business applications programming, using current programming languages. The program enhances the student's knowledge of computer hardware and software, data communications and networks, database management, and the management of information systems. It emphasizes computer programming and systems engineering skills. Its goals are to:

- Encourage the development of logical reasoning and problem-solving abilities in business application programming;
- Expose the student to existing hardware configurations and software applications;
- Expose the student to current and future trends in information systems at the work place;
- Provide effective instructions and experiences in writing computer programs for varied business applications; and
- Provide a foundation for graduate studies necessary to function in a graduate school and in a variety of positions in industry and government.

Bachelor of Science

Computer Information Systems, BS (CIP 11.0103)

The following requirements must be met in order to earn a Bachelor of Science degree in Computer Information Systems:

Outline

The following outline of courses details requirements for the **Bachelor of Science in Computer Information Systems**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions. It is recommended that majors take Chinese (Mandarin; FLCH 131) as their foreign language. It is recommended that majors take MATH 135 and MATH 174 to satisfy their STEM/Mathematics GEP requirement.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (69)

Major Requirements include Major Core Requirements, Supporting Courses, and Electives. Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (60)

- ACCT 231 - Principles of Accounting I (3)
- ACCT 232 - Principles of Accounting II (3)
- BUS 252 - Principles of Management (3)
- BUS 336 - Business Law I (3)
- BUS 346 - Statistical Concepts (3)
- BUS 495 - Strategic Management (3)
- ECON 235 - Principles of Microeconomics (3)
- ECON 236 - Principles of Macroeconomics (3)
- CIS 260 - Principles of Programming (3)
- CIS 306 - Operating Systems and Computer Architecture (3)
- CIS 401 - Management Information Systems (3)
- CIS 402 - Systems Analysis and Design (3)
- CIS 405 - Database Management (3)
- CSC 140 - Foundations of Computer Science (3)
- CSC 305 - Programming in C++ (3)
- CSC 403 - Data Communications and Networks (3)
- CSC 404 - Data Structures (3)
- CSC 407 - Linux Operating System (3)
- CSC 450 - Simulation (3)
- INTBU 451 - International Business (3)

Supporting Courses (3)

FLCH 131

Major Electives (3)

Any CIS or CSC course.

Free Electives (3)

Degree Totals

	Required
Major Requirements	69
University GEP	53

Total Degree Hours: 122

Non-Degree

Computer Information Systems Minor

A student with any major may minor in Computer Information Systems by successfully completing at least eighteen (18) hours from the Computer Information Systems or Computer Science curriculum. The eighteen (18) hours must not include any courses required to satisfy a major, and all prerequisites must be met before a student will be allowed to enroll in any course.

Courses

- CIS 250 - Introduction to Web Design (3)
- CIS 401 - Management Information Systems (3)
- CSC 305 - Programming in C++ (3)

Select one (1) course from Group I and two (2) courses from Group II

Group I

- ACCT 231 - Principles of Accounting I (3)
- BUS 362 - Quantitative Methods (3)
- BUS 346 - Statistical Concepts (3)
- ECON 235 - Principles of Microeconomics (3)

Group II

- CIS 260 - Principles of Programming (3)
- CIS 402 - Systems Analysis and Design (3)
- CSC 280 - Networking Essentials (3)
- CSC 303 - Assembly Language Programming (3)
- CSC 307 - Java Programming (3)

Total Computer Information Systems Minor: 18 Hours

Department of Extended Studies

Mission

The mission of the Department of Extended Studies is to offer non-traditional, continuing and alternative academic educational opportunities for adult learners.

The Department of Extended Studies is located within the School of Business, Management and Technology, and is designed to give working, non-traditional and community college transfer students the option to pursue a degree and/or achieve personal/professional development. It offers flexible night and weekend courses. The degree programs include Organizational Management, Criminal Justice, and Religious Studies. Students complete their program of study at an accelerated pace within 18-24 months, depending on the amount of transferrable credits.

Major Objectives

The Saint Augustine's University Department of Extended Studies offers flexible night and Saturday classes, open and continuous enrollment throughout the year, and a bachelor's degree in an accelerated timeframe. It provides opportunities for academic excellence and advancement for adults who are twenty one (21) years of age or older. The major objectives of the School of Continuing Education are:

- To prepare students to excel academically and make appropriate adjustments in their critical thinking
- To support students' career successes in evolving work environments
- To create strong written communication skills
- To equip students with problem-solving and decision-making skills
- To improve the understanding of research techniques and applications
- To ensure self-knowledge and self-image growth
- To foster self-reliance and leadership skills
- To promote job marketability and job mobility
- To expose students to professionals and community leaders for career development.

Why enroll in Saint Augustine's University's Bachelor Degree Programs in the Department of Extended Studies?

- Low Teacher:Student Ratio
 - Earn your degree from a small, four-year university with a personable approach to learning in a hands-on environment
- Flexible Evening, Night, and Online Classes
 - Classes available based on your work schedule
- Lowest Tuition Costs from a Private University
 - Cost savings
- Military-Friendly University
 - All military benefits accepted
- Accredited University Degree

- Degree recognized worldwide
- Family Atmosphere
 - Supportive classroom setting

Degree Programs

Degree programs included in the School are Organizational Management, Criminal Justice, and Religious Studies. Scheduling of courses, academic content, the teaching/learning style, accessibility and convenience characterize the non-traditional educational programs which help adult learners cope with the pressures of life, including those of home and work, while completing their educational goals and objectives. These academic programs address the learning needs of employed adults who prefer an educational delivery system that is participatory and experientially related to the workplace. Some distance learning is offered.

Admission Policies for the Department of Extended Studies

Advisory Admissions Committee for the Adult Degree Completion Program

The main purpose of this committee is to monitor the various policies and processes established for the degree completion program. The Committee is comprised of the Provost, Dean, Program Director, and the Registrar.

Admission Policies

Adult learners must have earned a high school diploma or GED Certificate. Upon entry into the degree completion program, credits from other colleges and universities placed on an adult learner's transcript are those with a grade of "C" or above. The adult learner's previous grade point average and credits below the level of C are not shown on the transcript that will become the official record of the adult learner's performance in the University's degree completion program. In order to earn a Bachelor Degree from Saint Augustine's University, adult learners admitted into the Extended Studies Department must meet all of the graduation requirements as published in the University's Catalog including, but not limited to, General Education requirements and the minimum total number of credit hours.

Note: Adult learners who formerly attended SAU will be considered as returning students and will retain their previous academic transcript.

Admission Requirements

- Have official transcripts from high school, GED, or each college or university attended sent to the Office of Admissions, 1315 Oakwood Avenue, Raleigh NC 27610.
- Saint Augustine's University application fee
- Criminal background report
- Student insurance waiver if insurance holder
- Completed FAFSA
- Copy of Social Security card

Bachelor of Arts

Religious Studies, BA (CIP 38.0001)

The purpose of this degree is to equip adult learners who are pastors, ministers, deacons, elders or in some leadership capacity in their local church, to gain practical and academic insights into the work of the ministry.

All of the faculty members who teach in this program are practitioner professors who are involved in some level of ministerial leadership or have a level of exceptional expertise that uniquely qualifies them to train people to do the work of the ministry.

Program Learning Outcomes

1. Students will be able to use empathetic listening skills
2. Students will be able to demonstrate at least one major area of study within Religious Studies
3. Students will be able to apply research methods to their major interest within Religious Studies
4. Students will be able to analyze ambiguous text material

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses and Electives) and the University General Education Program Requirements. All students are required to take LIS 150 - Critical Writing Seminar.

Major Requirements (69)

Major Requirements include Core Requirements, Supporting Courses, and Electives.

Core Requirements (60)

- REL 222 - Hermeneutics (3)
- REL 231 - Origin of Beliefs (3)
- REL 232 - Survey of Comparative Religions (3)
- REL 233 - Old Testament Survey (3)
- REL 234 - New Testament Survey (3)
- REL 235 - Survey of Church History (3)
- REL 240 - Contemporary Theological Perspectives (3)
- REL 241 - African American Theology (3)
- REL 242 - The Role of Women in Scripture and Church History (3)
- REL 332 - Christian Ethics (3)
- REL 333 - World Missions (3)
- REL 343 - Fundamentals of Counseling (3)
- REL 345 - Church Administration (3)
- REL 344 - Principles of Christian Leadership (3)
- REL 346 - Homiletics I (3)
- REL 421 - Homiletics II (3)
- REL 422 - Field Experience I (6)
- REL 423 - Field Experience II (6)

Supporting Course (3)

- REL 350 - Biblical Perspectives (3)

Free Electives (6)

Degree Totals

Major Requirements 69

University GEP 51

Total Degree Hours (120)

Bachelor of Science

Organizational Management, BS (CIP 52.0299)

Program Learning Outcomes

1. Students will be able to explain organizational management concepts
2. Students will be able to demonstrate their knowledge of relevant issues through oral or written communications
3. Students will be able to solve problems using current organizational management principles
4. Students will be able to apply basic research methods to the study of organizations

Outline

The following outline of courses details requirements for the **Bachelor Science degree in Organizational Management**. Meeting graduation requirements is the responsibility of the student.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements. The FYE courses in the GEP are waived for Adult Learners. All students are required to take LIS 150 - Critical Writing Seminar, HIST 225 - African American History II as part of the GEP Humanities requirement, and POLS 210 - American National Government as part of the GEP Social and Behavioral Sciences requirement.

Major Requirements (69)

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (50)

- ACCT 340 - Managerial Accounting (3)

- BUS 321 - Methods of Statistical Research and Analysis (3)
- BUS 351 - Managerial Finance (3)
- BUS 360 - Managerial Principles (3)
- BUS 375 - Managerial Marketing (3)
- BUS 450 - Strategic Planning (3)
- ECON 235 - Principles of Microeconomics (3)
- ECON 236 - Principles of Macroeconomics (3)
- ORGD 415 - Group and Organizational Behavior (3)
- ORGD 425 - Organizational Communication (3)
- ORGD 435 - Organizational Concepts (3)
- ORGD 445 - Human Resource Administration (3)
- ORGD 455 - Personal Values and Organizational Ethics (3)
- ORGD 465 - Action Research Project (5)
- PSYCH 301 - Adult Development and Life Assessment (3)
- REL 350 - Biblical Perspectives (3)

Supporting Course (3)

- REM 354 - Fundamentals of Purchasing and Financing Residential Real Estate (3)

Free Electives (16)

Degree Totals

Major Requirements 69

University GEP 51

Total Degree Hours: 120

School of Humanities, Education, Social and Behavioral Sciences

The School of Humanities, Education, Social and Behavioral Sciences endeavors to provide every student in our courses with an emphasis of critical thought and analytical skills appropriate to the course level. From the Social and Behavioral Sciences, we seek to build major and minor programs in Criminal Justice, Homeland Security and Emergency Preparedness, Political Science, Public Policy, Psychology, Sociology, and Social Work in which students are prepared for graduate and professional school. As well, from the Liberal Arts and Education disciplines, we have three interrelated departments - Humanities, Media & Communications, and Education. We foster student inquiry and learning through various avenues, including research, artistic expression, internships and multimodal instruction. Because Saint Augustine's University was founded with a purpose of teaching freedmen, our Department of Education continues the practice by preparing effective teachers for future generations of learners. Our future teachers explore educational pedagogy as well as educational policies and reform before they even enter the classroom as student teachers. Regardless of academic program, in each discipline, we promote the creation and exchange of knowledge about humanity and the human experience.

The School of Humanities, Education, Social and Behavioral Sciences Student Focused Goals

The School of Humanities, Education, Social and Behavioral Sciences has several major goals (core values). They are to:

- Equip students with a strong foundation in critical analysis, technology, critical writing, and oral communication skills;
- Develop mastery in research and inquiry in preparation for graduate study and/or the workplace;
- Empower students to develop ethical and moral standards through critical analysis of contemporary global issues;
- Provide opportunities for creative learning through scholarship, internships, civic engagement, and study abroad experiences;
- Encourage students to evaluate the consequences and implications of social, cultural, and political phenomena and affect change.

Department of Humanities

The mission for the Department of Humanities, through its three majors - English, Theatre, and Visual Arts - is to offer a quality program while simultaneously providing a supportive and collaborative learning environment. Students can expand their intellectual and cultural horizons, realize their creative potential, and acquire the necessary knowledge and skills to help them build successful careers and make meaningful contributions to the world.

The goals of the Department of Humanities are for students to:

- 1) Develop insight into humanity via a wide-ranging exploration of art, literature, music and theatre;
- 2) Emerge with the ability to read with comprehension, write and speak with clarity and correctness and articulate ideas and opinions and
- 3) Conduct independent research in a humanities discipline.

Majors in the Department of Humanities

- Visual Arts, BA (Visual Arts - Graphics - Concentration, BA (CIP 50.0701) ; Visual Arts - Studio Concentration, BA (CIP 50.0701))

- The mission of the Visual Arts program is to prepare competent professionals in the visual arts. Specifically, the program assists in the development of sensitive and perceptive arts professionals who are aware of the growing interdependence of all the arts disciplines, preparing graduates with competence and understanding of practical and theoretical aspects of the visual arts; and acquaint students with the professional demands of careers in the arts.
- English, BA (CIP 23.0101)
 - The English Faculty in the Department of Humanities at Saint Augustine's University is devoted to the critical study of literature and language, and the study of creative expression of many kinds, including film and other media. The department joins critics, scholars, and artists in an environment that fosters interactive learning and teaching, with extensive opportunities to work one-on-one with faculty mentors, in small and energetic classroom settings. Students will also have the opportunity to attend conferences, poetry readings, and pursue extracurricular activities that will give them access to a challenging world beyond the brick and mortar classroom.
- Theatre, BA (CIP 50.0599)
 - The Bachelor of Arts in theatre is a comprehensive degree with an emphasis in performance. Students gain academic knowledge and develop analytical skills from the critical study of classical and contemporary plays. Students develop their art while learning the crafts of directing, dramatic writing, and acting for the stage with opportunities to perform in student produced films. Practical experience is gained through active participation in theatrical productions, master classes, and internships. Students may earn a Bachelor of Arts degree or a minor in theatre.
- Music, BA (CIP 50.0901)
 - The mission of the music program is to provide a program of study in which the student can acquire appropriate knowledge, skills, behaviors, as well as enhance their creative potential to the extent that successful careers are realized.

Minors in the Department of Humanities

- English Minor
- Theatre

Department of Media and Communications

- The Department of Media & Communications offers a competitive program of study that emphasizes the theory and cultural impact of media and provides students with the competencies to be successful in the global and digital world of communications. Students can gain laboratory experience at the College's commercial radio and television stations, WAUG AM 750 and TV-68, the student newspaper and documentary film. The department provides experiential laboratory through an extra-curricular initiative called Falcon Communication (FALCOM). FALCOM provides students with an opportunity to experience learning through hands-on projects that will be used by businesses and non-profit organizations in the Triangle community. The Film major through lecture and hand-on-learning gives students a deeper appreciation and utilization of the artistic and cultural implications. Internships are required for all majors.

Goals

- Students completing the Media and Communications program will demonstrate:
 - Skills of standard written and spoken English;
 - Skills necessary to pursue graduate study and/or enter a related job field;
 - Workplace experience through internships;
 - Competency in writing and production techniques;
 - Competency in reporting, research, writing, layout and design; and
 - Competency in using various communications media.

Majors in the Department of Media & Communications

- Communications - Digital Journalism Concentration, BA (CIP 09.0799)

- Digital Journalism is designed to prepare students to become skillful reporters, researchers, and writers for print media, including newspapers and magazines. The course of study provides both theoretical studies and hands-on experience. Additionally, students will have opportunities to gain work-related experience in the mass media.
- Communications - Strategic Communication Concentration, BA (CIP 09.0900)
 - In the study of Strategic Communications students are introduced to the ways organizations communicate with their constituencies, such as clients, employees, and the media. This sequence prepares students to use sound technical and managerial skills to meet communication needs within organizations. Students who complete this course of study will have the skills to function in organizations as public relations practitioners, public information officers, and communications managers in fields as diverse as sports, entertainment, government, and business.
- Communications - Broadcast Concentration, BA (CIP 09.0402)
 - Students in Broadcast Media learn about the operation and management of radio and television stations. This sequence provides students with a mastery of basic skills, including writing for radio and television, the fundamentals of audio and video production, broadcast editing, and broadcast management. The coursework prepares students to enter the field of broadcasting to pursue careers in news, production, programming, management and sales. In addition to a strong theoretical foundation, students also obtain practical experience at the campus radio and television stations and through internships with commercial and noncommercial broadcast companies in the community.
- Film, BA (CIP 50.0601)
 - In the Film program, students will learn the function of motion picture cameras and how to use them creatively to create compelling visuals. The program includes a hands-on demonstration of these skill sets including learning conventions and skill sets used by film directors and participation in the production of short student film projects

Department of Education

Majors in the Department of Education

- Elementary Education, BA (CIP 13.1202)

The Elementary Education curriculum is designed to prepare pre-service teachers to teach effectively in the content areas, using efficient strategies and up-to-date techniques in grades K-6. Moreover, an understanding of child development, learner behavior and attitude adjustment is imperative for teacher success in classroom settings. The curriculum provides developmentally appropriate learning experiences so that candidates are prepared to meet the needs, capabilities and interests of children in kindergarten through grade six.

- Health and Physical Education - Teaching Option, BS (CIP 13.1314)

In the Health and Physical Education Teacher Education program, the student receives a high quality professional preparation for licensing to teach in grades K-12. The versatility in the program provides students with the knowledge and skill to teach physical education, coach, organize and supervise youth sports programs, and pursue graduate studies.

- Health and Physical Education - Non-Teaching Option (CIP 31.0501)

The Health and Physical Education Non-Teaching Program provides options for students who do not wish to teach, but choose to pursue career opportunities in fields related to Health and Physical Education.

Department of Social Sciences .

Majors

Bachelor of Arts

- Political Science, BA (CIP 45.1001)
- Sociology, BA (CIP 45.1101)
- Psychology, BA (CIP 42.0101)

MINORS

- Black Politics
- Political Science Minor
- Public Policy Minor
- Psychology Minor
- Social Work

Department of Criminal Justice

Major

Bachelor of Science

- Criminal Justice, BS (CIP 43.0104)

MINORS in Criminal Justice

- Criminal Justice
- Homeland Security & Emergency Preparedness

School of Humanities, Education, Social and Behavioral Sciences Faculty

Department of Humanities

Michael Bissinger, M.S., Assistant Professor, Art

Linda Dallas, M.A., Assistant Professor, Art

Alfred Davis, Jr., M.A., Band Director, Assistant Professor, Music

K. Celeste Evans, Ph.D., Associate Professor, Theatre

Rob Greene, M.A., Instructor, English

Nakotey Hervie, M.A., Instructor, English

George Jack, M.F.A., Associate Professor, Theatre

Harold Jeffreys, Ph.D., Professor, Music

Shawn Lewis, PhD, Chair, Assistant Dean, Humanities, Assistant Professor, Communications

Patricia W. Nwosu, M.A., Assistant Professor, English

Joyce Russell, Ph.D., Professor, English

Lamont Sparrow, M.A., Instructor, English

Virginia Tyler, M.F.A., Associate Professor, Art

Department of Media & Communications

Erin Berry-McCrea, Ph.D., Assistant Professor, Communications

Shakima Ellis, M.A., Assistant Professor, Communications

Janet Gustafson, Staff, Communications

Dan Holly, M.S., Chair, Media & Communication, Assistant Professor, Communications

Ophelia Johnson, M.A., Assistant Professor, Communications

Department of Education

Darnell Bethel, Ed.D., Education, Associate Professor, Education

Wanda B. Coneal, Ph.D., Dean, Associate Professor, Education

William Elizuk, Ed.D., Instructor, Health & Physical Education

Shelton J. Ford, Ph.D., Chair, Assistant Professor, Education

Renee Swain, M.A., Assistant Professor, Education

Katrina Williams, M.Ed, Assistant Professor, Education

Department of Criminal Justice

James Lyons, M.S., Chair, Assistant Professor, Criminal Justice

Patrick Webb, Ph.D., Associate Professor, Criminal Justice

Rosalynde Fenner, M.S., Assistant Professor, Criminal Justice

B. Renee Robinson, M.S., Assistant Professor, Criminal Justice

Department of Social Sciences

Colin Adams, M.A., Assistant Professor, Psychology

Marnie Arkenberg, Ph.D., Associate Professor, Psychology

Hasan Crockett, Ph.D., Interim Chair, Associate Professor, Political Science

Elizabeth Fournier, Ph.D., Director of the Honors College, Associate Professor, Political Science

Alpha Njai, M.A., Assistant Professor, Sociology

Angelis Rodriquez, M.S.W., Instructor, Social Work

Birchie Warren, M.A., Director of CAPS, Adjunct Instructor, Psychology

Non-Degree

Religious Studies Minor

The minor is an 18-hour program for students pursuing a bachelor's degree in any discipline. The program is designed to prepare students for leadership in their denomination, and to enrich their spiritual and personal lives. Students will be expected to take five core courses and one optional course.

Required Courses

- REL 232 - Survey of Comparative Religions (3)
- REL 233 - Old Testament Survey (3)
- REL 234 - New Testament Survey (3)
- REL 240 - Contemporary Theological Perspectives (3)
- REL 235 - Survey of Church History (3)

Required Courses: 15

Elective Course: Select One

- PHIL 231 - Introduction to Philosophy (3)
- REL 232 - Survey of Comparative Religions (3)
- REL 236 - The Many Faces of Jesus (3)
- REL 341 - African American Theology (3)
- REL 242 - The Role of Women in Scripture and Church History (3)

Total Credit Hours: 18

Department of Social Sciences

Mission

The mission of the Department of Social Sciences is to motivate, equip and develop students to become globally attuned, socially aware, and cosmopolitan in outlook; to integrate twenty-first century technology with human compassion; to bring about positive change in the world; to challenge, prepare and motivate students to excel and compete globally and nationally; and, to prepare students for graduate and professional studies in the global work force. We encourage a life-long passion for learning and a quest for knowledge by providing an environment that fosters academic excellence and unfettered inquiry. Moreover, our mission is to foster a creative learning environment and assist students through meaningful and relevant experiences.

Bachelor of Arts

Political Science, BA (CIP 45.1001)

Program Learning Outcomes

1. Students will be able to utilize skills in critical thinking, research and communication to conduct a political science research project.
2. Students will be able to demonstrate political literacy in performing civic engagement activities.
3. Students will be able to integrate concepts and theories of political science into their own world-views.

The political science major includes 15 credit hours to explore each of the major areas in the discipline.. Students must choose at least one course from each of the groups listed below. An additional 12 credit hours of coursework is unrestricted by group, but must still come from this list. Finally, there are 18 hours of free electives that can be used for any course on campus. We encourage you to use these to complete a minor that will enhance your political science training and experiences.

Political Theory

- Political Ideologies
- Classic Political Theory
- Black Electoral Politics
- Black Political Theory and Behavior

American Institutions (AmInst)

- American National Government
- American State and Local Government
- American Executive Process
- American Legislative Process
- American Judicial Process
- Constitutional Law

Upper Electives

- Civil Rights/Race Politics
- Black Leadership, Organization, and Movements
- Quantitative Applications
- Special Topics in Political Science

International Relations (IR)

- Comparative Politics

- Government of Developing States
- International Relations

Public Policy (PPS)

- Introduction to Public Policy
- Administration & Management of the Public Enterprise
- Race and Gender in American Politics
- Policy Analysis
- Health Disparities in America: Public Policy Implications
- Public Policy

Outline

The following outline of courses details requirements for the **Bachelor Arts in Political Science**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (69)

Includes Major Core Requirements, Supporting Courses, and Electives. Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (42)

- POLS 100 - Introduction to Political Science (3) (Y1-Fall)
- POLS 220 - Political Ideologies (3) (Y2-Fall)
- POLS 370 - Political Science Research Methods (3) (Y3-Spring)
- American Institutions Course (3)
- International Relations Course (3)
- Public Policy Course (3)
- Special Topics Course (3)
- Political Theory (3)
- POLS 444 - Senior Seminar (3) (Y4-Fall)
- POLS upper elective #1 (3)
- POLS upper elective #2 (3)
- POLS upper elective #3 (3)
- POLS upper elective #4 (3)
- Social Sciences internship (3)

Free Electives (27)

- Free elective hours may be used for a concentration or a minor.

Degree Totals

	<u>Required</u>
Major Requirements	69
University GEP	52

Total Degree Hours: 121

Psychology, BA (CIP 42.0101)

Bachelor of Arts in Psychology

Psychology is the study of human behavior. The overall mission of this major is to stimulate and nurture the intellectual growth of students as they prepare for careers as professionals and/or pursue higher education.

Program Learning Outcomes

1. Students will be able to utilize skills in critical thinking, research and communication to conduct a political science research project.
2. Students will be able to demonstrate political literacy in performing civic engagement activities.
3. Students will be able to integrate concepts and theories of political science into their own world-views.

Outline

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (70)

Students must earn a grade of "C" or higher in all courses in the major.

Core Requirements (49)

- PSYCH 132 - Introduction to Psychology (3) Y1/Fall
- PSYCH 204 - Lifespan Development (3) Y1/Fall
- PSYCH 206 - Cross Cultural Psychology (3) Y2/Fall

- PSYCH 235 - Abnormal Psychology (3) Y2/Fall
- PSYCH 300 - Careers in Psychology (3)
- PSYCH 320 - Sex, Gender and Behavior (3) Y3/Fall
- PSYCH 324 - Introduction to Statistics Using SPSS (3) Y3/Fall
- PSYCH 325 - Research Methods (3) Y3/Spring
- PSYCH 333 - Theories of Personality (3) Y2/Spring
- PSYCH 336 - Sensation and Perception (3) or
- PSYCH 339 - Theories of Human Learning (3) or
- PSYCH 475 - Cognitive Psychology (3) Y3/spring
- PSYCH 405 - Field Experience (3) Y4/Spring
- PSYCH 433 - Psychological Testing (3)
- PSYCH 470 - Senior Psychological Seminar (3) Y4/Fall
- PSYCH 500 - Directed Readings in Psychology (4) Y4/Spring
- 6 hours of major electives

Supporting Courses (3)

- SOC 132 - Introduction to Sociology (3)

Free Electives (18)

Degree Totals

Major Requirements	70
University GEP	52

Total Degree Hours: 122

Sociology, BA (CIP 45.1101)

The major in Sociology provides students with an understanding of the forces and principles that govern social life and individual human interaction. Within this major, students learn elements of sociological theory and how to conduct basic social research. This program of study includes extensive writing, community development, social work, data collection and marketing. The Sociology major is a good foundation for a variety of careers and for graduate study in the fields of sociology, social work and law. Social Work is offered as a minor under the Social Science Program. This BA in Sociology consists of 121 semester hours.

Program Learning Outcomes

1. Students will demonstrate an understanding of the major theoretical perspectives in Sociology.
2. Students will have a strong content knowledge of at least one major area of study within Sociology.
3. Students will understand and apply basic research methods including research design, data analysis and interpretation.
4. Students will emerge from the major with realistic ideas about how to use the knowledge, skills, and values they have learned in various occupations or in graduate school.

Outline

The following outline of courses details requirements for the **Bachelor of Arts in Sociology**. Meeting graduation requirements is the responsibility of the student.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (69)

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (36)

Students must earn a "C" or higher in ALL courses in the major.

- SOC 132 - Introduction to Sociology (3)
- SOC 231 - Modern Social Problems (3)
- SOC 327 - Race Relations (3)
- SOC 335 - Sociological Theory (3)
- SOC 365 - Social Statistics (3)
- SOC 436 - Field Experience (3)
- SOC 451 - Social Science Research (3)
- SOC 499 - Senior Sociology Seminar (3)
- SOC (3)
- SOC (3)
- SOC 400-level (3)
- SOC (3)

Supporting courses (12)

ECON 235 and any three courses offered within the School of Humanities, Education, Social and Behavioral Sciences not taken in the Sociology Core.

Free Electives (21)

Free electives may be used to obtain a minor or satisfy additional General Education Requirements.

Degree Totals

	Required
Major Requirements	69
University GEP	52

Total Degree Hours: 121

Non-Degree

Black Politics Minor

Minors in Black Politics must: (1) receive a grade of "C" or better in the following courses; (2) declare Black Politics as a minor; and, (3) receive written approval of their academic advisor and the program coordinator in Political Science.

Required Courses

- POLS 110 - Introduction to Black Politics (3)
- POLS 223 - Black Political Theory and Behavior (3)
- POLS 234 - Black Electoral Politics (3)
- POLS 237 - Civil Rights/Race Politics (3)
- POLS 339 - Black Leadership, Organization and Movements (3)
- POLS 410 - Black Nationalist Thought (3)

Total Black Politics Minor Requirements: 18 Hours

Political Science Minor

Minors in Political Science must: (1) receive a grade of "C" or better in the following courses; (2) declare Political Science as a minor; and, (3) receive written approval from their advisor and from the Political Science program coordinator.

Courses

- POLS 210 - American National Government (3)
- POLS 332 - Comparative Politics (3)
- POLS 337 - International Relations (3)
- POLS 370 - Political Science Research Methods
- POLS 440 - Public Policy (3)
- POLS 444 - Senior Seminar (3)

Total Political Science Minor Requirements: 18 Hours

Psychology Minor

The following requirements must be met in order to earn a minor in Psychology.

Required Courses *

- PSYCH 132 - Introduction to Psychology (3)
- PSYCH 204 - Lifespan Development (3)

- PSYCH 235 - Abnormal Psychology (3)
- PSYCH 324 - Introduction to Statistics Using SPSS (3)
- PSYCH 339 - Theories of Human Learning (3)
- PSYCH 400 - History and Systems in Psychology (3)

Total Psychology Minor Requirements: 18 Hours

**These courses must be passed with a grade of "C" or better.*

Public Policy Minor

Minors in Public Policy must: (1) receive a grade of "C" or better in the following courses; (2) declare Public Policy as a minor; and, (3) receive written approval of their advisor and from the Public Policy program coordinator.

Required Courses

- PPS 100 - Introduction to Public Policy (3)
- PPS 200 - Administration and Management of the Public Enterprise (3)
- PPS 210 - Race and Gender in American Politics and Policy (3)
- PPS 300 - Policy Analysis (3)
- PPS 350 - Health Disparities in America: Policy Implications (3)
- PPS 400 - Special Topics in Public Policy (3)

Total Public Policy Minor Requirements: 18 Hours

Social Work, Minor

A minor in Social Work requires that a student take the following 18 credit hours and pass with a grade of "C" or better:

SW 210 (3) - Human Behavior in the Social Environment I.

SW 211 (3) - Human Behavior in the Social Environment II.

SW 220 (3) - Introduction to Social Welfare Policy.

SW 310 (3) - Social Work Practice with Diverse Populations.

SW 325 (3) - Generalist Social Work Practice I.

SW 330 (3) - Human Experience.

Sociology, Minor

The minor in sociology consists of 18 semester hours including the following:

SOC 231 Modern Social Problems	3 hours
SOC 232 Contemporary Family Life	3 hours
SOC 234 Social Psychology	3 hours

SOC 327 Race Relations	3 hours
SOC 332 Criminology	3 hours
SOC 341 Gerontology	3 hours
	18 hours total

Department of Criminal Justice

Mission

The Department of Criminal Justice at Saint Augustine's University, through partnerships with agencies within and related to the criminal justice field, creates the fundamental preparation for successful careers and responsible citizenship. The academic pursuit of excellence for both students and faculty provides a learning environment that combines the theoretical knowledge with the practical application. Students develop the ability to think creatively and critically as they seek to explain complex phenomena regarding criminality, human behavior and its propensity to crime, and systemic problems in the criminal justice system.

Professional Activities and Affiliations

Alpha Phi Sigma, The National Criminal Justice Honor Society
The Academy of Criminal Justice Sciences (ACJS)

Student Organizations

The National Organization of Black Law Enforcement Executives (N.O.B.L.E.)
Alpha Phi Sigma, The National Criminal Justice Honor Society

Program Learning Outcomes

1. Students will be able to evaluate the impact of the relationships between ethnicity and the criminal justice system.
2. Students will understand and apply basic research methods including research design, data analysis, and interpretation.
3. Students will be able to distinguish among important aspects of the culture of criminal justice organizations.
4. Students will be able to compose a literature review, using their knowledge of research methods to demonstrate mastery of one of the three components of the criminal justice system.

Bachelor of Science

Criminal Justice, BS (CIP 43.0104)

The following courses must be successfully completed with a grade of "C" or better in order to earn a Bachelor of Science degree in Criminal Justice:

Outline

The following outline of courses details requirements for the **Bachelor of Science in Criminal Justice**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions. Students must earn "C" or better in all "GEP" courses so indicated. Note: If the HSEP concentration is chosen, elective hours may be used to meet requirements.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting courses and Electives) and the University General Education Program Requirements.

Major Requirements (69)

Include Major Core Requirements, Supporting Courses and Electives.

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (51)

- CJ 101 - Introduction to Criminal Justice (3) (Y1/Fall)
- CJ 201 - Criminal Justice Theory (3) (Y3/Fall)
- CJ 203 - Juvenile Justice (3) (Y2/Fall)
- CJ 210 - Introduction to Corrections (3) (Y2/Fall)
- CJ 235 - Law Enforcement (3) (Y2/Spring)
- CJ 207 - Statistics I (3) (Y3/Spring)
- CJ 240 - Deviance and Social Control (3) (Y2/Spring)
- CJ 301 - Criminal Law (3) (Y3/Fall)
- CJ 302 - Criminal Procedure (3) (Y3/Spring)
- CJ 305 - Victimology (3) (Y3/Fall)
- CJ 325 - Race, Ethnicity, and Crime (3) (Y3/Spring)
- CJ 400 - CJ Research Methodology (3) (Y4/Fall)
- CJ 402 - Criminal Justice Internship (3) (Y4/Fall)
- CJ 405 - Ethics in Criminal Justice (3) (Y3/Spring)
- CJ 420 - Criminal Justice Seminar (Y4/Fall)
- CJ 470 - Substance Abuse, Crime, & Criminal Justice (3) (Y4/Spring)
- CJ 480 - Women, Crime, and Criminal Justice (3) (Y4/Spring)

Concentration (18)

For the HSEP concentration, take HSEP 101, HSEP 102, HSEP 202, HSEP 300, HSEP 302, and HSEP 304 in place of the Free Electives.

Electives (If applicable 12)

- (3) (Y2/Fall)
- (3) (Y4/Fall)
- (3) (Y4/Spring)
- (3) (Y4/Spring)

Degree Totals

	Required
Major Requirements	69
University GEP	52

Total Degree Hours: 121

Non-Degree

Criminal Justice Minor

Required Courses

- CJ 101 - Introduction to Criminal Justice (3)
- CJ 210 - Introduction to Corrections (3)
- CJ 235 - Law Enforcement (3)
- CJ 302 - Criminal Procedure (3)
- CJ 412 - Correctional Management (3)
- CJ 425 - Police Organization Management (3)

Total Minor Requirements: 18 Hours

Homeland Security and Emergency Preparedness, Minor

Requirement of 18 hours with the following courses:

HSEP 101 - Foundations in Homeland Security and Emergency Preparedness.

HSEP 102 - Political Terrorism.

HSEP 202 - Emergency Planning and Incident Management.

HSEP 300 - Risk and Vulnerability.

HSEP 302 - Strategic Planning for Homeland Security and Emergency Preparedness.

HSEP 304 - Legal and Constitutional Issues in Homeland Security.

Department of Education

Teacher Preparation Programs

The Department of Education prepares students for careers in education, graduate and professional schools. In collaboration with liberal arts programs and other academic disciplines throughout the University, the department believes that it can produce persons who are committed to the education of all students and serve as teacher-leaders who are catalysts for change.

The Department of prepares future teachers to serve as leaders in the evolving global society in which we live. During this preparation, candidates engage in experiences through which they gain content knowledge and develop skills and dispositions that reflect excellence in teacher leadership. Candidates are exposed to many facets of the profession, including: historical, philosophical and sociological foundations; scientific investigation of the human personality, behavior, and development; culturally diverse student populations; technological applications relevant to the classroom; assessments and student learning outcomes; and an investigation of schools through extensive methods and clinical experiences.

Department of Education's Philosophy

The philosophy of the Department of Education embraces the concept of teachers as change agents and innovators who are competent coaches and/or facilitators of learning in today's technologically driven, multicultural school and society. We believe that our teacher candidates need to prepare academically, socially, and spiritually for leadership in a complex, diverse, and rapidly changing world. To achieve this aim, the entire community of Saint Augustine's University collaborates to ensure candidate success. The faculty foster scholarship and creativity through varied approaches to teaching and learning; the administration facilitates this enterprise by effectively garnering and managing financial resources; and the staff contribute to efficient operations and student services by providing essential support services.

Mission

The Education Programs are committed to a rigorous preparation for teachers who will serve as change agents in the field of education who use emerging technologies, develop holistic approaches to teaching and learning, and employ culturally relevant pedagogical strategies to meet the demands of 21st Century culturally and exceptionally diverse students.

Goals

The Bachelor of Arts degree in Elementary Education prepares students to receive a license to teach in kindergarten through grade six in North Carolina. Whereas, the Bachelor of Science degree in Health and Physical Education prepares students to receive a license to teach in kindergarten through grade twelve in North Carolina. The quality of schools and student learning are dependent upon the professional knowledge and skills of the teacher. The education programs aim to be innovative and reflective in graduating scholars and leaders who are culturally and socially literate and approach teaching holistically so that they will be able to respond to the needs of students in our changing global society.

The Partnership for 21st Century Skills' "Framework for 21st Century Learning" is threaded throughout the Saint Augustine's University teacher preparation programs. The distinct demands on 21st Century education dictate new roles for teachers in their classrooms and schools, requiring that 21st century standards and assessments be employed throughout a rigorous teacher preparation program.

Department of Education's Philosophy

The philosophy of the Department of Education embraces the concept of teachers as change agents and innovators who are competent coaches and/or facilitators of learning in today's technologically driven, multicultural school and society. We believe that our teacher candidates need to prepare academically, socially, and spiritually for leadership in a complex, diverse, and rapidly changing world. To achieve this aim, the entire community of Saint Augustine's University collaborates to ensure candidate success. The faculty foster scholarship and creativity through varied approaches to teaching and learning; the administration facilitates this enterprise by effectively garnering and managing financial resources; and the staff contribute to efficient operations and student services by providing essential support services.

Degree Programs

Elementary Education, BA (CIP 13.1202)

The Elementary Education curriculum is designed to prepare pre-service teachers to teach effectively in the content areas, using efficient strategies and up-to-date techniques in grades K-6. Moreover, an understanding of child development, learner behavior and attitude adjustment is imperative for teacher success in classroom settings. The curriculum provides developmentally appropriate learning experiences so that candidates are prepared to meet the needs, capabilities and interests of children in kindergarten through grade six.

Health and Physical Education - Teaching Option, BS (CIP 13.1314)

The Health and Physical Education curriculum is a teaching licensure program intended to prepare tomorrow's physical educators to teach fundamental motor skills, movement concepts, and health-related fitness concepts in elementary, middle, and high-school settings. The program combines rigorous academic course work with carefully designed clinical experiences to produce highly competent educational leaders with the knowledge, skills, and commitment to promote lifetime physical activity and fitness and empower learners to develop their full potential.

Health and Physical Education - Non-Teaching Option (CIP 31.0501)

The Health and Physical Education Non-Teaching Program provides options for students who do not wish to teach, but choose to pursue career opportunities in fields related to Health and Physical Education.

Admission Requirements for Teacher Education Majors

Effective July 1, 2017 in response to General Assembly House Bill 97: Mandates for Educator Preparation Programs, a 2.7 overall GPA will be required for admission to all Teacher Education degree and licensure programs. Effective July 1, 2018, a 2.7 overall GPA will be required for graduating from all Teacher Education degree and licensure programs.

Admission to the Teacher Education Program

Admission to teacher education is a procedural step for students in teacher education programs. After successfully completing the requirements listed below, students are eligible to apply for admission to the Teacher Education Program. An "Application for Admission to the Teacher Education Program" must be filed with the department head by the second semester of the sophomore year. The criteria for admission are as follows:

- Completion of the following courses with a C or higher: MATH 131 (or higher), MATH 132 (or higher), ENGL 131, ENGL 132, COM 201, and EDUCA 114.
- A GPA of 2.7 or higher.
- *Acceptable scores on the Reading, Writing, and Mathematics Tests of the PRAXIS Core Skills Test. All Praxis scores must be current with state mandated score requirements for admission and licensure purposes.

- Philosophy of Education
- Two letters of recommendation from faculty members.
- Verification by the university physician of the applicant's health status and level of physical fitness.
- Verification by the Dean of Students and the Director of Residence Life of the applicant's acceptable deportment to the teaching profession.
- Security background check.
- Acceptable scores on the Admission to Teacher Education Interview.
- Final acceptance for admission to the Teacher Education Program by the Teacher Education Committee, based upon documented recommendations from the major area concerned.

Note: Formal admission to Teacher Education is required prior to enrollment in methods courses and student teaching. See each individual program for course listing.

Praxis Core Passing Scores

The Praxis Core Test consists of basic reading, writing, and mathematics tests. Students must pass all three parts prior to entry into the teacher preparation program. Passing scores are at least 156 for Reading, at least 162 for Writing, and at least 150 for Mathematics. A combined score of at least 468 for all three tests constitutes passing the Praxis Cores Test.

Exemptions from Praxis Core Testing Requirements

- Individuals with a total SAT score of 1100 taken prior to March 2016 are exempt from Praxis Core testing requirements for teacher education program admission. This score is calculated by adding only the math and reading scores together. Do not include the writing score. Individuals with a total redesigned SAT score of 1170 taken after March 2016 are exempt from Praxis Core testing requirements for teacher education program admission.
- Individuals with a total SAT score of less than 1100 taken prior to March 2016, but a score of at least 550 on the Reading are exempt from the Praxis Core Tests in Reading and Writing for teacher education program admission. Individuals with a total redesigned SAT score of less than 1170, but a score of at least 600 on the evidence-based reading and writing test are exempt from the Praxis Core Tests in Reading and Writing for teacher education program admission.
- Individuals with a total SAT score of less than 1100 taken prior to March 2016, but have a score of at least 550 on the Math test are exempt from the Praxis Core Test in Mathematics for teacher education program admission. Individuals with a total redesigned SAT score of less than 1170 taken after March 2016, but have a score of at least 570 on the Math test are exempt from the Praxis Core Test in Mathematics for teacher education program admission.
- Individuals with a composite ACT score of 24 are exempt from Core testing requirements for teacher education program admission.
- Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test, are exempt from the Core tests in Reading and Writing teacher education program admission.
- Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test, are exempt from the Core test in Mathematics for teacher education program admission.

Retention in Teacher Education

Following admission to teacher education, students are required to maintain a GPA of 2.7 or higher and acceptable standards on all other admission criteria. Students must earn a grade of C or higher in all education courses. Students failing to maintain acceptable standards could be suspended from the Teacher Education Program and counseled toward alternative career options.

Admission to Student Teaching

An Application for Student Teaching must be filed the semester prior to the semester in which the student plans to student teach. To be eligible for the Student Teaching Internship, the student must have:

- been admitted formally to teacher education and have senior classification.
- completed to the satisfaction of the major area the teaching specialty component requirements that will lead to licensure by the Department of Public Instruction.
- achieved a cumulative GPA of 2.7 or higher and a grade of C or higher in all professional education courses.
- earned acceptable scores on the Admission to Student Teaching Interview
- been recommended to the Teacher Education Committee by the department chair of the area in which licensure is sought. The Teacher Education Committee must give approval for the student teaching internship. In addition to the admission requirements stated above, prospective student teachers must complete or enrolled in all methods courses before being admitted to student teaching.
- an audit submitted verifying that no courses remain to be taken toward the degree other than the student teaching block of courses.
- enrolled in only the student teaching block courses during the student teaching semester.

Note: Students who have been approved for admission to student teaching, but who have not maintained the standards for the internship, will be subject to review by the Teacher Education Committee before they are allowed to re-enter the program.

Licensing Requirements

The ultimate goal of the Department of Education is to help the prospective teacher receive, immediately upon graduation from Saint Augustine's University, licensing in their specialty area. The general requirements for licensing by the North Carolina State Department of Public Instruction are:

- The completion of the bachelor's degree in an approved teacher preparation program;
- Demonstrate achievement on the state basic and advanced technology competencies;
- Confirmation and evaluation of successful experiences in directed observation and student teaching in the area of program completion;
- Recommendations by the official licensing officer of the university; and
- Passing scores on the Pearson Test for Elementary Education majors or passing scores on the Praxis II Exam for Health and Physical Education majors.

Program Learning Outcomes

The following program learning outcomes define what teachers who graduate from the Department of Education will know and be able to teach to students and the dispositions they must have:

- Teachers demonstrate leadership;
 - Teachers establish a respectful environment for a diverse population of students;
 - Teachers know the content they teach;
 - Teachers facilitate learning for their students;
 - Teachers reflect on their practice and include assessments that are authentic structures, and demonstrate student understanding; and
 - Teachers contribute to the academic success of students.
- (from North Carolina Professional Education Standards, 2009, 2011)

To achieve these program learning outcomes, candidates are involved in a minimum of 120 hours of observing, assisting, participating in planning and analyzing activities in the public schools through a series of progressive, sequential field experiences. Finally, each candidate successfully completes a full semester of clinical experience in the public schools to demonstrate their insight into human relations and the special techniques of teaching.

Bachelor of Arts

Elementary Education, BA (CIP 13.1202)

The Elementary Education curriculum is designed to prepare pre-service teachers to teach effectively in the content areas, using efficient strategies and up-to-date techniques in grades K-6. Moreover, an understanding of child development, learner behavior and attitude adjustment is imperative for teacher success in classroom settings. The curriculum provides developmentally appropriate learning experiences so that candidates are prepared to meet the needs, capabilities and interests of children in kindergarten through grade six.

The following course requirements must be met in order to earn a Bachelor of Arts degree in Elementary Education:

Outline

The following outline of courses details requirements for the **Bachelor of Arts in Elementary Education degree**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (72)

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (60)

- EDUCA 114 - Bridge to Teaching (3)
- EDUCA 235 - Exceptionalities (3)
- EDUCA 241 - Technology Literacy for Teachers (2)
- EDUCA 301 - North Carolina and the Global Connection (3)
- EDUCA 310 - Diversity and Family Focus (3)
- EDUCA 323 - Elementary Reading Instructional/Literacy Lab (3)
- EDUCA 324 - Teaching the Language Arts (2)
- EDUCA 328 - Classroom Management and Behavior (3)
- EDUCA 330 - Child Development (3)
- EDUCA 335 - Teaching Science in the Elementary School (2)
- EDUCA 337 - Teaching Social Studies in the Elementary School (2)
- EDUCA 338 - Teaching Mathematics in the Elementary School (2)
- EDUCA 361 - Integrating the Arts into the Curriculum (3)
- EDUCA 426 - Teaching English Language Learners (3)
- EDUCA 432 - Educational Assessments (3)
- EDUCA 451 - Action Research and Directed Field Experience (3)
- EDUCA 461 - Student Teaching (12)
- PE 421 - Practices and Procedures in Health (3)

- PE 422 - Practices and Procedures in Physical Education for Elementary Schools (3)

Supporting Courses (6)

- HIST 133 - World Civilization I (3)
- HIST 233 - A Survey of European History From 1500 to 1879 (3)

Free Electives (6)

Degree Totals

	Required
Major Requirements	72
University GEP	52

Total Degree Hours: 124

Bachelor of Science

Health and Physical Education - Non-Teaching Option (CIP 31.0501)

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (68)

Core Requirements (53)

- PE 121 - Sat: Individual and Dual Sports (3)
- PE 221 - First Aid, Safety, Prevention and Treatment of Athletic Injuries (2)
- PE 231 - Introduction to Health, Physical Education and Recreation (3)
- PE 234 - Principles of Health, Physical Education and Recreation (3)
- PE 241 - Human Anatomy and Physiology (3)
- PE 241L - Human Anatomy and Physiology Lab (1)
- PE 321 - Introduction to Recreation and Outdoor Education (2)
- PE 323 - Community Recreation (2)
- PE 331 - Athletic Coaching and Officiating I (3)
- PE 333 - Kinesiology (3)

- PE 334 - Social and Community Health (2)
- PE 335 - Adaptive Physical Education (3)
- PE 336 - Organization and Administration of Health, Physical Education, and Recreation (3)
- PE 422 - Practices and Procedures in Physical Education for Elementary Schools (3)
- PE 432 - Tests and Measurements in Physical Education (3)
- PE 433 - Dance (2)
- EDUCA 205 - Parallel Internship I (3)
- EDUCA 206 - Parallel Internship II (3)
- PHS 100 - Key Concepts in Public Health (3)
- PHS 210 - Public Health Nutrition (3)

Education Electives (3)

HPE Major Electives (6)

Free Electives (6)

Degree Totals

Major Requirements **68**

University GEP **52**

Total Degree Hours: 120

Health and Physical Education - Teaching Option, BS (CIP 13.1314)

Health and Physical Education

Outline

Included are the requirements for a Bachelor of Science in Health and Physical Education.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, Capstone, and Electives) and the University General Education Program Requirements.

Major Requirements (69)

Major Requirement include Major Core Requirements, Supporting Courses, and Electives. Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (57)

- EDUCA 114 - Bridge to Teaching (3)
- EDUCA 241 - Technology Literacy for Teachers (2)
- EDUCA 310 - Diversity and Family Focus (3)
- EDUCA 328 - Classroom Management and Behavior (3)
- EDUCA 349 - Teaching Physical Education (2)
- EDUCA 451 - Action Research and Directed Field Experience (3)
- PE 121 - Sat: Individual and Dual Sports (3)
- PE 231 - Introduction to Health, Physical Education and Recreation (3)
- PE 234 - Principles of Health, Physical Education and Recreation (3)
- PE 241 - Human Anatomy and Physiology (3)
- PE 241L - Human Anatomy and Physiology Lab (1)
- PE 321 - Introduction to Recreation and Outdoor Education (2)
- PE 331 - Athletic Coaching and Officiating I (3)
- PE 333 - Kinesiology (3)
- PE 334 - Social and Community Health (2)
- PE 335 - Adaptive Physical Education (3)
- PE 336 - Organization and Administration of Health, Physical Education, and Recreation (3)
- PE 421 - Practices and Procedures in Health (3)
- PE 422 - Practices and Procedures in Physical Education for Elementary Schools (3)
- PE 432 - Tests and Measurements in Physical Education (3)
- PE 433 - Dance (2)
- EXSC 360 - Motor Learning/Behavior (3)

Capstone (12)

- EDUCA 461 - Student Teaching (12)

Degree Totals

Required

Major Requirements **69**

University GEP **52**

Total Degree Hours: 121

Department of Humanities

The mission for the Department of Humanities, through its four majors - English, Music, Theatre, and Visual Arts - is to offer a quality program while simultaneously providing a supportive and collaborative learning environment. There is also a religious studies minor. Students can expand their intellectual and cultural horizons, realize their creative potential, and acquire the necessary knowledge and skills to help them build successful careers and make meaningful contributions to the world.

The goals of the Department of Humanities are for students to:

- 1) Develop insight into humanity via a wide-ranging exploration of art, literature, music and theatre;

2) Emerge with the ability to read with comprehension, write and speak with clarity and correctness and articulate ideas and opinions and

3) Conduct independent research in a humanities discipline.

Majors in the Department of Humanities

- Visual Arts, BA (Visual Arts - Graphics - Concentration, BA (CIP 50.0701); Visual Arts - Studio Concentration, BA (CIP 50.0701))
 - The mission of the Visual Arts program is to prepare competent professionals in the visual arts. Specifically, the program assists in the development of sensitive and perceptive arts professionals who are aware of the growing interdependence of all the arts disciplines, preparing graduates with competence and understanding of practical and theoretical aspects of the visual arts; and acquaint students with the professional demands of careers in the arts.
- English, BA (CIP 23.0101)
 - The English Department at Saint Augustine's University is devoted to the critical study of literature and language, and the study of creative expression of many kinds, including film and other media. The department joins critics, scholars, and artists in an environment that fosters interactive learning and teaching, with extensive opportunities to work one-on-one with faculty mentors, in small and energetic classroom settings. Students will also have the opportunity to attend conferences, poetry readings, and pursue extracurricular activities that will give them access to a challenging world beyond the brick and mortar classroom.
- Music, BA (CIP 50.0901)
 - The mission of the music program is to provide a program of study in which the student can acquire appropriate knowledge, skills, behaviors, as well as enhance their creative potential to the extent that successful careers are realized.
- Theatre, BA (CIP 50.0599)
 - The Bachelor of Arts in theatre is a comprehensive degree with an emphasis in performance. Students gain academic knowledge and develop analytical skills from the critical study of classical and contemporary plays. Students develop their art while learning the crafts of directing, dramatic writing, and acting for the stage with opportunities to perform in student produced films. Practical experience is gained through active participation in theatrical productions, master classes, and internships. Students may earn a Bachelor of Arts degree or a minor in theatre.

Minors in the Department of Humanities

- English Minor
- Theatre
- Religious Studies Minor

Bachelor of Arts

English, BA (CIP 23.0101)

A student who intends to major in English must earn at least two B's and a C in the three required communication courses - ENGL 131, ENGL 132, and COMM 201 - Communication Skills, by the end of the sophomore year. The minimum overall grade point average for students to be admitted into the English major is 2.0. The requirements to obtain a Bachelor of Arts in English is down the page.

Outline

The following outline of courses details requirements for the (**Bachelor of Arts in English**). Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (51) Includes major core requirements, supporting courses, and electives.

Students must earn a "C" or higher in ALL courses in the major (21).

- ENGL 224 - Modern English Grammar and Usage (3)
- ENGL 225 - Advanced Composition (3)
- ENGL 231 - World Literature I (3)
- ENGL 237 - Introduction to Creative Writing (3)
- ENGL 245 - Studies in Literature (3)
- ENGL 300 - Research Methods (3)
- ENGL 441 - Literacy Theory (3)

Sequence 1, Part 1: (3)

- ENGL 318 - African American Literature I (3) or
- ENGL 328 - American Literature I (3) or
- ENGL 331 - English Literature I (3)

Sequence 1, Part 2: (3)

- ENGL 319 - African American Literature II (3) or
- ENGL 329 - American Literature II (3) or
- ENGL 332 - Global Literature Written in English (3)

Sequence 2, Part 1: (3)

- ENGL 318 - African American Literature I (3) or
- ENGL 328 - American Literature I (3) or
- ENGL 331 - English Literature I (3)

Sequence 2, Part 2: (3)

- ENGL 319 - African American Literature II (3) or
- ENGL 329 - American Literature II (3) or
- ENGL 332 - Global Literature Written in English (3)

Major Electives (12)

Select four English courses.

Capstone (3)

- ENGL 450 - Senior Seminar (3)

Supporting Course (3)

FLSP 131 or FLFR 131 or FLCH 131

Free Electives (12)

Degree Totals

	Required
Major Requirements	63
University GEP	58

Total Degree Hours: 121

Music, BA (CIP 50.0901)

The Music Program presents students with practical training in performance through specialized individual instruction, ensemble participation, and recitals. The required academic and elective courses enhance the student's musical studies. Through the study of theory, history, and performance practices, students will be equipped to analyze and discuss various styles, composers, and historical contexts. Technology courses provide students with a foundation in practical computer applications. The Student will learn and understand how all facets of their musical studies are interrelated. On completion of the Music Program graduates will be qualified to pursue careers as teachers, performers, or continue further studies.

Outline

The following outline of courses details requirements for the **Bachelor of Arts in Music**. Meeting graduation requirements is the responsibility of the student.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (70 hours)

Major Requirements include the core requirements and free electives. Students must earn a grade of "C" or higher in ALL courses in the major. Students must enroll in an ensemble in each semester of residence. Vocal majors must select Choir. Instrumental majors must select Band. Piano majors may select either band or choir.

Ensemble (8)

- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)

Applied Studies (10): Instrument

- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS (1)
- MUS - Basic Conducting (2)

Fundamental Keyboard Studies (4)

Student must pass Piano Proficiency Exam to fulfill the keyboard studies requirement.

- MUS 108 - Class Piano I (1)
- MUS 109 - Class Piano II (1)
- MUS 208 - Class Piano III (1)
- MUS 209 - Class Piano IV (1)

Theoretical & Aural Studies (21)

***Required for students with less than 80% on music proficiency exam. Credit may be used as a free elective.**

- MUS 130 - Introduction to Music Theory (3) *
- MUS 131 - Music Theory and Ear Training I (3)
- MUS 132 - Music Theory and Ear Training II (3)
- MUS 231 - Music Theory and Ear Training III (2)
- MUS 232 - Music Theory and Ear Training IV (3)
- MUS 253 - Computer Technology for Musicians (3)
- MUS 332 - Arranging (3)

History & Literature Studies (12)

- MUS 238 - Music and World Cultures (3)
- MUS 247 - Music Appreciation (3)
- MUS 343 - Survey of Music History and Literature I (3)
- MUS 344 - Survey of Music History and Literature II (3)

Major Electives (9)

Take 1 course at each level: 200, 300 & 400

- MUS (3)
- MUS (3)
- MUS (3)

Capstone (3)

- MUS 479 - Senior Project (3)

Free Electives (3)

Degree Totals

	Required
Major Requirements	70
University GEP	52

Total Degree Hours: 122

Theatre, BA (CIP 50.0599)

The following requirements must be met in order to earn a Bachelor of Arts degree in Theatre.

Outline

The following outline of courses details requirements for the **Bachelor of Arts in Theatre**. Meeting graduation requirements is the responsibility of the student.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (69)

Core Requirements (60)

Students must earn a "C" or higher in ALL core courses in the major.

- THE 110 - Introduction to Theatre (3)
 - THE 120 - Acting I (3)
 - THE 150 - Stagecraft (3)
 - THE 210 - Script Analysis (3)
 - THE 220 - Acting II (3)
 - THE 230 - Playwriting (3)
 - THE 250 - Theatre Design (3)
 - THE 340 - Theatre History and Criticism I (3)
 - THE 341 - Theatre History and Criticism II (3)
 - THE 342 - Black Theatre (3)
 - THE 380 through THE 389 - Theatre Performance Practicum Courses (1 Credit Hour) or
 - THE 390 through THE 399 - Theatre Production Practicum Courses (1 Credit Hour) .
 - 6 Semesters for a total of (6 credit hours).
-
- THE 420-THE 429 (3) Theatre Performance Seminar Courses OR
 - THE 450-THE 459 (3) Theatre Production Seminar Courses
 - THE 480 - Internship (3)
 - THE 490 - Theatre Directing (3)

Free Electives (9)

Degree Totals

	Required
Major Requirements	69
University GEP	52

Total Degree Hours: 121

Visual Arts - Graphics - Concentration, BA (CIP 50.0701)

The Visual Arts program promotes creativity and intellectual engagement in the arts. Emphasis is on the mastery of contemporary computer processes as well as the traditional media of two and three-dimensional art forms with the specific aim of a well-rounded educational experience. The program offers concentrations in both studio and graphic arts.

Admission Requirements for Visual Arts Majors

Visual Arts candidates must obtain a cumulative grade point average of 2.5 in the fundamental art courses (ART 100 and ART 101).

Visual Arts Curriculum

The following requirements must be met in order to earn a Bachelor of Arts degree in Visual Arts.

Outline

The following outline of courses details requirements for the **Bachelor Arts in Visual Arts Graphic Concentration**. Meeting graduation requirements is the responsibility of the student.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (63)

Core Requirements (27)

Students must earn a "C" or higher in ALL courses in the major.

- ART 100 - 2-D Design (3)
- ART 101 - 3-D Design (3)
- ART 131 - Introduction to Drawing (3)
- ART 132 - Color and Design (3)
- ART 223 - Introduction to Painting (3)
- ART 235 - Introduction to Sculpture (3)
- ART 331 - Survey of Art History I (3)

- ART 332 - Survey of Art History II (3)
- ART 462 - Project Seminar (3)

Select One (3)

- ART 333 - Modern Art (3)
- ART 334 - African-American Art History (3)
- ART 335 - Art of the Harlem Renaissance (3)
- ART 338 - Art of the Italian Renaissance (3)

Graphic Concentration (30)

- ART 225 - Design Applications (3)
- ART 226 - Typography (3)
- ART 227 - Fundamentals of Photography (3)
- ART 323 - Layout and Typography (3)
- ART 326 - Illustration (3)
- ART 327 - Graphic Design (3)
- ART 400 - Web/Multimedia Design (3)
- ART 408 - Motion Graphics (3)
- ART 410 - Graphic Design Studio (3)
- ART 413 - Internship (3)

Capstone (3)

- ART 412 - Graphic Design Portfolio (3)

Degree Totals

	Required
Major Requirements	63
University GEP Requirements	58

Total Degree Hours: 121

Visual Arts - Studio Concentration, BA (CIP 50.0701)

The Visual Arts program promotes creativity and intellectual engagement in the arts. Emphasis is on the mastery of contemporary computer processes as well as the traditional media of two and three-dimensional art forms with the specific aim of a well-rounded educational experience.

Admission Requirements for Visual Arts Majors

Visual Arts candidates must obtain a cumulative grade point average of 2.5 in the fundamental art courses (ART 100 and ART 101).

Visual Arts Curriculum

The following requirements must be met in order to earn a Bachelor of Arts degree in Visual Arts.

Outline

The following outline of courses details requirements for the **Bachelor Arts on Visual Arts (Studio Concentration)**. Meeting graduation requirements is the responsibility of the student.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (63)

Students must earn a "C" or higher in ALL core courses in the major.

Core Requirements (36)

- ART 100 - 2-D Design (3)
- ART 101 - 3-D Design (3)
- ART 131 - Introduction to Drawing (3)
- ART 132 - Color and Design (3)
- ART 223 - Introduction to Painting (3)
- ART 225 - Design Applications (3)
- ART 232 - Introduction to Ceramics (3)
- ART 235 - Introduction to Sculpture (3)
- ART 326 - Illustration (3)
- ART 331 - Survey of Art History I (3)
- ART 332 - Survey of Art History II (3)
- ART 462 - Project Seminar (3)

Select One (3)

- ART 333 - Modern Art (3)
- ART 334 - African-American Art History (3)
- ART 335 - Art of the Harlem Renaissance (3)
- ART 338 - Art of the Italian Renaissance (3)

Studio Concentration (21)

- ART 227 - Fundamentals of Photography (3)
- ART 234 - Survey in Print and Papermaking (3)

- ART 237 - Painting II (3)
- ART 330 - Sculpture II (3)
- ART 341 - Advanced Drawing (3)
- ART 413 - Internship (3)
- ART 435 - Advanced Sculpture (3)

Capstone (3)

- ART 411 - Studio Portfolio (3)

Degree Totals

	Required
Major Requirements	63
University GEP	58

Total Degree Hours: 121

Non-Degree

English Minor

Students may receive a minor in English by completing any six English courses provided that those courses are not requirements for some other aspect of their studies (see Declaring a Minor).

Department of Media and Communications

Mission

The Department of Media and Communications aims to teach students practical skills and theoretical foundations needed to succeed in the global and digital world of media and communications. The department offers majors in three concentrations within media and communications (broadcasting, strategic communications and digital journalism) as well as film. Students can gain laboratory experience at the university's commercial radio and television stations, WAUG AM 750 and TV-68, as well as the student newspaper, The Falcon Forum. The Film major, through lecture and hands-on-learning, gain a deeper appreciation and utilization of the artistic and cultural implications of film. Internships are required for all media and communication majors, thus giving students practical experience they can use to transition to the working world.

Major Objectives

Students completing the Media and Communications program will:

- demonstrate the skills of standard written and spoken English;
- demonstrate the skills necessary to pursue graduate study and/or enter a related job field;

- have workplace experience through internships;
- demonstrate competency in writing and production techniques;
- demonstrate competency in reporting, research, writing, layout and design; and
- demonstrate competency in using various communications media.

Degree Programs

Bachelor of Arts

- Communication, BA
- Film, BA

Student Organizations

Falcon Forum (student newspaper)

Facilities

- WAUG AM 750
- TV-68
- Computer Lab
- Recording Studio
- Editing Lab

Concentrations in Communication

Broadcasting

Students in this course of study learn about the operation and management of radio and television stations. This concentration provides students with a mastery of basic skills, including writing for radio and television, the fundamentals of audio and video production, broadcast editing, and broadcast management. The coursework prepares students to enter the field of broadcasting to pursue careers in news, production, programming, management and sales. In addition to a strong theoretical foundation, students also obtain practical experience at the campus radio and television stations and through internships with commercial and noncommercial broadcast companies in the community.

Digital Journalism

This course of study is designed to prepare students to become skillful at providing content for all forms of news media, whether hardcopy publications such as newspapers and magazines or digital media such as websites or electronic newsletters. The concentration provides students with theoretical foundations for making decisions as news managers as well as hands-on experience in producing, editing and posting multimedia content. Additionally, students will have opportunities to gain work-related experience in the mass media through internships, as well as through frequent visits by local and national media professionals.

Strategic Communication

Students are introduced to the ways organizations communicate with their constituencies, such as clients, employees, and the media. This concentration prepares students to use sound technical and managerial skills to meet communication needs within organizations. Students who complete this course of study will have the skills to function in organizations as public relations practitioners, public information officers, and communications managers in fields as diverse as sports, entertainment, government, and business.

Bachelor of Arts

Communications - Broadcast Concentration, BA (CIP 09.0402)

A student who intends to major in Communications must earn at least two B's and a C in the three required communications courses -- ENGL 131, ENGL 132, and COMM 201 - Communication Skills - by the end of the sophomore year. The minimum overall grade point average for students to be admitted into a Media and Communications major is 2.0.

Broadcast Concentration

Students in this course of study learn about the operation and management of radio and television stations. This concentration provides students with a mastery of basic skills, including writing for radio and television, the fundamentals of audio and video production, broadcast editing, and broadcast management. The coursework prepares students to enter the field of broadcasting to pursue careers in news, production, programming, management and sales. In addition to a strong theoretical foundation, students also obtain practical experience at the campus radio and television stations and through internships with commercial and noncommercial broadcast companies in the community.

Outline

The following outline of courses details requirements for the **Bachelor Arts with a Broadcast Concentration**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (48) - includes major core requirements and supporting courses

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (18 credits)

- COMM 202 - Survey of Mass Communication (3)
- COMM 204 - Copy Editing (3)
- COMM 211 - Writing for Radio and TV (3)
- COMM 218 - News Writing and Writing (3)
- COMM 311 - Digital Journalism and Social Media (3)

- COMM 314 - Fundamentals of Photography (3)

Broadcast Concentration (15 credits)

- COMM 331 - Broadcast and Film Editing (3)
- COMM 411 - Video Production I (3)
- COMM 412 - Video Production II (3)
- COMM 415 - Broadcast Management (3)
- COMM 423 - Audio Production (3)

Major Electives (12) (outside concentration)

- COMM
- COMM
- COMM
- COMM

Capstone (3)

- COMM 458 - Internship (3)

Free Electives (21 credits)

Degree Totals

	Required
Major Requirements	69
University GEP	52

Total Degree Hours: 121

Communications - Digital Journalism Concentration, BA (CIP 09.0799)

A student who intends to major in Communication must earn at least two B's and a C in the three required communications courses -- ENGL 131, ENGL 132, and COMM 201 - Communication Skills - by the end of the sophomore year. The minimum overall grade point average for students to be admitted into a Media and Communications major is 2.0.

Digital Journalism

The program is designed to prepare students to become skillful reporters, researchers, and writers for print media, including newspapers and magazines. The course of study provides both theoretical studies and hands-on experience. Additionally, students will have opportunities to gain work-related experience in the mass media.

Outline

The following outline of courses details requirements for the **Bachelor Arts in Communications Digital Journalism Concentration**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (69 credits)

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (18)

- COMM 202 - Survey of Mass Communication (3)
- COMM 204 - Copy Editing (3)
- COMM 211 - Writing for Radio and TV (3)
- COMM 218 - News Writing and Writing (3)
- COMM 311 - Digital Journalism and Social Media (3)
- COMM 314 - Fundamentals of Photography (3)

Digital Journalism Concentration (15)

- COMM 328 - Advanced Reporting and Writing (3)
- COMM 341 - Feature Writing (3)
- COMM 425 - Online News Production (3)
- COMM 427 - Publication Concepts (3)
- COMM 360 - Media Research Methods (3)

Major Electives (12) (outside concentration)

- COMM
- COMM
- COMM
- COMM

Capstone (3)

- COMM 458 - Internship (3)

Free Electives (21 credits)

Degree Totals

Required

Major Requirements 69

University GEP 52

Total Degree Hours: 121

Communications - Strategic Communication Concentration, BA (CIP 09.0900)

A student who intends to major in Communications must earn at least two B's and a C in the three required communications courses -- ENGL 131, ENGL 132, and COMM 201 - Communication Skills - by the end of the sophomore year. The minimum overall grade point average for students to be admitted into a Media and Communications major is 2.0.

Strategic Communications Concentration

Students are introduced to the ways organizations communicate with their constituencies, such as clients, employees, and the media. This sequence prepares students to use sound technical and managerial skills to meet communication needs within organizations. Students who complete this course of study will have the skills to function in organizations as public relations practitioners, public information officers, and communications managers in fields as diverse as sports, entertainment, government, and business.

Outline

The following outline of courses details requirements for the **Bachelor Arts in Media & Communications with a Concentration in Strategic Communication**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (18)

- COMM 202 - Survey of Mass Communication (3)
- COMM 204 - Copy Editing (3)
- COMM 211 - Writing for Radio and TV (3)
- COMM 218 - News Writing and Writing (3)
- COMM 311 - Digital Journalism and Social Media (3)
- COMM 314 - Fundamentals of Photography (3)

Strategic Communication (15)

- COMM 300 - Voice and On-Camera Presentation Skills (3)
- COMM 313 - Introduction to Public Relations (3)
- COMM 328 - Advanced Reporting and Writing (3)
- COMM 427 - Publication Concepts (3)
- COMM 430 - Public Relations Problem Solving (3)

Major Electives (12) (outside concentration)

- COMM
- COMM
- COMM
- COMM

Capstone (3)

- COMM 458 - Internship (3)

Free Electives (21)

Degree Totals

Required

Major Requirements 69

University GEP 52

Total Degree Hours: 121

Film, BA (CIP 50.0601)

Outline

The following outline of courses details requirements for the **Bachelor Arts in Film**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions. .

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (48)

- FIM 111 - Intro to Film (3)
- FIM 160 - History of Black Cinema (3)
- FIM 225 - Introduction to Screenwriting (3)
- FIM 250 - Intro to Production (3)
- FIM 290 - Visual Aesthetics (3)
- FIM 310 - Film History (3)
- FIM 320 - Film Theory & Criticism (3)
- FIM 325 - Feature Screenwriting I (3)
- FIM 340 - Motion Picture Directing (3)
- FIM 350 - Motion Picture Production Workshop I (3)
- FIM 360 - Motion Picture Production Workshop II (3)
- FIM 375 - Editing (3)
- FIM 425 - Feature Screenwriting II (3)
- FIM 435 - Documentary Production (3)
- FIM 450 - Cinematography (3)
- FIM 490 - Thesis (3)

Free Electives (21)

Degree Totals

	<u>Required</u>
Major Requirements	69
University GEP Requirements	52

Total Degree Hours: 121

School of Sciences, Mathematics and Public Health

Mission

The mission for the School of Sciences, Mathematics and Public Health is to prepare all science, mathematics, and public health majors to become knowledgeable agents of change as well as capable, creative and responsible citizens of independence and integrity. Furthermore, the School seeks to provide an atmosphere in which each science, engineering, public health science, exercise science, and mathematics major can develop his/her intellectual capacity to a maximum by sharing in learning experiences, which result in the acquisition of scientific knowledge, techniques and skills.

Major Objectives

The School of Sciences, Mathematics and Public Health offers programs of study designed to provide fundamental training in the life sciences, physical sciences, public health and engineering mathematics for students planning careers in industry, medicine, allied health, dentistry, pharmacy, government, computer science, environmental sciences, engineering and research.

Moreover, students develop an appreciation of the scope of the living world and the laws that govern it, the interrelationship of all knowledge, and the development of scientific concepts, the scientific method, and the contributions of science to the betterment of all mankind.

Departments

Department of Biological and Physical Sciences

Department of Mathematics

Department of Public Health and Exercise Sciences

Degree Programs

Bachelor of Science

Biology, BS

Chemistry, BS

Engineering Mathematics, BS

Exercise Science, BS

Public Health Science, BS

Non-Degree

Public Health Science Minor

Student Organizations

National Society of Black Engineers (NSBE)

STEM Club
Beta Kappa Chi
Falcons4Health
SafeFalcons - Peer Educators

Facilities

The school is housed in Penick Hall of Sciences and Gordon Health Center
Laboratory of Genetics and Integrative Research
PCR Clean-Room
Computer Teaching Laboratory
Engineering Teaching Laboratory
Organic/Biochemistry Laboratory
Inorganic Teaching Laboratory
Microbiology Teaching Laboratory
Molecular Biology Teaching Laboratory
General Biology Teaching Laboratory
Public Health/Exercise Science Laboratory
Autoclave Room
Analytical/Instrumentation Laboratory
Fundamentals Laboratory

School of Sciences, Mathematics and Public Health Faculty

Mark Melton, Ph.D., Professor and Dean

Marino Green, Ph.D., Assistant Professor and Chair of Department of Biological & Physical Sciences

Moges Abebe, Ph.D., Associate Professor, Department of Biological & Physical Sciences
Tyrell Carr, Ph.D., Assistant Professor, Department of Biological & Physical Sciences
Sarah Straud, Ph.D., Assistant Professor, Department of Biological & Physical Sciences

Alieu Wurie, M.S., Assistant Professor and Chair of Department of Mathematics

Michael Holloway, Ph.D., Assistant Professor, Department of Mathematics
Timothy Imafidon, M.S., Assistant Professor, Department of Mathematics
Simon Ugwuoke, Ph.D., Associate Professor, Department of Mathematics
Wayne Davis, Ph.D., Assistant Professor, Department of Mathematics

Derrick Sauls, Ph.D., Assistant Professor and Chair of Department of Public Health and Exercise Sciences

Selena Judon-Monk, Ph.D., Assistant Professor, Department of Public Health and Exercise Sciences
Kelcy Walker, Ph.D., Assistant Professor, Department of Public Health and Exercise Sciences
Brenda Watson, Ph.D., Assistant Professor, Department of Public Health and Exercise Sciences

Department of Biological and Physical Sciences

Mission

The mission of the Department of Biological and Physical Sciences is to provide an opportunity for all students who matriculate through the department to become better informed about biological occurrences and life processes, as well as apply information and knowledge gained toward an improved understanding of man, society, and the universe; to provide undergraduate students with the appropriate background in biology and or chemistry that will allow them to pursue advanced degrees in graduate/research programs in the science, technology, engineering and mathematics (STEM) and in the medical, biomedical, and other allied or related careers; and to ensure that undergraduates who want to pursue these or other related areas are adequately prepared.

Bachelor of Science

Biology, BS (CIP 26.0101)

Program Learning Outcomes

1. Ability to analyze the relationship between the scientific study of living organisms and society.
2. Ability to collaborate scientifically for attribution, collaborative authorship, and minimal use considerations.
3. Apply practical skills and knowledge to simulate and reconstitute biological processes in vitro and in vivo.
4. Ability to critically read published research data and write manuscripts containing unique data in a form acceptable for publication in peer reviewed and refereed journals.

The following requirements must be met in order to earn a Bachelor of Science degree in Biology:

Outline

The following outline of courses details requirements for the **Bachelor of Science in Biology**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (70)

Major Requirements include Major Core Requirements, Supporting Courses, and Major Electives. Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (44)

- BIOL 133 - Principles of Biology I (3)
- BIOL 133L - Principles of Biology I Laboratory (1)
- BIOL 134 - Principles of Biology II (3)
- BIOL 134L - Principles of Biology II Laboratory (1)
- BIOL 241 - Anatomy and Physiology (3)

- BIOL 241L - Anatomy and Physiology Laboratory (1)
- BIOL 242 - Embryology (3)
- BIOL 242L - Embryology Lab (1)
- BIOL 344L - Biochemistry Laboratory (1)
- BIOL 310 - Molecular Cell Biology (3)
- BIOL 310L - Molecular Cell Biology Laboratory (1)
- BIOL 325 - Ethics in Research (3)
- BIOL 344 - Biochemistry (3)
- BIOL 401 - Introduction to Senior Research (3)
- BIOL 420 - Senior Research (3)
- BIOL 442 - Genetics (3)
- BIOL 442L - Genetics Laboratory (1)
- BIOL 444 - Topics in Biology (3)
- CHEM 241 - Analytical Chemistry (3)
- CHEM 241L - Analytical Chemistry Laboratory (1)

Major Supporting Courses (20)

- CHEM 142 - General Chemistry II (3)
- CHEM 142L - General Chemistry II Laboratory (1)
- CHEM 341 - Organic Chemistry I (3)
- CHEM 341L - Organic Chemistry I Laboratory (1)
- PHYS 243 - General Physics I (3)
- PHYS 243L - General Physics I Laboratory (1)
- PHYS 244 - General Physics II (3)
- PHYS 244L - General Physics II Laboratory (1)
- MATH 231 - Calculus I (4)

Major Electives (6)

Degree Totals

Major Requirements 70

University GEP 58

Total Degree Hours: 128

Chemistry, BS (CIP 40.0501)

Program Learning Outcomes

1. Ability to and analyze the relationship between the study of the physical sciences, the physical nature of the planet, and society.
2. Ability to collaborate scientifically for attribution, collaborative authorship, and minimal use considerations.
3. Apply practical skills and knowledge to simulate and reconstitute chemical processes in vitro and in vivo.

4. Ability to critically read published research data and write manuscripts containing unique data in a form acceptable for publication in peer reviewed and refereed journals.

The following requirements must be met in order to earn a Bachelor of Science degree in Chemistry:

Outline

The following outline of courses details requirements for the **Bachelor of Science in Chemistry degree**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements. Students should take BIOL 133, BIOL 133L, MATH 135, MATH 231, and CSC 140 (replacing CIS 240) to satisfy the GEP STEM requirements.

Major Requirements (74)

Major Requirements include major core requirements and supporting courses. Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (36)

- CHEM 141 - General Chemistry I (3)
- CHEM 141L - General Chemistry I Laboratory (1)
- CHEM 142 - General Chemistry II (3)
- CHEM 142L - General Chemistry II Laboratory (1)
- CHEM 241 - Analytical Chemistry (3)
- CHEM 241L - Analytical Chemistry Laboratory (1)
- CHEM 331 - Instrumental Analysis (3)
- CHEM 331L - Instrumental Analysis Laboratory (1)
- CHEM 341 - Organic Chemistry I (3)
- CHEM 341L - Organic Chemistry I Laboratory (1)
- CHEM 342 - Organic Chemistry II (3)
- CHEM 342L - Organic Chemistry II Laboratory (1)
- CHEM 441 - Physical Chemistry I (3)
- CHEM 441L - Physical Chemistry I Laboratory (1)
- CHEM 442 - Physical Chemistry II (3)
- CHEM 442L - Physical Chemistry II Laboratory (1)
- CHEM 444 - Inorganic Chemistry (3)
- CHEM 444L - Inorganic Chemistry Laboratory (1)

Major Supporting Courses (38)

- BIOL 325 - Ethics in Research (3)
- BIOL 344 - Biochemistry (3)
- BIOL 344L - Biochemistry Laboratory (1)

- BIOL 401 - Introduction to Senior Research (3)
- BIOL 420 - Senior Research (3)
- BIOL 444 - Topics in Biology (3)
- MATH 201 - Introductory Statistics (3)
- MATH 232 - Calculus II (4)
- MATH 331 - Calculus III (4)
- MATH 338 - Differential Equations (3)
- PHYS 243 - General Physics I (3)
- PHYS 243L - General Physics I Laboratory (1)
- PHYS 244 - General Physics II (3)
- PHYS 244L - General Physics II Laboratory (1)

Free Electives (If applicable)

Degree Totals

	Required
Major Requirements	74
University GEP	54

Total Degree Hours: 128

Department of Mathematics

Mission

The mission of the Department of Mathematics is to maintain an engineering mathematics program of education that provides for interacting needs among students, the job market, graduate school and professional school, particularly in the applied mathematics, computer science/engineering and other engineering fields that require a strong background in mathematics.

Program Learning Outcomes

1. Students will demonstrate an understanding of Engineering-Mathematical concepts. Describe and apply the ten stages of the design process.
2. Students will demonstrate proper use of advance mathematical problem solvers, like Maple, MATLAB, Minitab, Loger-pro, and the ability to calculate accurately and efficiently.
3. Integrate, apply knowledge across Engineering Mathematics discipline, along with a recognition of lifetime learning with real-world situations.
4. Apply oral and written communication skills appropriate for functioning effectively in the discipline.

Bachelor of Science

Engineering Mathematics, BS (CIP 14.0101)

Outline

The following outline of courses details requirements for **the Bachelor of Science in Engineering Mathematics**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (71)

Major requirements include major core requirements and supporting courses. Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (51)

- MATH 201 - Introductory Statistics (3)
- MATH 232 - Calculus II (4)
- MATH 290 - Linear Algebra (3)
- MATH 331 - Calculus III (4)
- MATH 332 - Introduction to Real Analysis (3)
- MATH 334 - Modern Algebra (3) or
- MATH 340 - Theory of Numbers (3)
- MATH 338 - Differential Equations (3)
- MATH 339 - Introduction to Applied Mathematics (3)
- MATH 412 - Numerical Analysis (3)
- MATH 425 - Mathematics Seminars (1)
- MATH 433 - Probability and Statistics (3)
- MATH 435 - Statistical Inference (3)
- MATH 495 - Senior Math Research I (3)
- ENGR 101 - Introduction to Engineering and Problem Solving (3)
- ENGR 120 - Introduction to Engineering Graphics Design (3)
- ENGR 205 - Engineering Mechanics: Statics (3)
- ENGR 208 - Engineering Mechanics: Dynamics (3)

Supporting Courses I (14)

- ENGR 310 - Fluid Mechanics (3)
- ENGR 312 - Thermodynamics (3)
- PHYS 243 - General Physics I (3)
- PHYS 243L - General Physics I Laboratory (1)
- PHYS 244 - General Physics II (3)
- PHYS 244L - General Physics II Laboratory (1)

Supporting Courses II (6)

- MATH 496 - Senior Math Research II (3)
- CSC 305 - Programming in C++ (3)

Degree Totals

Major Requirements 71

University GEP 54

Total Degree Hours: 125

Department of Public Health and Exercise Sciences

Mission

The mission of the Department of Public Health and Exercise Science is to prepare students for a job market and graduate/professional schools in which they can pursue careers in public health, physical therapy, occupational therapy, and sports medicine. The education will allow them to cultivate an atmosphere of physical activity, wellness, care and prevention of diseases and injuries, while disseminating knowledge of healthy lifestyles. The engagement of the students with campus, individuals, communities, and general population will infuse and instill the concept of lifelong learning and advancement of healthcare, while improving the quality of life of the general population.

Bachelor of Science

Exercise Science, BS (CIP 31.0505)

Mission

The Exercise Science Program is dedicated to preparing competent entry-level professionals in the field of Exercise Science to enter the professional workforce and graduate level programs. The program meets this mission by preparing students to be change agents in the 21st century into improve health, fitness, and wellness in the community, city, state, nation, and international realm. The Exercise Science program will teach students to integrate healthy lifestyle activities into personal and group activities to develop a culture of health, fitness, and wellness. The academic rigor of the program will enable students to develop an understanding of exercise programming, individual and group exercise participation, healthy lifestyle and behavior,

while integrating the use of their knowledge, skills, and abilities in exercise science. The students will develop their competencies in Exercise Science to pursue entry-level jobs and graduate level programs in exercise physiology and/or allied health.

Program Learning Outcomes

1. Students will demonstrate a foundational knowledge of the principles of biology, chemistry, and nutrition, and an advanced understanding of human anatomy and physiology as they relate to responses and adaptations to physical activity and exercise.
2. Students will demonstrate basic laboratory skills pertaining to assessments, laboratory methods, sound experimental and analytical practices, data acquisition and reporting in the exercise sciences.
3. Students will demonstrate knowledge of the importance and influence of physical activity, kinesiology, injury care and prevention, nutrition and exercise on health.
4. Students will be able to plan, administer, and evaluate wellness and fitness programs, nutrition projects, and exercise physiology tracks based in sport, clinical, industrial, and/or corporate environments.
5. Students will demonstrate requisite skills and abilities for meaningful employment in exercise science related areas or pursue graduate studies in an exercise science related area.

The following requirements must be met in order to earn a Bachelor of Science degree in Exercise Science:

Outline

The following outline of courses details requirements for the **Bachelor of Science in Exercise Science**. Meeting graduation requirements is the responsibility of the student. Refer to the catalog for curricular specifics and a complete listing of required and elective courses and descriptions.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (68)

Major Requirements include Major Core Requirements, Supporting Courses, Electives. Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (57)

- AHMS 210 - Medical Terminology (2)
- AHMS 310 - HUMAN NUTRITION (3)
- AHMS 440 - Introduction to Medical Physiology (3)
- AHMS 460 - Principles of Clinical Pharmacology (3)
- AHMS 470 - Human Gross Anatomy (4)
- PE 221 - First Aid, Safety, Prevention and Treatment of Athletic Injuries (2)
- PE 226 - Athletic Training II (2)
- PE 226L - Athletic Training II Lab (1)
- PE 241 - Human Anatomy and Physiology (3)
- PE 241L - Human Anatomy and Physiology Lab (1)
- PE 333 - Kinesiology (3)
- EXSC 210 - Introduction to Exercise Science (3)
- EXSC 290 - Leadership in Exercise and Wellness (3)

- EXSC 310 - Strength and Conditioning (2)
- EXSC 320 - Measurement and Evaluation in Exercise Science (3)
- EXSC 340 - Graded Exercise and Testing (3)
- EXSC 370 - Physiology of Sport and Exercise (3)
- EXSC 380 - Biomechanics (3)
- EXSC 400 - Exercise Prescription (3)
- EXSC 430 - Organization and Administration of Exercise Science (3)
- EXSC 440 - Practicum in Exercise Science (1)
- EXSC 450 - Internship in Exercise Science (3)

Supporting Courses (11)

- MATH 201 - Introductory Statistics (3)
- PHYS 243 - General Physics I (3)
- PHYS 243L - General Physics I Laboratory (1)
- CHEM 141 - General Chemistry I (3)
- CHEM 141L - General Chemistry I Laboratory (1)

Electives (If applicable)

Degree Totals

Major Requirements	68
University GEP	54

Total Degree Hours: 122

Public Health Science, BS (CIP 51.2201)

Mission

The mission of Public Health Science is to prepare students for a job market and graduate/professional schools in which they can pursue careers in public health. The education will allow them to cultivate an atmosphere of wellness, while disseminating knowledge of healthy lifestyles. The engagement of the students with campus, individuals, communities, and general population will infuse and instill the concept of lifelong learning and advancement of healthcare, while improving the quality of life of the general population.

Program Learning Outcomes

1. Students will successfully use problem-solving skills to address complex public health problems in the community, city, state, and globally.
2. Students will effectively communicate public health ideas to a target population in written and verbal format using a variety of media types and communication platforms.
3. Students will demonstrate expertise in the five areas of public health: social and behavioral sciences, epidemiology, biostatistics, environmental health, and health services management and policy.

4. Students will exhibit the ability to plan, implement and evaluate small-scale public health intervention techniques to utilize talent management and resources in development of programs.
5. Students will be able to conduct a community needs assessment to determine which social behavior models and theories are effective in addressing goals and objectives to eradicate health problems.
6. Students will be able to act as a resource person in public health in structuring database management and health literacy.

Outline

The following outline of courses details requirements for the **Bachelor of Science in Public Health Science**. Meeting graduation requirements is the responsibility of the student.

Plan of Study

The Plan of Study includes Major Requirements (Core Requirements, Supporting Courses, and Electives) and the University General Education Program Requirements.

Major Requirements (70)

Students must earn a "C" or higher in ALL courses in the major.

Core Requirements (57)

- PHS 100 - Key Concepts in Public Health (3)
- PHS 230 - Essentials of Health Behavior (3)
- PHS 300 - Global Health (3)
- PHS 310 - Essentials of Public Health Biology (3)
- PHS 335 - Public Health - Healthcare Policy & Ethics (3)
- PHS 345 - Public Health Statistical Applications (3)
- PHS 350 - Health Disparities in America: Policy Implications (3)
- PHS 380 - Special Topics in Public Health (3)
- PHS 385 - Program Planning and Evaluation and Lab (4)
- PHS 390 - Research Methods in Public Health (3)
- PHS 450 - Foundations in Epidemiology (3)
- PHS 470 - Community Health Methods (3)
- PHS 475 - Public Health Pre-Internship Seminar (3)
- PHS 480 - Public Health Internship (9)
- BIOL 210 - Introduction to Environmental Science (4)
- BIOL 241 - Anatomy and Physiology (3)
- BIOL 241L - Anatomy and Physiology Laboratory (1)

Supporting Courses (4)

- CHEM 141 - General Chemistry I (3)
- CHEM 141L - General Chemistry I Laboratory (1)

Free Electives (9)

Degree Totals

	<u>Required</u>
Major Requirements	70
University GEP	53

Total Degree Hours: 123

Public Health Science Minor

Minor Requirements:

In order to obtain a minor in Public Health Science, students are expected to complete 20 credit hours in the following courses:

- PHS 100 - Key Concepts in Public Health (3)
- PHS 210 - Public Health Nutrition (3)
- PHS 310 - Essentials of Public Health Biology (3)
- PHS 320 - Public Health Microbiology (3)
- PHS 320L - Public Health Microbiology Laboratory (1)
- PHS 300 - Global Health (3)
- PHS 450 - Foundations in Epidemiology (3)

Total Minor Requirements: 20 Hours

Division of Military Science

Mission Statement:

U.S. Army Reserve Officer Training Corps Program (ROTC)

The mission of the Military Science Department is to commission the future officer leadership of the United States Army and motivate young people to be better Americans. We accomplish this mission through recruiting, selecting, motivating, training, and retaining students who possess leadership potential. Army ROTC develops self-discipline, responsibility and the confidence necessary to succeed in the Army or in a civilian career.

Major Objectives:

ROTC graduates are leaders, thinkers and decision-makers. They meet problems head-on and solve them quickly. They know how to adapt to situations and take charge. They will find that their background and experience in ROTC can be a valuable asset if they decide to pursue a civilian career or a career in the Army. The practical experience they gain by completing Leader Development and Assessment Course (LDAC) and the advance course will determine their placement in active duty or reserve and the branch they will receive in the Army. The Military Science Program of Instruction is structured to develop and assess the following characteristics within students:

- A strong personal integrity, and a sense of duty;
- A strong sense of individual responsibility and accountability;
- An understanding of the principles of leadership, time management, and organizational structures;
- The ability to communicate effectively both orally and in writing;
- A general knowledge of the historical development of the U.S. Army and its role in support of national objectives;
- An understanding of military life as a commissioned officer to include opportunities and obligations;
- Promote the development of cadets' ethical and moral perspective;
- The ability to apply principles of leadership, management, and tactics.

Commissioning Requirements:

- Basic Course (via class attendance and/or placement credit);
- Advanced Course;
- Leader Development and Assessment (LDAC);
- Military History (MS 432);
- ROTC Swimming requirement (see program of instruction);
- Maintain at least a 2.0 cumulative grade point average (GPA);
- Pass a Department of Defense medical examination within 24 months of the date of commissioning;
- Pass the Army Physical Fitness Test within 30 days of the date of commissioning; and,
- Not have exceeded the 42nd birthday (31st for scholarship students).

ROTC Scholarships

At Saint Augustine's University, the award of an Army ROTC scholarship may be the means to a FREE College education for qualified students. The President of the University has agreed to provide free room and board to any Saint Augustine's University student that is awarded a competitive three or four-year Army ROTC scholarship. Special consideration for any Army ROTC scholarship is given to students pursuing degrees in nursing, engineering, the physical sciences, and other technical skills currently in demand by the Army. Students who receive a scholarship will be required to attain an undergraduate degree in the field in which the scholarship is awarded.

Four-year scholarships will be awarded to students entering the ROTC program as freshmen. Minimum requirements include 2.5 GPA in high school with a 920 SAT (verbal and math only) or 19 on the ACT. However, four-year scholarships are few and very competitive so students with an 1100 SAT or 21 ACT stand a better chance of receiving a four-year scholarship. Three-and two-year scholarships are awarded to students currently enrolled in ROTC or Army enlisted personnel leaving active duty with 60 credit hours. Additionally, two-year scholarships are available to students with 60 credit hours who attend the Leader's Training Course (LTC) at Fort Knox, KY. These scholarships are awarded based upon outstanding performance.

Each scholarship pays for tuition, required educational fees, and provides a specified amount for books, supplies, and equipment. Each scholarship also includes a stipend of \$3,000 up to \$5,000 a year for every year the scholarship is in effect.

Other Scholarships

Each academic year various veterans' organizations and other military related activities make scholarship funds available to students enrolled in Army ROTC. (Organizations making these awards are USAA, AUSA, VFW, ROCKS etc.).

Stipends

All contracted cadets receive a monthly stipend from \$300 to \$500 depending on their MS level, as well as payment for attending the Leader's Training Course (LTC) or the Leader Development Assessment Course (LDAC).

Simultaneous Membership Program (SMP)

This program provides an opportunity for students who belong to a Reserve or National Guard Unit, as enlisted soldiers, to also be members of the Army ROTC Program. As a reservist or guardsman, these students, as freshmen or sophomores, earn \$3,700 for one summer by attending the enlisted basic and advanced individual training. This is in addition to money earned for the weekend drill with their unit. A student accepted for the SMP and the Army ROTC Advanced Course retains affiliation with the Reserve or Guard Unit as an officer trainee and is paid for drills and assemblies plus up to \$3,000 a year in monthly stipends of \$300 each. SMP members are also eligible for certain veterans', reserves, or National Guard's educational benefits.

Leader Development and Assessment (LDAC) The Four-Year Curriculum

The ROTC Program is based on a four-year curriculum ultimately integrated with the normal baccalaureate degree program. Flexibility is provided through a number of options and alternatives. These alternatives recognize previous military related experience and provide accelerated or compressed instruction to allow late entry into the program.

The Four Year Program is divided into two parts, the Basic Course and the Advanced Course.

The Basic Course is usually taken during the freshman and sophomore (MS I and MS II, respectively) years of College and covers such subjects as management principles, national defense, physical fitness, and leadership development. There is no military obligation for enrollment in the Basic Course. After they have completed the basic course, students who have demonstrated the potential to become officers and who have met the physical, moral and scholastic standards are eligible to enroll in the advanced course.

The Advanced Course is usually taken during the Junior and Senior years (MS III and MS IV, respectively). It includes instruction in organization and management, tactics, ethics, professionalism, and further leadership development.

During the summer between their junior and senior years, advanced course cadets attend the Leader Development and Assessment Course (LDAC) for 35 days. This camp gives cadets the chance to put into practice the theories and principles they learned in the classroom and introduces them to Army life both in garrison and in the field. At LDAC they compete with cadets from schools around the nation. Camp evaluations may influence whether or not cadets go Active Duty or Reserve Duty and the branch or job they will receive in the Army.

The Two-Year Program

The Two Year Program is designed for students with 60 credit hours; juniors, and community college graduates, veterans with prior college credit, students at four-year colleges who did not take ROTC during their first two years, students entering a two-year, post-graduate course of study and high school students who plan to attend military junior colleges. To enter the Two Year Program, students must first attend a fully paid, four week Leader's Training Course (LTC), normally held during the summer between their sophomore and junior years of college. After successfully completing LTC, students who meet necessary requirements may enroll in the Advanced Course.

Placement Credit

Veterans, reservists, or students with at least three years of Junior ROTC training seeking enrollment in the Advanced Course may be given credit for up to three (3) semesters of Basic Course Training. Eligible students may apply to the Professor of Military Science. Students with a DD- 214 or Army transcripts may apply to have Basic Training (BT) and Advance Individual Training (AIT), applied to their university transcripts.

Select Training Program

Highly motivated and promising students may be selected by the Professor of Military Science for participation in elite off-campus summer training programs. These include Airborne School, Cadet Troop Leader Training, Air Assault School, and Northern Warfare Training.

Textbooks, Uniforms, and Equipment

All military uniforms such as Army Combat Uniform, Class A uniforms, and Physical Training Sweats are provided free of charge. Textbooks for the basic course are also free while advanced course students pay a minimum fee for books. Students are encouraged to purchase a pair of running shoes.

Course Tuition

ROTC is taken free of charge. If ROTC creates a situation where the student is placed in an overload status the overload fee will not be assessed for credit hours earned through Military Science instruction.

ROTC Course Substitution Arrangement

A student enrolled in the ROTC Program will have the opportunity to substitute certain ROTC courses for certain regular college courses of the General Education Program. This opportunity is provided to accommodate the student who plans to continue in ROTC for commissioning and the student whose participation in ROTC is restricted to a specific length of time. See ROTC advisor and/or academic major advisor for advisement about enrollment in other ROTC substitutions.

Credit for a course after withdrawal from the ROTC Program will require a statement of support from the Professor of Military Science, verifying the student's inability or ineligibility to continue in the ROTC Program. Note: It is the student's responsibilities to provide documented evidence supporting their inability or ineligibility to continue in the ROTC program.

Military Science Course Substitutions for General Education Physical Education Requirements

MS 101- MS 102 Ldrshp & Prsnl Development	General Education/Physical Activities 1
MS 201- MS 202 Team Leadership	General Education/Physical Activities 2

Enrollment Requirements Basic Course

- Be of good moral character;
- Be U.S. citizens; there are limited exceptions as approved by PMS;
- Be at least 17 years old to begin ROTC; and,
- Be a full-time student at Saint Augustine's University, pursuing a course of instruction leading to an approved baccalaureate degree.

The Basic Course Requirements

MS 101 - Leadership and Personal Development	1
MS 102 - Introduction to Tactical Leadership	1
MS 201 - Innovative Team Leadership	2
MS 202 - Foundations of Tactical Leadership	2
MS 210 - Leadership Training Course	6
MS 101L - Leadership Laboratory	0
MS 201L - Leadership Laboratory	0
Total Basic Course Requirements	12

Military Leadership as a Minor

Recommended Prerequisites: Students must complete a minimum of **18** semester hours of advanced Military Science course work. Minor in Military Leadership will be available only to Army Reserve Officer's Training Corps (ROTC) cadets who complete all military science requirements. Students must take the basic introductory courses in Military Science (i.e., MS 101, MS 102, MS 201, and MS 202, or meet one of the substitution requirements through an alternate entry program) as the prerequisite for this minor prior to their junior year. Completion of MS 301, MS 302, MS 401, MS 402, MS 432 and completion of the National Advanced Leadership Camp will fulfill the advanced requirements for this minor. Application for Military Leadership will be made when cadets contract as MS III.

Commissioning Requirements:

- Basic Course (via class attendance and/or placement credit);
- Advanced Course;
- Leader Development and Assessment (LDAC);
- Military History (MS 432);
- ROTC Swimming requirement (see program of instruction);
- Maintain at least a 2.0 cumulative grade point average (GPA);
- Pass a Department of Defense medical examination within 24 months of the date of commissioning;
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The Officers of Administration

Executive Leadership Team

Gaddis Faulcon, B.S., MRR/MPA, Ed.D

Interim President

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Provost and Vice President, Academic Affairs

Ronald H. Brown, B.S., Ed.M., Ed.D.

Interim Vice President, Enrollment Management and Student Services

Tonya Jackson, B.A., M.B.A.

Chief Financial Officer

Sharon Laisure, B.A., M.P.A.

Chief of Staff and Vice President for Administration

George Williams, B.S., M.A.

Athletic Director and Head Track Coach

Nita Byrd, B.S., M.S., M.Div.

University Chaplain

Audrey Ivory

Executive Assistant to the President

President Emeritus

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Professor; President Emeritus; Department of Social and Behavioral Sciences

Academic Administrators and Deans of the Schools

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Vice Provost, Sponsored Programs and Title III Director/SACSCOC Liaison

Bass, Kengie, B.S., M.S.A., Ed.D.

Dean, General College

Bynum, Marcus, B.S., M.B.A.

Dean and Battalion Commander, United States Army, Division of Military Sciences

Coneal, Wanda, B.A., M.S.A., Ph.D.

Dean, School of Humanities, Education, Social and Behavioral Sciences

Curtis, Linda Hubbard, B.A., M.A., Ph.D.

Vice Provost, Academic and Administrative Operations; ADA Compliance Officer

Hankins, Orlando, B.S., Ph.D.

Vice Provost, Academic Services and Technology Operations

Melton, Mark, B.S., M.S., Ph.D.

Dean, School of Sciences, Mathematics, and Public Health

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Director, Library Services and Archives, Prezell R. Robinson Library

Sapp, Van, B.A., M.B.A.

Dean, School of Business, Management and Technology

Weldon, LaVerne B.A., M.Ed., Ed.D.

Senior Assistant to the Provost

The Administrative Staff

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Brown, Ann, B.A.

Dean of Women

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Director, Human Resources

Griffin, Sharon

Acting Director of Financial Aid and Scholarships

Herman, Sharon

Chief of Police

Love, Cindy, B.A., M.P.A., Ph.D.

Dean, Professional Development and Career Center

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Director of Academic Advising and Tutorial Center

Norman, Paul, B.A., M.A., Ed.D.

Dean of Men, Director of the First Year Experience

Outlaw, Jeanese, B.S.

Associate University Registrar

Stephens, Antonio, B.S., M.A.

Director, Academic Achievers Program, Educational Talent Search and Upward Bound

Ximines, Sheryl H., B.A.

Director, Alumni Affairs

Young, Cy, B.S.

WAUG-TV/Power 750am, General Manager

The Faculty

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

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Sparrow, Lamont

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Straud, Sarah

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Swain, Renee

Assistant Professor, Department of Education (B.S., Saint Augustine's University; M.A., The Ohio State University)

Tyler, Virginia

Associate Professor, Department of Humanities (B.A., Duke University; M.F.A., Temple University)

Ugwuoke, Simon

Associate Professor, Department of Mathematics (B.S., University of Nigeria, Nsukka; M.A.T., Calvin College; M.S., Ph.D., University of Iowa, Iowa City)

Umphrey, Yvonne C.

Provost, Professor, Department of Mathematics (B.S., Fayetteville State University; M.Ed., M.S., Ph.D., North Carolina State University)

Vega, Maria

Assistant Professor, Department of Mathematics ()

Walker, Kelcy

Assistant Professor, Department of Public Health and Exercise Science (B.S., M.A. [Health Education and Promotion], East Carolina University; D.P.H., Capella University)

Wang-Anthony, Lena

Instructor, General College (B.S., Beijing Teaching University; M.B.A., Johnson Wales University; Chinese Language Certification, American Council for Teaching Foreign Language)

Washington, Jana, B.A.

Instructor, Office of TRIO Programs

Watson, Brenda

Assistant Professor, Department of Public Health and Exercise Science (B.S., M.S. [Comparative Biomedical Science], Master of Food Science, North Carolina State University; Ph.D., North Carolina State University)

Webb, Patrick

Associate Professor, Department of Criminal Justice (B.S., Lamar University; M.A., Ph.D., Prairie View A&M University)

Williams, Katrina

Assistant Professor, Department of Education (B.S., Winston-Salem State University, M.S., North Carolina A & T State University)

Winston, Shirkeymu

Assistant Professor, General College (History) (B.A., M.A., North Carolina Central University; Ph.D., Howard University)

Wurie, Alieu

Assistant Professor, Chair, Department of Mathematics (B.S., (Chemistry), B.S. (Mathematics), Saint Augustine's University; M.S., North Carolina A&T State University)

Course Descriptions

ACCT 231 - Principles of Accounting I

An introduction to generally accepted accounting principles and practices, with particular emphasis on the composition and meaning of financial statements. (Formally ACCT 234) (3)

ACCT 232 - Principles of Accounting II

Continuation of ACCT 231. The introduction to job-order costing, process costing, activity-based costing, cost behavior, cost-volume-profit relationships, variable costing, and profit planning. Prerequisites: ACCT 231. (3)

ACCT 325 - Intermediate Accounting I

The study of the conceptual framework of financial accounting and application of professional standards. In-depth analysis of valuation alternatives and their effects on income measurement. Prerequisites: ACCT 232. (3)

ACCT 326 - Intermediate Accounting II

A continuation of ACCT 325. A study of accounting theory and techniques underlying the determination of contents and valuation of accounts for the financial statements of a going concern. Prerequisites: ACCT 325. (3)

ACCT 333 - Tax Accounting I

Introduction to federal taxation and the basic concepts and applications of federal tax law as they apply to individuals. Prerequisites: ACCT 232. (3)

ACCT 334 - Tax Accounting II

The study of federal taxation and the basic concepts and applications of federal corporate and partnership tax laws. Included is coverage of gift and estate planning. Prerequisites: ACCT 333. (3)

ACCT 335 - Advanced Managerial Cost Accounting

The study of standard costs, flexible budgets, segment reporting, profitability analysis, relevant costs, capital budgeting, investment decisions, service department costing, cash flows, and financial statement analysis. Prerequisites: ACCT 325. (3)

ACCT 340 - Managerial Accounting

This course will provide learners with an understanding of financial accounting, budgeting and financial analysis. Upon successful completion of this course, the learner will be able to understand financial and cost accounting and complete problems as applied to assets, bonds, financial statement analysis and cost accounting. (3)

ACCT 381 - Fraud Examination

Study of internal and external fraud schemes with an emphasis on the basic skills needed to identify and investigate fraud. In addition, sociological and psychological theories of criminal behavior, laws, rules of evidence, the rights of persons under

investigation, interrogation and interviewing, report writing, and ethics, will be discussed as these topics relate to fraud examination. (3)

ACCT 382 - Financial Forensic Investigations

This course involves analyzing real-world "case" information as well as corporate and business records to determine if fraud has occurred. Students mimic investigative processes found in practice by conducting analytical reviews, soliciting information from clients, and reporting suspicious activity for a fictitious client company. Finally, students are required to testify to their findings a moot court scenario. Prerequisites: ACCT 381. (3)

ACCT 441 - Advanced Accounting

The study of accounting for business combinations, consolidated statements, branch operations, foreign operations, partnerships, governmental and not for profit accounting and current trends in financial reporting. Prerequisites: ACCT 232. (3)

ACCT 443 - CPA Review

Review and preparation for the CPA Examination; accounting practice, accounting theory, business law and auditing. Past CPA Examination problems are studied and solved. Prerequisites: ACCT 441. (3)

ACCT 444 - Governmental and Not-For-Profit Accounting

The study of theory and application of accounting within governmental and not-for-profit entities. Prerequisites: ACCT 232. (3)

ACCT 445 - Accounting Information Systems

The study of current and software used to process and monitor accounting data to enhance corporate governance. Topics include internal control systems, risk assessment, general and application control testing, computer assisted audit tools and techniques, and testing of databases and local area networks. (3)

ACCT 471 - Auditing

The study of the conceptual and practical aspects of the examination of financial statements by independent accountants within the framework of generally accepted accounting principles and generally accepted auditing standards. Appropriate attention is also given to the objectives and distinguishing characteristics of internal and operational auditing, to EDP auditing, and to the importance and relevance of the Code of Professional Conduct. Prerequisites: ACCT 441. (3)

AHMS 101 - Introduction to Human Nutrition

Human Nutrition introduces the students to the basics of nutrition, diet, and a healthy eating lifestyle. This course will serve as a foundation for core concepts of nutrition regarding basic nutrition for the macro- and micro-nutrients, the composition of food, metabolism, diet planning, and basic nutrition and weight management. This course is open to all students. (3)

AHMS 210 - Medical Terminology

This course will provide students with a basic medical terminology vocabulary for use in the healthcare setting. This knowledge will enable them to become successful communicators (especially in the health care setting). Thru the course and semester projects students will learn ways to become active community members and life-long learners. Prerequisites: BIOL 134. (2)

AHMS 310 - HUMAN NUTRITION

This course will provide students with an advanced knowledge of human nutrition and the application to human systems. Students will study diseases that cause nutritional deficiencies and design nutritional assessments. This course will provide the student with the basic concept of nutrition and the relationship between nutrition and health. The course will also review some basic biological and chemical concepts pertaining to the study of nutrition.

Prerequisites: AHMS 210 , BIOL 133 , CHEM 141 , or permission of instructor. (3)

AHMS 320 - Introduction to Medical Biochemistry

The Medical Biochemistry course is designed to provide the students with a fundamental understanding of current concepts of human biochemistry. This course is revised each year to update and improve its content. Hopefully the progression of topics will develop the subject in a fashion useful to the student, especially if he/she feels insecure about chemical and biochemical concepts. Interspersed throughout the course will be periodic clinical correlation lectures, relating to the current topics of the main lecture series. These are meant to illustrate the application of biochemical concepts to a variety of clinical circumstances. Prerequisites: CHEM 341 & CHEM 341L , AHMS 210. (4)

AHMS 330 - Pathologic Biochemistry

Pathological biochemistry deals with disorders of biochemical pathways and biochemical changes in human organism under pathological situations. The discipline aims to explain diseases at the molecular level. Prerequisites: AHMS 320. (4)

AHMS 440 - Introduction to Medical Physiology

This course will provide students with an understanding of the normal function of cells, tissues, or organ systems of the human body. Prerequisites: AHMS 330, BIOL 241. (3)

AHMS 450 - Pathophysiology

This course is an introduction to the basic concepts of pathophysiology. Students examine the phenomena that produce alterations in human physiologic function and the resulting human response. Upon completion of this course, students will understand pathophysiological changes, including how pathological process is manifested, progress in the body and primary and secondary effects. Prerequisites: AHMS 440 (3)

AHMS 460 - Principles of Clinical Pharmacology

The general principles of pharmacokinetics in addition to anti-infective chemotherapeutic agents and various mediators of tissue responses will be discussed. A prior knowledge of basic physiology, anatomy and biochemistry is recommended to fully appreciate the topics discussed in this course. Prerequisites: AHMS 450 (3)

AHMS 470 - Human Gross Anatomy

This course presents the students with an examination of the development of the human body. Regional perspectives of the anatomy will be examined utilizing clinical applications in order to gain a thorough comprehension of the core biological functions and anatomical engineering. The anatomical regions covered are the back, thorax, abdomen, pelvic, upper extremities, lower extremities, and head/neck. The disciplines of physiology, embryology, histology, and anthropology will also be covered in order to understand the anatomy. The design of the course will help prepare students interested in pursuing health related fields, ie., Pre-Medicine, Pre-Dental, Pre-Physical and Occupational Therapy, Pre-Physician Assistant, Nursing, Bio-Teachers, and Researchers. Prerequisites: AHMS 210, BIOL 133, BIOL 241, PE 241 (4)

ART 100 - 2-D Design

An introduction to the principles of design as applied to two-dimensions. This course, will challenge students to solve design intensive problems using traditional studio as well as computer-based technology. Art major priority. (3) **T1 IC**

ART 101 - 3-D Design

Introduction of the principles of design as applied to three-dimensions. This course will challenge students to solve design intensive problems using traditional studio as well as computer-based technology. Art major priority. (3)

ART 130 - Art Appreciation

An introduction to the study of art and brief overview of art history. Emphasis is placed on the applications of art principles in everyday life. (3)

ART 131 - Introduction to Drawing

An introduction to drawing techniques, using a variety of fine art media and differing strategies for approaching the drawn image. Art major priority. (3)

ART 132 - Color and Design

The study of surface, form, and color problems through a series of creative exercises and experiments. Theories of two- and three-dimensional principles governing composition, materials and techniques are explored. Art major priority. (3)

ART 223 - Introduction to Painting

An introduction to painting, which includes direct observation, visual analysis, design principles, and experimentation with painting technique. Art major priority. (3)

ART 225 - Design Applications

An introduction to basic computer graphics applications. Through experimentation and discussion of examples of professional graphics, the student will learn basic skills applicable in many fields and will be prepared to take advanced graphics design courses. Art major priority. (3)

ART 226 - Typography

This course will examine basic typography as a compositional tool and is an introduction to communication problem solving through the visual medium of language. The basic tenants such as parts of the letter, font families, specification, kerning, tracking, leading, visual spacing, text vs. display type, ligatures, avoiding widows, orphans, and rivers, appropriate use of hyphenation, alignment, etc., will be discussed and applied. Employing experimental and practical projects, the course will explore the architecture of type from a single letterform to an entire page layout. (3) **T1 IC**

ART 227 - Fundamentals of Photography

An introduction to the basic operation and uses of a 35mm camera, as well as the fundamentals of Digital Photography using state-of-the-art digital, image manipulation tools. Students learn to use traditional 35mm cameras as well as producing and

manipulating images on the computer. The work of commercial and fine art photographers will be explored, as well as the applications of photography in the design realm. A good camera (35mm preferably) is required. Art major priority. (3)

ART 232 - Introduction to Ceramics

Introduction to the ceramic process with an emphasis on sculpture and hand-building. Art Major priority. (3) **T1 (F2012) AL**

ART 234 - Survey in Print and Papermaking

Investigation of traditional and experimental methods in printmaking and papermaking. Studio problems in woodcutting, embossing, cardboard printing, block printing, etc. Art major priority. (3)

ART 235 - Introduction to Sculpture

The study of contemporary approaches to sculpture, including the investigation of traditional and non-traditional materials, discussions of intellectual and personal content, and theoretical and historical strategies for understanding sculpture. Art major priority. (3)

ART 236 - Survey in Craft I

A survey of materials, tools, and processes used for craft activities in art and recreation programs. Art major priority. (3)

ART 237 - Painting II

A continuation of ART 143 (Introduction to Painting). Prerequisites: ART 143 or administrative approval. (3)

ART 247 - Watercolor Painting

Experimental exploration of wash, transparent watercolor, and opaque watercolor, their possibilities and limitations, with special techniques and pictorial problems. Art major priority. (3)

ART 323 - Layout and Typography

The layout and role of images (photos, illustrations, diagrams, graphics, motifs, etc.) in single and multiple-page designs containing type will be discussed and practiced. Using a sequence of assignments, this course concentrates on denotation, connotation, congruency between visual and verbal hierarchy, context and theme, image-type relationships and expression. Further exploration of text type and typographic specification and related technologies will also be investigated. Pre-press and technical production issues are also vital components of this course. Art major priority. (3)

ART 326 - Illustration

A study of applied design skills useful for students interested in working in illustration. Students create artwork designed in relation to a text and create visuals for fields of study which need a complement to other methods of presenting ideas. Prerequisites: ART 225 or administrative approval. (3)

ART 327 - Graphic Design

An exploration of techniques, programs, and ideas for advanced graphic design projects. Students will create advertisements and practically applicable designs as well as developing their own artistic styles and methods. Prerequisites: ART 225 or administrative approval. (3)

ART 330 - Sculpture II

A continuation of ART 235 (Introduction to Sculpture). Prerequisites: ART 235 or administrative approval. (3)

ART 331 - Survey of Art History I

An introduction to Prehistoric, Egyptian, Greek and Roman, Renaissance, Baroque, Modern, Contemporary Western and Non-Western Art. Art major priority. (3)

ART 332 - Survey of Art History II

An introduction to Prehistoric, Egyptian, Greek and Roman, Renaissance, Baroque, Modern, Contemporary Western and Non-Western Art. Art major priority. (3)

ART 333 - Modern Art

A study of contemporary art produced during the late 18th, 19th, 20th and 21st centuries. Prerequisites: ART 331 and ART 332 or administrative approval. (3)

ART 334 - African-American Art History

A historical study of art by African-American artists from ancient times to the present with emphasis on sculpture, architecture, painting, and crafts. Prerequisites: ART 331 and ART 332 or administrative approval. (3)

ART 335 - Art of the Harlem Renaissance

A study of painting and sculpture by African-American artists who flourished in U.S. cities, especially New York's Harlem area, from 1920 to 1950. Includes exploration of early influences on the art of this era and its effect on later artists. Prerequisites: ART 331 and ART 332 or administrative approval. (3)

ART 338 - Art of the Italian Renaissance

A historical study of painting, architecture, and sculpture in Europe, especially Italy, from 1300 to 1600. Prerequisites: ART 331 and ART 332 or administrative approval. (3)

ART 341 - Advanced Drawing

A continuation of ART 131 (Intro to Drawing) Prerequisites: ART 131 and ART 223 or administrative approval. (3)

ART 363 - Painting III

A continuation of ART 237. Prerequisites: ART 237, or administrative approval (3)

ART 400 - Web/Multimedia Design

Students will develop a command of web based software and create a student's graphic design or studio portfolio web site. Prerequisites: Art major or instructor approval. (3)

ART 408 - Motion Graphics

Elements of media are used to add movement to design for broadcasting, film footage, and animation. Arts majors or instructor approval. (3)

ART 409 - Graphic Design Studio

Focus on individual concepts in graphic design with a long term goal of developing projects for a portfolio. Arts majors or instructor approval. (3)

ART 410 - Graphic Design Studio

This course is concerned with developing the student's confidence and competence in creating form and concepts. Students are prompted to take risks to develop their own voice as designers, as well as to expand the vocabulary with which they express ideas by employing visual rhetorical strategies such as metaphors, puns, irony, metonymy, etc. Simultaneously, students are encouraged to explore formal possibilities while developing work that communicates an intended message, resulting in work that is meaningful, compelling and engaging. A design process of research, ideation, thumbnails, roughs, design development and final presentation will be employed. This course will comprise image design - the communication of ideas through imagery, and typography where students pursue the effective transmission of content. Art major priority. (3)

ART 411 - Studio Portfolio

Focus on the development of individual direction in painting, sculpture, and/or graphic art. Students will meet regularly with instructor to experiment and explore problems chosen by both student and instructor. Emphasis is given to individual analysis, discussion of work, and development of a professional portfolio. Prerequisites: Art majors, Senior Standing. (3)

ART 412 - Graphic Design Portfolio

This course focuses on professional level projects in graphic design to create a graduate portfolio. Students will meet regularly with the instructor to discuss the projects chosen by the student and the instructor. Prerequisites: Art majors, Senior Standing. (3)

ART 413 - Internship

An internship program for students ready for professional experience in their field of study. Students are placed by the instructor in museums, galleries, and design firms in the Raleigh area. Prerequisites: Art majors, Junior or Senior Standing. (3)

ART 434 - Advanced Painting

Concentrated studio pursuit and development of a strong personal statement through painting. Individual instruction and group criticism of student work. Prerequisites: ART 237 or ART 347 or administrative approval. (3)

ART 435 - Advanced Sculpture

Concentrated studio pursuit and development of a strong personal sculptural statement. Individual instruction and group criticism of work. Prerequisites: ART 330. (3)

ART 438 - Modern Abstract Painting and Drawing

Personal directions in contemporary painting with emphasis on issues concerning post-modern artist, individual and group criticism. Art major priority. (3)

ART 441 - Life Drawing

Introduction to drawing human figures using a variety of fine art media. Prerequisites: ART 131 or administrative approval. (3)

ART 462 - Project Seminar

Students will develop a series of art works investigating problems that are of special interest to them. Prerequisites: Junior or Senior art major or minor or non-major with administrative approval. (3)

ART 491 - Studio Problems

Students will have the opportunity to design artworks based on a series of problems pertinent to their interest and needs. Prerequisites: Junior or Senior art major or minor or administrative approval. (3)

ASL 131 - American Sign Language I

This is the first course in a two-part series. Students will learn basic ASL communication. The course includes sign vocabulary, finger spelling, numbers and expressive and receptive signing activities as well as history of ASL and becoming knowledgeable of aspects of the hearing-impaired Culture which is an integral part of meaningful language use. (3)

ASL 132 - American Sign Language II

This is the second course in a two-part ASL series. Students will continue to develop receptive and expressive proficiency in ASL by expanding their sign vocabulary, enhancing their knowledge and application of accurate grammatical points of the language, and building upon their knowledge of the Deaf and hearing impaired culture, an integral part of meaningful language use. (3)

ATH 235 - Emergency Medical Training

The Emergency Medical Training (Responder) course prepares students to become EMT-Basic professionals. The student is trained to provide emergency prehospital assessment and care for patients of all ages during trauma or a crisis with a variety of medical and traumatic injuries. The course covers introduction to emergency medical services systems, roles and responsibilities of EMTs, anatomy and physiology, medical emergencies, and trauma. Prerequisites: PE 226, AHMS 210 (3)

ATH 285 - Lower Extremity Evaluation

This course offers an intensive study of anatomy and physiology, goniometry of the lower extremities, hips, pelvis, and lower back. Student will identify signs, symptoms and pathology of common sports injuries of the lower extremity and axial region.

The evaluation process will include histories, observation, palpation, range of motion, joint stability, muscle function and special tests. Prerequisites: PE 241, AHMS 210. (3)

ATH 295 - Upper Extremity Evaluation

This course offers an intensive study of anatomy and physiology, goniometry of the upper extremities, spine, shoulder, elbow, wrist, hand, head, neck, facial, abdominal. Student will identify signs, symptoms and pathology of common sports injuries of the upper extremity and integrated evaluation techniques for the unconscious athlete/patient. The evaluation process will include histories, observation, palpation, range of motion, joint stability, muscle function and special tests. Prerequisites: PE 241, AHMS 210. (3)

ATH 305 - Athletic Training Field Experience I

This course is designed to provide students the opportunity to develop competencies and proficiency in the area of athletic training. Emphasis will be placed on level specific knowledge, development, demonstration, and clinical skills. Students will observe and participate in health care given to Athletes in the athletic training environment, such as, daily operations of the athletic training room. It is the first course of a 4 course series. The courses must be taken in sequential order and successful completion of the previous course (level) is required for enrollment in the next course (level). Student will work under direct supervision of a BOC-certified athletic trainer/clinical instructor. 150 hours of clinical experience required. Prerequisites: PE 221, PE 224, PE 226, PE 241, AHMS 210. (1)

ATH 315 - Athletic Training Field Experience II

This course is designed to provide students the opportunity to develop competencies and proficiency in the area of athletic training. Emphasis will be placed on level specific knowledge, development, demonstration, and clinical skills. Students will observe and participate in health care given to Athletes in the athletic training environment, such as, daily operations of the athletic training room. It is the second course of a 4 course series. The courses must be taken in sequential order and successful completion of the previous course (level) is required for enrollment in the next course (level). Student will work under direct supervision of a BOC-certified athletic trainer/clinical instructor. 150 hours of clinical experience required. Prerequisites: ATH 305. (1)

ATH 355 - Therapeutic Modalities

This course offers an intensive study and hands on training of manual, mechanical, acoustic, thermal, cryo, and electromagnetic therapeutic agents used by athletic trainers for treatment of musculoskeletal injuries and disorders. Emphasis is placed on physiological effects, therapeutic indications and contraindications, pain management, inflammatory responses, and evidence-based clinical decision making. Prerequisites: PE 226, PE 241, AHMS 210, ATH 315 (3)

ATH 365 - Therapeutic Exercise

This course offers an intensive study and hands on training of the theory and application of exercise prescription and implementation of a comprehensive rehabilitation/reconditioning program for injuries/illnesses sustained during physical/athletic activity. Students will study the application of therapeutic exercise equipment for the rehabilitation/reconditioning of athletic injuries. Techniques of resistance training and cardiovascular conditioning will be studied for prevention of sports injuries. Prerequisites: ATH 355, AHMS 210 (3)

ATH 375 - Sports and Exercise Psychology

This course is designed to introduce students to the psychological factors that influence individual and group sport and exercise participation and performance. Various mental training skills can enhance one's athletic performance; therefore, the areas of stress, motivation, goal-setting, leadership, and imagery will be explored. Students will review psychological skills training (PST)

techniques used to enhance sport and exercise performance. The issues of management of eating disorders, substance abuse, burnout, overtraining, self-confidence, motivation, anxiety, stress management, concentration, attention control, visualization, leadership, group cohesion, and communication will be covered. Prerequisites: PE 226, AHMS 210, ATH 315 (3)

ATH 385 - Orthopedic Evaluation in Sports Medicine

This course is designed to give the students and opportunity to monitor the methods and techniques that certified physician's use to detect and diagnose athletic or physical injuries. Students will be introduced to the concepts of sports medicine and the diagnosis, management, and rehabilitation, resulting in patient/athletes return to play/work. Prerequisites: Senior Status (1)

ATH 405 - Athletic Training Field Experience III

This course is designed to provide students the opportunity to develop competencies and proficiency in the area of athletic training. Emphasis will be placed on level specific knowledge, development, demonstration, and clinical skills. Students will observe and participate in health care given to Athletes in the athletic training environment, such as, daily operations of the athletic training room. It is the third course of a 4 course series. The courses must be taken in sequential order and successful completion of the previous course (level) is required for enrollment in the next course (level). Student will work under direct supervision of a BOC-certified athletic trainer/clinical instructor. 150 hours of clinical experience required. Prerequisites: ATH 315 (1)

ATH 415 - Athletic Training Field Experience IV

This course is designed to provide students the opportunity to develop competencies and proficiency in the area of athletic training. Emphasis will be placed on level specific knowledge, development, demonstration, and clinical skills. Students will observe and participate in health care given to Athletes in the athletic training environment, such as, daily operations of the athletic training room. It is the fourth course of a 4 course series. The courses must be taken in sequential order and successful completion of the previous course (level) is required for enrollment in the next course (level). Student will work under direct supervision of a BOC-certified athletic trainer/clinical instructor. 150 hours of clinical experience required. Prerequisites: ATH 405 (1)

ATH 425 - Organization and Administration in Athletic Training

This course is designed to study the administrative issues and management theories encountered in athletic training. Emphasis will be placed on the concepts of legal liability, facility design and maintenance, documentation, financial management, information management, health insurance, and general day to day operations. Techniques used in human resources will also be explored, such as, staffing, employment techniques and the formal interview process. Also, understand research and information on current sports medicine policies and guidelines mandated by national athletic training governing organization. Prerequisites: Senior Status (3)

ATH 435 - Internship in Athletic Training

This course is designed to give students an opportunity to gain practical experience in a private clinic, educational setting, rehabilitation facility, or sports organization which is involved in athletic/rehabilitation health care. The students will gain on the job learning experience at an off campus jobsite. They will be required to write a research paper outlining their day to day experiences. Prerequisites: Senior Status (4)

BIOL 131 - Fundamentals of Biology

(For Non-Majors) Considers the philosophy of science; the scientific method; the nature and organization of living matter; structure-function relationships; principles of development, growth, reproduction, and metabolism, the relationship of heredity and ecology to behavior; conservation, taxonomy, and evolution. (3)

BIOL 131L - Fundamentals of Biology Laboratory

Laboratory work includes training in the use of the microscope; the study of various taxonomic groups, experiments in heredity, genetics, taxonomy, and physiology. Fee required (2 hours per week) (1)

BIOL 133 - Principles of Biology I

An introduction and exploration of the study of life from atoms to the cellular levels of organization. Emphasis is placed on structure and function of cells, evolution, molecular genetics and energy transformation. (3)

BIOL 133L - Principles of Biology I Laboratory

Laboratory investigations focused on cellular and molecular biology. Fee and Lab Jacket required (3 hours per week) (1)

BIOL 134 - Principles of Biology II

Emphasis is placed on the organism and higher levels of biological organization. Topics will include biodiversity, plants and animals form and function and ecology. Prerequisites: BIOL 133. (3)

BIOL 134L - Principles of Biology II Laboratory

Laboratory investigations focused on the organism. Plant and animal dissections will occur. Prerequisites: BIOL 133, BIOL 133L. Fee and Lab Jacket required (3 hours per week) (1)

BIOL 141 - Invertebrate Zoology

Emphasis is placed on the structure, evolution, and physiology of invertebrate animals, marine groups, Helminthes, and insects. Prerequisites: BIOL 134. (3)

BIOL 141L - Invertebrate Zoology Laboratory

Laboratory emphasis will be placed on the identification and physiology of invertebrates. Prerequisites: BIOL 134L. Fee and Lab Jacket required. (3 hours per week) Fall (1)

BIOL 142 - General Botany

Theories, principles, and concepts of plant life. Lectures concentrated on the basic structures, economic importance, physiological phenomena, and taxonomic survey of the plant kingdom. Prerequisites: BIOL 133. (3)

BIOL 142L - General Botany Laboratory

Study of the basic structure and taxonomic survey of the plant kingdom. Prerequisites: BIOL 133L. Fee and Lab Jacket required (3 hours per week) (1)

BIOL 201 - General Ecology

Fundamental principles of ecology. Subject matter integrates various aspects of the following: plant and animal ecology, basic and applied ecology, empirical and theoretical ecology. The importance of evolutionary adaptations in ecological phenomenon is also emphasized. Prerequisites: BIOL 142. (3)

BIOL 201L - General Ecology Laboratory

The laboratory includes field trips and studies of local natural ecosystems. Prerequisites: BIOL 142L. Fee and Lab Jacket required. (3 hours per week) (1)

BIOL 210 - Introduction to Environmental Science

This course focuses on molecular, cellular, and developmental changes in organisms in response to the environment. Prerequisite: BIOL 134 (4)

BIOL 241 - Anatomy and Physiology

A rigorous course in anatomy and physiology with an emphasis on human anatomy and human physiology. Understanding human anatomy and human physiology, know the major functions of the organs comprising the human body, and to understand the effects of disease (nutritional, pathogenic, genetic) upon the physiology of the human body. Prerequisites: BIOL 134. (3)

BIOL 241L - Anatomy and Physiology Laboratory

A laboratory course in anatomy and physiology with an emphasis on human anatomy and human physiology. Understanding human anatomy and human physiology, know the major functions of the organs comprising the human body, and to understand the effects of disease (nutritional, pathogenic, genetic) upon the physiology of the human body. Prerequisites: BIOL 241. (1)

BIOL 242 - Embryology

The focus of this course is on the anatomy of vertebrate embryogenesis with specific emphasis on humans. Topics include fertilization, implantation, gastrulation, neurulation and organogenesis of a variety of structures. Prerequisites: BIOL 241. (3)

BIOL 242L - Embryology Lab

To observe the embryological development of various organisms and to demonstrate how in multicellular organisms, successive generations of embryonic cells form by cell division, and that all organisms begin their life cycles as a single cell. Prerequisites: BIOL 241L. Fee and Long Lab Jacket required (4 hours per week) (1)

BIOL 310 - Molecular Cell Biology

An in-depth study of the structure, function and biochemistry of cells will be the focus here. Emphasis will be placed on the importance of the structure, physiology and biochemistry of proteins, nucleic acids, carbohydrates and lipids in coordinating cellular. Prerequisites: BIOL 133 , BIOL 134 . (3)

BIOL 310L - Molecular Cell Biology Laboratory

An in-depth laboratory study of the structure, function and biochemistry of cells will be the focus here. Emphasis will be placed on the importance of the structure, physiology and biochemistry of proteins, nucleic acids, carbohydrates and lipids in coordinating cellular. Prerequisites: BIOL 134 , BIOL 134L . (1)

BIOL 325 - Ethics in Research

A rigorous course in professionalism, scientific ethics, and the responsible conduct of science. Topics to include: honesty and integrity in research; authorship; fraud; plagiarism; safety; sexual harassment; consulting agreements; service as expert witnesses;

press relations; ethical treatment of animal and human subjects; ethics of teaching and mentoring; and the role of the scientist in society. (3)

BIOL 332 - Microbiology and Immunology

An introduction to the structure, biochemistry, physiology, ecology and immunological relationships of microorganisms and their hosts. The basic biochemical, nutritional, metabolism, genetics, resistance, infections, physical-chemical control and chemotherapeutic agents will be explored. Prerequisites: BIOL 310. (3)

BIOL 332L - Microbiology and Immunology Laboratory

A laboratory that introduces to the hands on study of the structure, biochemistry, physiology, ecology and immunological relationships of microorganisms and their hosts. The basic biochemical, nutritional, metabolism, genetics, resistance, infections physical-chemical control and the activity of chemotherapeutic agents will be explored. Prerequisites: BIOL 310. (1)

BIOL 344 - Biochemistry

A study of the biochemistry, metabolism and function of proteins, carbohydrates, nucleic acids and lipids and the role of pH and temperature on the bioenergetics, biosynthesis and metabolic pathways in animals, plants and microbes. Prerequisites: BIOL 310 OR CHEM 341 and CHEM 342 .. (3)

BIOL 344L - Biochemistry Laboratory

A laboratory study of the biochemistry, metabolism and function of proteins, carbohydrates, nucleic acids and lipids and the role of pH and temperature on the bioenergetics, biosynthesis and metabolic pathways in animals, plants and microbes. Prerequisites:BIOL 310L or CHEM 341 and CHEM 342. (1)

BIOL 401 - Introduction to Senior Research

The purpose of this course is to allow students to enhance their knowledge on literature review and experimental design. The main objectives of this course are to give students practical experience by formulating a hypothesis and conducting literature review and translating research question into step by step approach. Prerequisites: BIOL 325. (3)

BIOL 410 - Biology Seminar

Topics are presented in discussions through faculty and guest speakers, scientific readings and comprehension, and introduction to GRE preparation. Prerequisites: BIOL 134 and Sophomore or Junior status. (1)

BIOL 420 - Senior Research

The student is involved in intensive research under the direction of a full-time faculty member. Prerequisites: BIOL 401. Fee and Lab Jacket required. (3)

BIOL 432 - Environmental Toxicology

A study of the sources of a variety of toxicants, their transport, degradation, and bioaccumulation in the environment, and their effects on biological systems. Prerequisites: BIOL 310 . (3)

BIOL 432L - Environmental Toxicology Laboratory:

Laboratory emphasis will be placed on methods used to determine the toxicity of environmental toxicants on biological systems. Prerequisites: BIOL 310L . Fee required. (3 hours per week) (1)

BIOL 442 - Genetics

A presentation of Mendelian principles and the chromosomal basis of inheritance. The integration of Mendelian genetics with fundamental molecular mechanisms. The study of the physical characteristics of DNA and its ability to transmit biological information. Transmission of traits through the study of population genetics. A look at modern genetics techniques, including such biotechnology tools as gene cloning, hybridization, PCR, exploring how researchers have used them to reveal the modular construction and relatedness of genomes. Prerequisites: BIOL 310. (3)

BIOL 442L - Genetics Laboratory

Application of theories of genetics such as Mendelian and population genetics through the study of selected organisms. The study of the physical characteristics of DNA through microscopy. Other laboratory activities include monohybrid and dihybrid cross analysis; chi-square analysis; DNA isolation, gene cloning, PCR analysis and agarose gel electrophoresis. Prerequisites: BIOL 310L. Fee and Lab Jacket required. (4 hours per week) (1)

BIOL 444 - Topics in Biology

This course is designed to study current topics in biology with emphasis on significant advances. (3) **T1 GP**

BUS 132 - Introduction to Business

The purpose of this course is to provide a basic knowledge of business in preparation for higher-level business courses, intended for students with no background in business. Topics covered include management, the free enterprise system, accounting, finance, marketing, economics, international business and other (Business) concepts and terminology. (3)

BUS 223 - Business Communications

The purpose of this course is to give students a comprehensive overview of business communication, its scope and importance in the business community. The course will address the basics of business communication including, presentation, personal, written, and group communication skills. Prerequisite: ENGL 132. (3)

BUS 251 - Principles of Marketing

Examination of decisions affecting the marketing of goods and services in consumer, industrial, and international markets. Emphasis on the role of marketing in a managerial context. Prerequisite: BUS 132. (3)

BUS 252 - Principles of Management

Primary emphasis on the history of management thought and the functions of management, with particular emphasis on Production and Operations Management. Prerequisite: BUS 132. (3)

BUS 301 - Personal Financial Planning

Principles and practices of personal finance. Topics include budgeting, investment, insurance, real estate, taxes, retirement, and estate planning. Prerequisites: Senior Standing or consent. (3)

BUS 310 - E-Commerce

This course explains (1) the economic foundations of electronic commerce, (2) the principal technologies used to implement on-line business activities, and 3) the business strategies used for e-commerce and then demonstrates how the three come together in actual business applications. The course includes an overview of international, legal, ethical, and tax issues that can arise in the conduct of e-commerce and explains how project planning and management techniques can help to make on-line businesses successful. (3)

BUS 311 - E-Marketing

This course develops a framework for understanding the forces driving the Internet revolution in marketing and enables the student to bridge the gap between relevant areas of existing marketing knowledge and new technologies. Prerequisites: BUS 251 and BUS 310. (3)

BUS 321 - Methods of Statistical Research and Analysis

Problem analysis and evaluation techniques are presented. Adult learners are shown methods for defining, researching, analyzing, and evaluating a problem in their work or a vocational environment that they have selected for an independent study project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires. [Gateway Adult Learning Program] (3)

BUS 322 - Entrepreneurship

This course is designed to introduce the student to current theory and practice relating to starting and managing small businesses, with particular emphasis on case studies and applications. Topics include developing a business plan, effective strategies for competing with giant corporations, home-based business opportunities and operations, legal issues confronting small businesses, and the use of technology in providing customer service. BUS 252 (3) **T1 WEL, T1 IC**

BUS 336 - Business Law I

A study of the legal system and environment of business with emphasis on legal principles relating to contracts and commercial law. (3)

BUS 337 - Business Law II

A continuation of Business Law I with emphasis on legal principles relating to legal problems encountered by Certified Public Accountants. Prerequisites: BUS 336. (3)

BUS 338 - Employment Law

The study of the regulation of employment, with particular emphasis on wrongful discharge, discrimination, evaluation and regulation of job performance, and sexual harassment. (3)

BUS 339 - Real Estate Law

The study of law and regulation at various levels of government applicable to real estate transactions, types of property interests, transfer instruments, mortgage instruments, recording processes, and selected elements of real estate brokerage. (3)

BUS 344 - Principles of Business Education

Designed particularly for business education teachers. The course deals with the meaning, purpose and scope of the business education curriculum. Available for undergraduate and In-service Teachers. (3)

BUS 346 - Statistical Concepts

The study of the fundamental ideas of statistics by examining the approach of statisticians to important business and economics questions. Objectives of the course are to develop a critical appreciation of statistical thinking and an awareness of the various tools of the statistician. Computer statistical applications are used to analyze current business issues and problems. Prerequisite: MATH 135 and CIS 240. (3)

BUS 350 - Principles of Finance

This course is designed to introduce the student to the concept of optimal financial policy in the procurement and management of assets by profit-seeking enterprises; the application of theory to financial decisions involving cash flow, capital structure, and capital budgeting. Prerequisite: ACCT 232. (3)

BUS 351 - Managerial Finance

This course introduces adult learners to issues relative to managerial finance. Upon successful completion of this course, the learner will be able to develop a firm understanding of the field of corporate finance, short term finance, capital budgeting and long term finance. Use of traditional financial statements and related accounting data for a broad based financial planning and apply capital budgeting techniques to analysis of investment opportunities. [Gateway Adult Learning Program] (3)

BUS 352 - Organizational Behavior and Business Ethics

The study of the relationship of the individual worker and manager to the organization, management from a behavioral point of view, stability and change within business organizations, and an examination of human resource development with emphasis on business ethics and corporate culture. Prerequisite: BUS 252 (3)

BUS 355 - Principles of Real Estate

This course concentrates on developing the student's skill and knowledge of the principles of land economics, the law dealing with property rights, agency, contracts and real property transfer, North Carolina licensing law, ethical considerations, and basic real estate mathematics. (3)

BUS 356 - Principles of Real Estate Finance

This course concentrates on developing the student's skill and knowledge in the principles and methods of financing real estate, the sources of funds, types and contents of financing instruments, the role of various institutions as originators, and the secondary mortgage market, both private and governmental. Prerequisite: BUS 355 or consent. (3)

BUS 360 - Managerial Principles

Adult learners examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings, class practice, and through analysis of its effect on productivity. [Gateway Adult Learning Program] (3)

BUS 361 - Advertising

Examination of marketing communications functions and mass communications theories and concepts. A study of advertising and its relationship to the marketing program of the firm. Prerequisite: BUS 251 (3)

BUS 362 - Quantitative Methods

Topics include forecasting, inventory control, linear programming using computer data analysis, and networks using PERT diagrams. Prerequisite: BUS 346. (3)

BUS 375 - Managerial Marketing

Principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices are examined. Concepts of our global economy, including major social, psychological, and political influences will be explored and their marketing implications considered from a manager's perspective. [Gateway Adult Learning Program] (3)

BUS 422 - Advanced Entrepreneurship

This is an advanced entrepreneurship and new venture development course. The student will go deeper into the entrepreneurial venture creation including making the business legal, accessing resources, market research and data analysis. Prerequisite: BUS 322 (3)

BUS 436 - Administration and Coordination in Business Education

Study of the leadership functions in business and office education at the federal, state, and local levels; planning and organizing business and office education programs at the secondary school; procedures for organizing youth organizations; and coordinating cooperative business education programs. Prerequisites: Senior Standing. (3)

BUS 438 - Investment Analysis

Analysis of the investment process dichotomized into security analysis and portfolio management, background information on financial assets, securities markets, and risk-return concepts. Analysis of valuation theory and techniques, modern portfolio theory and performance. Prerequisite: ACCT 232. (3)

BUS 445 - Human Resource Management

The study of human resource management, including strategic human resource planning, job analysis, human resource information systems, training, career development, and international human resource management. Prerequisite: BUS 352 (3)

BUS 450 - Strategic Planning

This course introduces adult learners to various management planning models and techniques and applies these to business cases. It stresses the concepts of strategic planning and strategic management. [Gateway Adult Learning Program] (3)

BUS 455 - Real Estate Seminar

Guest lecturers and special topics research. This course allows the student to concentrate on in-depth exploration and analysis of specific areas of interest in real estate. Research evaluated through papers, thesis, and/or special examination of selected real estate topics. Prerequisite: BUS 339, BUS 355, and BUS 356. (3)

BUS 480 - Special Topics

The purpose of this course is an intensive examination of current business problem and issues as selected by the instructor. It is expected that the student will have established senior level status and be in the last semester of their undergraduate program. Prerequisite: Senior Standing (3)

BUS 484 - Sales Management

The study of principles and practices in planning, organizing, and controlling a sales force. Prerequisite: BUS 251 (3)

BUS 485 - Consumer Behavior

The study of individual, social, cultural, and environmental influences that affect consumer buying behavior. Through case studies explanatory and predictive models are used to assess influences on consumer decision-making, purchase, and consumption behaviors with a strong emphasis on implications for developing, executing and assessing marketing strategy. Prerequisite: BUS 251. (3)

BUS 495 - Strategic Management

The capstone course for all Accounting, Business Administration, and Computer Information Systems majors. The integration of the many facets of the Business curriculum from an organizational perspective. This study will include a case study for the student to perform case analysis to assess the student's writing and critical thinking skills. Prerequisites: Business core course - (47 hrs) and Senior Standing. (3)

BUS 496 - Senior Seminar

A senior level course which examines the inter-relationship of the disciplines within the field of business. The seminar involves research and presentations on a wide variety of business issues. Prerequisite: Business core course - (47 hrs) and Senior Standing (3)

CC 310 - Cisco Certification I

This course introduces the concept of OSI Layered Model. Each layer will be discussed with their functions, networking devices used, network protocols used and their services to other layers. The concept of IP addressing will be discussed in full details. The concepts of ARP, RARP, LAN Design (topology), cables and jacks, power and noise will be discussed. Introduction to network management and analysis will be discussed. Prerequisites: CIS 203 and CIS 240. Fee required. (3)

CC 320 - Cisco Certification II

This course will study the seven layers of the OSI model with all details. It is the aim of this course to provide students with an opportunity to configure different models of Cisco routers. This is a hands-on course where each student will be using a router and configure it with different protocols. Learn most utilized commands and practice them while building a small network of routers. Detailed network design and management will be discussed. Prerequisites: CC 310 or permission of instructor. Fee required. (3)

CC 410 - Cisco Certification III

This course mainly focuses on advanced router and switch configuration. Each student will study how to use router modes and configuration methods to update a router's configuration file by using current and older versions of the Cisco Internet work Operating System. Advanced Network Design and Management Concepts will be introduced. Prerequisites: CC 320. Fee required. (3)

CC 420 - Cisco Certification IV

This course will focus on projects oriented instructions. Students will utilize their knowledge of network design, router configuration, switch configuration, IP addressing and network protocols to design actual networks. It is the aim of this course to make students ready for the CCNA exam. Students will take lots of practice tests designed by various companies. Prerequisites: CC 410 or permission of instructor. Fee required. (3)

CED 200 - Introduction to Community Economic Development

This course provides an introduction to community economic development as a profession, its various works and career opportunities, values and ethics, core competencies, concept of generalist CED practice. A beginning understanding of the profession as a response to community needs. (3)

CED 300 - Community Advocacy

This course examines methods of organizing people for social and political advocacy on their own behalf or on behalf of others to bring about change in rural communities. Community advocacy is empowering process to bring together underrepresented groups to generate power and create a more socially just society. This course builds on content of the Generalist Practice, and by further developing the theories, methods and skills necessary for a high level of community and policy practice. (3)

CED 325 - Generalist CED Practice I (Individual)

This course focuses specifically upon the knowledge, skills, and competencies needed for operationalizing the planned change process within communities. Issues of diversity, policy, social and economic justice, and professional values and ethics are also infused in each course. Prerequisites: CED 200 . (3)

CED 326 - Generalist CED Practice II (Small Group)

This course provides a laboratory in-group process that examines various theoretical frameworks for analyzing group behavior. This course focuses specifically upon the generalist knowledge, skills, and competencies needed for operationalizing the planned change process with groups of all sizes and roles appropriate to each level of intervention. Issues of professional values and ethics are also infused in each course. Prerequisites: CED 200, CED 325. (3)

CED 327 - Generalist CED Practice III (Community and Organization)

This course focuses specifically upon the knowledge, skills, and competencies needed for operationalizing the planned change process with organizations and communities and the roles appropriate to each level of intervention. Issues of professional values and ethics are also practices in this course. Prerequisites: CED 200, CED 325. (3)

CED 350 - Principles of Urban Planning

This course provides city planning assessment, land use suitability, policy and design. (3)

CED 430 - Negotiations and Conflict Resolution

This course will review theories and strategies for multi-party conflict resolution and negotiations. Specific course materials will cover: (1) conditions/situations which create various kinds of conflict solely within community-based contexts; (2) the nature and role of various communication styles in interpersonal, group, and inter-organizational conflict; (3) strategies for managing and resolving various types of conflicts; and (4) practical applications of negotiating techniques critical to the success of community economic development deals and projects. (3)

CED 440 - Financial Deal Structuring

This course will focus on the conception of funded projects, identification of public and private funds for projects, and techniques and strategies for bringing partners together to build community-based projects. Specific course materials will cover understanding financial statements and the role(s) of lending institutions, foundations, and government agencies in packaging financial deals for community-based projects. (3)

CED 460 - Pre-Field Seminar

This course serves as pre-placement that allows students to participate in securing and confirming placement in CED 461. Discussion will take place around various topics that address the diverse issues, concerns, strengths and needs of students entering field education. Prerequisites: Senior standing. (1)

CED 461 - Field Instruction Seminar

Field placement is a supervised setting, which provides CED work services to individual, groups, communities, or organizations (or any combinations of these) for at least 300-clock hours practice skill development. The seminar will serve to facilitate the integration of practice and theory in the placement setting. Prerequisites: CED 460, Senior setting. (9)

CHEM 141 - General Chemistry I

Introduction to the principles of chemistry and their applications based upon a study of physical and chemical properties of the elements. For students with strong high school chemistry and mathematics background and interested in majoring in a physical or biological science or mathematics. (3)

CHEM 141L - General Chemistry I Laboratory

A laboratory course designed to acquaint students with measurements and analysis of concepts related to topics covered in CHEM 141. Fee required. (3 hours per week) (1)

CHEM 142 - General Chemistry II

A continuation of CHEM 141. Introduction to chemical bonding, reactivity and energetics of chemical transformations, and introduction to Organic Chemistry. Prerequisites: CHEM 141. (3)

CHEM 142L - General Chemistry II Laboratory

A continuation of CHEM 141L with an emphasis on electrochemical and spectroscopic measurements. Prerequisites: CHEM 141L. Fee required. (3 hours per week) (1)

CHEM 241 - Analytical Chemistry

Survey of classical methods of chemical analysis and underlying concepts. Introduction to instrumental analysis theory, particularly spectroscopy, separations and statistical interpretation of analytical data. Prerequisite: CHEM 142. (3)

CHEM 241L - Analytical Chemistry Laboratory

A laboratory with emphasis on volumetric and gravimetric analysis. Prerequisites: CHEM 142L. Fee required. (4 hours per week) (1)

CHEM 331 - Instrumental Analysis

A course for science majors who wish to strengthen their regular training in the use of instruments. Instrumental techniques will include both chemical and biological methods of analysis. Theory and methods of electrochemistry, separation (HPLC and GC), spectroscopy, and the polymerase chain reaction (PCR). Prerequisites: CHEM 241. (3)

CHEM 331L - Instrumental Analysis Laboratory

Assigned experimental projects in areas covered in CHEM 331. Prerequisites: CHEM 241L. Fee required. (4 hours per week) (1)

CHEM 341 - Organic Chemistry I

The chemistry of the aliphatic and aromatic compounds of carbon, with emphasis on relationships between the various classes, properties, structure, reactions and methods of synthesis. Prerequisites: CHEM 142. (3)

CHEM 341L - Organic Chemistry I Laboratory

A laboratory in which basic laboratory procedures and techniques of organic chemistry, including some instrumentation are learned. Prerequisites: CHEM 142L. Fee required. (4 hours per week) (1)

CHEM 342 - Organic Chemistry II

The chemistry of compounds of carbon, with emphasis on the synthesis of natural products, spectroscopy, stereochemistry and reaction mechanisms. Some attention will also be given to special topics of current interest. Prerequisites: CHEM 341. (3)

CHEM 342L - Organic Chemistry II Laboratory

A laboratory in which students will synthesize, purify and utilize spectroscopic techniques to identify organic compounds. Prerequisites: CHEM 341L. Fee required. (4 hours per week) (1)

CHEM 431 - Senior Research

In this course, students working under the direction of a faculty mentor will be involved in research in an area of molecular biology, chemistry or biochemistry. The research must result in a detailed research report. Prerequisites: BIOL 401 and CHEM 331, CHEM 331L, 344 and 344L. Fee required. (Laboratory hours depend upon research topic selected) (3)

CHEM 441 - Physical Chemistry I

A study of the laws of thermodynamics and their application to thermochemistry and chemical equilibria of gases, solids and liquids. Prerequisites: CHEM 342, MATH 338, and PHYS 244. (3)

CHEM 441L - Physical Chemistry I Laboratory

An introduction to the principles and application of physical chemical measurements. Prerequisites: CHEM 241L . Fee required. (4 hours per week) (1)

CHEM 442 - Physical Chemistry II

Physical chemistry II will continue from physical chemistry I and explore the basic principles of quantum and statistical mechanics and their application to atomic and molecular structure. Prerequisites: CHEM 441. (3)

CHEM 442L - Physical Chemistry II Laboratory

Advanced quantitative techniques necessary in physical chemical measurements. Prerequisites: CHEM 441L. (1)

CHEM 444 - Inorganic Chemistry

A course in theoretical inorganic chemistry designed to strengthen the students' background and understanding of the basic principles and concepts of inorganic chemistry. Course material will include chemical bonding interpretations, using crystal field theory and ligand field theory, as well as modern theories of atomic and molecular structures. Prerequisites: CHEM 241. (3)

CHEM 444L - Inorganic Chemistry Laboratory

Students will engage in experimentation and synthesis of coordination compounds, kinetics, equilibrium and utilize spectroscopic techniques to investigate their properties. Prerequisites: CHEM 241L. Fee required. (3 hours per week) (1)

CHEM 445 - Advanced Inorganic Chemistry

In this course students will study the practice and principles of both the synthesis and characterization of inorganic compounds, organometallic compounds, coordination chemistry, symmetry, and chemical applications of group theory. Prerequisites: CHEM 444. (3)

CIS 203 - PC Fundamentals

An introduction to the basic concepts of keyboarding, overview, including DOS and Windows; introduction to the use of Internet and multimedia technology in the classroom. Fee required (3)

CIS 240 - Microcomputer Software Applications I

It is the aim of this course to provide students with an opportunity to develop computer applications skills in word processing, computer graphics, database management, spreadsheet, and windows environments. Fee required (3) **T1 TECH**

CIS 260 - Principles of Programming

The course is designed to offer an introduction to computer programming using a contemporary high-level programming language. A primary objective is basic competence in writing and running programs for a variety of applications. Prerequisites: CIS 203 and CIS 240. Fee required (Formally CIS 302) (3)

CIS 306 - Operating Systems and Computer Architecture

This course introduces computer organization and structuring of the major hardware components of computers, fundamentals of logic design, major concept areas of operating systems principles, the interrelationships between the operating system and the computer architecture. Hands-on experience using contemporary operating systems. Prerequisites: CSC 305 Fee required (3)

CIS 401 - Management Information Systems

This course deals with the basic principles of systems theory, computer and management information systems design, and quality assurance. Case studies and projects are used in presenting theory and applications. Prerequisites: CIS 203 and CIS 240. Fee required (3)

CIS 402 - Systems Analysis and Design

This course deals with a formal approach to state-of-the-art techniques in systems analysis and design and provides a means for students to apply the techniques. An integral part of the course is the involvement of students working in teams in the organization, management, and development of a small or a large systems design project. The topics are oriented toward the novice programmer or systems analyst. Prerequisites: CIS 240 and CIS 401. Fee required (3)

CIS 405 - Database Management

Introduction and overview of database concepts to design and implement a database management system. Prerequisites: CSC 404. Fee required (3)

CIS 410 - Project Management

This course covers theories, tools, and techniques to successfully manage projects. Students will learn how to put together a project charter, define project goals, and develop project teams, schedules, and budgets. The course will illustrate the key aspects of project lifecycles (initiation, planning, execution, monitor and control, and closing). It will also emphasize aspects of team, performance, risk, and quality management. The course will use hands-on software and case-study projects as well as a reference research-oriented approach to achieve student learning objectives. Prerequisites: ACCT 231, BUS 252, CIS 240 (3)

CIS 411 - Cyber Security

This course seeks to provide students with a sound foundation for comprehending crucial issues interrelated with protecting information resources, establishing levels of protection, response to security events, and developing a dependable information security system, with appropriate intrusion detection and reporting features. Prerequisites: CIS 240, CIS 260, CIS 306 (3)

CJ 101 - Introduction to Criminal Justice

The course provides an introduction to the philosophical, historical background, and functions of the three components in the criminal justice system. Prerequisite course for all criminal justice coursework. (3)

CJ 201 - Criminal Justice Theory

An overview of the major criminological and criminal justice theories to provide students fundamental understanding of theories used to explain social deviances. The course involves coursework in theory construction, testing and application. Prerequisite CJ 101. (3)

CJ 203 - Juvenile Justice

This course provides an in-depth study of the juvenile justice system. Topics covered are the development of delinquent behavior, initial handling and proper referrals, preventive police techniques, special police problems with juveniles, juvenile law and related juvenile justice agencies. Prerequisite(s) CJ 101. (3)

CJ 207 - Statistics I

This course will introduce students to descriptive statistical analysis, including frequency distributions for normal, ordinal, and interval/ratio level data, graphic presentation of data, measures of central tendency, measures of variability, relationships between two variables, measures for association for nominal and ordinal variables, and correlation between two variables. Use of computer to analyze data is a focus. Prerequisite CJ 201. (3)

CJ 210 - Introduction to Corrections

This course reviews the historical development and functions of the American corrections industry. The course begins with a review of the origins of punishment and early European corrections practices as influences in the development of American corrections systems. Prerequisite CJ 201. (3)

CJ 235 - Law Enforcement

Reviews the history of American law enforcement. The course takes an in-depth study of law enforcement roles and functions through examination of the practices and policies of state, federal and local law enforcement organizations. Prerequisite CJ 201. (3)

CJ 240 - Deviance and Social Control

This course will examine the social, historical, and political contexts that shape our definitions of and responses to deviance in American society. Notions of social control, both as formal and informal systems of constraint will be discussed. As such, an emphasis will be placed on the role of power in the construction of deviance as well as the major theoretical perspectives on deviance and social control. Prerequisite CJ 201. (3) **T1 GP 3hrs**

CJ 301 - Criminal Law

A survey of the substantive criminal law, emphasizing elements of criminal culpability including defenses, constitutional limitations on declaring certain conduct criminal, and the purposes of punishment. Prerequisite CJ 201. (3)

CJ 302 - Criminal Procedure

This course involves an in-depth examination of the Fourth, Fifth, and Sixth Amendments to the United States Constitution and the regulation of law enforcement conduct during criminal investigations. The course begins with a review of the U.S. Courts systems and criminal justice processes. Subjects covered include arrests, searches and seizures of person and property, proof and exclusionary, constitutional rights of the accused and police misconduct. Prerequisite CJ 301. (3)

CJ 305 - Victimology

This course examines the etiology of criminal victimization. Special emphasis will be placed on victimization within the American cultural context; however, this course will also explore theories that seek to understand the causes and effects of criminal victimization across all cultures and historical periods. This course will also offer students the opportunity to learn about

how the criminal justice system and other social service programs deal with victims of crime and the special problems that these systems face in ensuring justice for victims, offenders, and the society at large. Prerequisite CJ 240. (3)

CJ 310 - Statistics II

This course will introduce students to inferential statistical analysis, including the theory and techniques necessary to use and understand inferential statistics, sampling and sampling distributions, point and interval estimation, testing hypotheses, Chi-Square test, ANOVA and regression. Use of computer to analyze data is a focus. Prerequisite: CJ 207. (3)

CJ 315 - Probation and Parole

This course reviews the historical development and functions of probation and parole systems as functions in the American corrections system. Prerequisite CJ 210. (3)

CJ 325 - Race, Ethnicity, and Crime

Analysis of the relationship between race and ethnicity with crime based on the involvement of racial minorities in crime and in the criminal justice system. Addresses the role of racism in theories of crime and in American law and to the treatment of minorities by the various components of the criminal justice system and the differentials in offending, processing, victimization, and employment in criminal justice agencies. "Race" and "crime" are examined as "social constructs" which have acquired their meaning through the interaction of human groups within social and historical contexts. Prerequisite: CJ 240. (3)

CJ 400 - CJ Research Methodology

This course serves to develop students' competencies in the applied research. The course center students' formation of a theoretical construct, development of a research instrument for data analyses, and critical evaluation of the research findings in a research thesis. Prerequisite CJ 207. (3)

CJ 402 - Criminal Justice Internship

Criminal justice internship is a supervised field experience in which the student is placed in a criminal justice program or agency to gain practical knowledge. The field placement requires 120 contact hours with a supervising agency: The student must be of junior or senior status majoring in criminal justice. (3)

CJ 405 - Ethics in Criminal Justice

Ethics in Criminal Justice explores the nature of morality and the history of philosophical discussions of "good" and "evil." These discussions will be placed within the context of American criminal justice practice and theory. Unique problems facing Law Enforcement, the Courts, and Corrections will be examined, as well as the ethical dilemmas facing policy makers and government officials struggled to redefine security in the global, media-saturated Post 9/11 era. Prerequisite CJ 301. (3)

CJ 407 - Sentencing

Analysis of various sentence structures for both misdemeanor and felony offenders on the federal and state levels with regard to regional aspects. Particular attention is paid to extended terms for dangerous offenders and to the relationship between type and length of sentence to time and conditions of sentences actually served. Prerequisite(s): CJ 302 and junior or senior class standing. (3)

CJ 410 - Community Policing

This course will introduce students to the newest philosophy in policing American societies. Students will explore theoretical and practical dimensions of modern policing that unite police and communities in solving social problems. Prerequisite: CJ 235. (3)

CJ 412 - Correctional Management

This course will introduce students to the many dynamics involved with managing corrections facilities with concerns of managing both inmates and correctional staff in the different security level prison systems. The course will begin with an in-depth study of the early American corrections systems, the evolution of the prisoner's rights movement, and constitutional legislations used to form prisoner's rights in the modern penal systems. The course will conclude with a study of managing corrections facilities given basic management principles as applied to managing corrections staff and inmates. Prerequisite: CJ 210. (3)

CJ 415 - Media and Crime

This course will explore how public attitudes and policies are shaped by the unique relationship between criminal justice and modern media. News media, popular culture, academic scholarship, and criminal justice produced media will all be examined to help students understand how societal beliefs about crime and justice are shaped by the complex and sometimes dangerous educative functions of the media. Students will be encouraged to consume and discuss various media sources critically with the objective of understanding how their own beliefs and knowledge of the criminal justice system are constructed. Prerequisite: CJ 302. (3)

CJ 418 - White Collar and Corporate Crime

This course provides an overview of the definitional and theoretical challenges for exploring the phenomenon of "white collar crime." Students will be encouraged to compare and contrast corporate crime, political crime, and organized crime to determine how each applies to the various definitions of "white collar crime." A comparison between the etiology of "suite" and "street" crime will also be provided to help students understand the similarities and differences these crimes exhibit in terms of victims, offenders, criminal justice system responses, and general implications for society. Prerequisite: CJ 301. (3)

CJ 420 - Criminal Justice Seminar

Through a series of seminars, workshops and a guest lecture series, the course focuses on self-awareness, self-confidence and navigating personal and professional success maps in setting goals for careers in the criminal justice field. Prerequisite: CJ 301.

CJ 425 - Police Organization Management

An advanced course focusing upon management theories, current management systems, supervision and supervisory principles as applied to police administration. This course examines leadership skills, planning and implementation, decision-making and creative problem solving for the police administrator. Prerequisites: CJ 235, CJ 410. (3)

CJ 440 - Contemporary Problems in Policing

An analysis of both traditional and contemporary critical law enforcement issues, including organized crime, terrorism, computer crime, corruption, police use of deadly force, alcohol, drugs, policing of civil and natural disturbances, and the diffusion and multiplicity of police agencies; crime reporting, assessment difficulties, and the public reaction. Prerequisite(s): CJ 235 and junior or senior class standing. (3)

CJ 450 - Contemporary Issues in Criminal Justice

This course is designed to introduce special topic instructions on current subjects related to the criminal justice field. The course will provide students with current, debatable topics related to policy, practices and developments in the criminal justice arena. Prerequisite: Junior Standing. (3)

CJ 460 - Criminal Justice Honors Seminar

This course allows students to work on an individual basis with a faculty member in an area of interest. Prerequisites: Criminal Justice Honor's status with a criminal justice grade point average 3.3; Senior Standing. (3)

CJ 470 - Substance Abuse, Crime, & Criminal Justice

This course examines the extent and correlates of illicit drug use, drug dealing, and alcohol abuse in the United States with other forms of criminal behavior and its impact on the individuals, communities, and the criminal justice system (i.e. law enforcement, courts, and correctional treatment issues); estimates are that a largely significant portion of violent crime in the United States is correlated with alcohol and drug use. Addresses efforts to reduce the supply of and demand for illicit drugs, including street-level law enforcement, military intervention, education, treatment, and drug testing are reviewed. Legal issues in drug policy, including the drug legalization debate, are considered. Prerequisite(s): CJ 235, CJ 301, CJ 210 and junior or senior class standing. (3)

CJ 480 - Women, Crime, and Criminal Justice

Course examines women's experiences as (a) offenders, (b) victims and (c) criminal justice employees. Examines female criminality including characteristics of female offenders, the adjudication of female defendants and offender classification systems are reviewed for their relevance to understanding motivational and behavioral patterns in female offenders. Crime causal theories (biological, sociological, psychological) are evaluated for their compatibility with female crime. Examines social and policy issues in criminal justice responses to female victimization, particularly in domestic violence and rape cases. Addresses the impact of the integration of women into the criminal justice professions. Prerequisite(s): Senior class standing. (3)

CJ 490 - Correctional Counseling

An overview of counseling and rehabilitation approaches for correctional inmates, which are relevant to contemporary corrections. Prerequisites: CJ 210, CJ 412. (3)

COMM 201 - Communication Skills

This course teaches techniques and strategies on the art of listening, speaking, and writing effectively, especially in the public, interpersonal, and small group contexts of communication. Emphasis is placed on providing the student with activities that help acquire competencies in all three modes of communication. (3)

COMM 202 - Survey of Mass Communication

This course examines the nature, function, and impact of mass communication in America: radio, television, newspapers, books, magazines, film, the Internet and news media, public relations and advertising in modern America. It will also offer an overview of career opportunities in mass media. It will explore how each medium plays a significant role in our culture and society through an overview of its history, technology, and social and political issues in the U.S. and abroad. Prerequisites: ENGL 131, ENGL 132 and COMM 201. (3)

COMM 204 - Copy Editing

Writing involves the art of rewriting. In this lecture/laboratory class students develop skills to edit their own work and that of others by learning the theory and practice of copy editing. Students will learn how to read various types of texts to assess their

meaning, clarity and completeness; they will sharpen their grammar and spelling skills, and learn how to check facts using websites familiar to working journalists; they will learn how to rewrite stories and write headlines. The Associated Press Style Book and Manual will be used. (3)

COMM 211 - Writing for Radio and TV

This course teaches the fundamentals of writing news, commercials and PSAs for radio, television and the Internet. It applies theories of visual communication (use of cameras) and aural communication (use of microphones and natural sound) to scriptwriting. Basic video editing concepts will also be identified in this course to help students appreciate the importance of style, format and dramatic structure to tell compelling stories. Prerequisites: ENGL 131, ENGL 132, and COMM 201. (3)

COMM 218 - News Writing and Writing

This is a lecture/laboratory course emphasizing basic skills for news gathering and journalistic writing. This course concentrates on the role of the reporter in determining content, gathering information and using the basic structure of journalistic writing as applied to newspapers, websites, radio, television and public relations. Students gain hands-on experience in finding real stories and writing and submitting them for publication. This course also focuses on tailoring writing skills to meet the demands of news media, such as blogs, Facebook and Twitter. Prerequisites: ENGL 131, ENGL 132, and COMM 201. (3)

COMM 300 - Voice and On-Camera Presentation Skills

This course will give students a mastery of approaches and techniques used in broadcast vocal delivery and on-camera presentation. Emphasis will be placed on diction and articulation, body language, and skills specifically geared to presentation and performance on camera. This course is beneficial for broadcasting and public relations, business, film/theatre, and student-athletes. (3)

COMM 301 - Media Sales and Promotion

Students learn basic components of media sales, promotion and advertising. Study emphasizes print and electronic media sales techniques and marketing strategies, as well as discussion of the ethical facets involved in sales and promotion. Students learn how to make sales presentations based on information from market research. (3)

COMM 311 - Digital Journalism and Social Media

This course will (1) introduce students to the various types of social and interactive media and (2) teach students how to utilize social media tools in their fields of expertise. Additionally, this course will help students understand and apply the principles and laws of freedom of speech and the press, demonstrate an understanding of professional ethical principles, and work ethically in pursuit of truth, accuracy, fairness and diversity. (3)

COMM 313 - Introduction to Public Relations

This course introduces students to the professional field of public relations and the related field of marketing. It examines the principles, practices and issues involved in enhancing the reputation of organizations and high profile individuals and helping them communicate effectively with their target publics, both internal and external. It looks at current examples of public relations and helps students explore the types of careers in this broad field, including working for agencies, businesses, nonprofits, government, sports organizations and individuals. This course also focuses on tailoring writing skills to meet the demands of new media such as blogs, Facebook and Twitter. Prerequisites: COMM or approval of the Instructor. (3)

COMM 314 - Fundamentals of Photography

The course is a comprehensive introduction to photography, including instruction in taking, developing and printing pictures. Emphasis is placed upon the development of a sensitive photographic eye and upon photography as an art form. Basic techniques include filmmaking, enlarging, pinhole camera, etc. A good camera (35mm preferably) is required. Fee required (3)

COMM 321 - Organizational Communications

The course emphasizes the importance of communication in the organization. Students will concentrate on communication flow, non-verbal cues, and other factors, which have a direct influence on organizational effectiveness. Prerequisites: COMM 202, COMM 218 and Junior Status. (3)

COMM 328 - Advanced Reporting and Writing

This course continues to develop the skills taught in News Reporting and Writing, including cultivating sources, conducting interviews and attending news events. Students will focus on integrating research into their news stories to develop in-depth and investigative reporting skills. Students are required to submit articles for publication. This course also focuses on tailoring writing skto meet the demands of news media such as blogs, Facebook and Twitter. Prerequisites: COMM 218 or approval of the Instructor. (3)

COMM 331 - Broadcast and Film Editing

This course provides an introduction to the theory and practices of film and video post-production. Students will study representative works of television and film in the context of aesthetic values, evolving genres, and technical innovations. This course includes multiple hands-on editing projects. Prerequisites: COMM 211 or approval of the Instructor. Fee required. (3)

COMM 341 - Feature Writing

This course provides practice in developing and writing feature stories for newspapers, magazines and online publications. It emphasizes interviewing skills, weekly writing assignments, and using creative and individual approaches to each human-interest story. This course also focuses on tailoring writing skills to meet the demands of news media such as blogs, Facebook and Twitter. Prerequisites: COMM 218 or approval of the Instructor. (3)

COMM 350 - Media Law

This course concentrates on a rigorous examination of the First Amendment and its application to the media. Areas of study include an understanding of the United States Court system and trial procedures, along with laws governing libel, invasion of privacy, prior restraint, and other pertinent topics. Prerequisites: COMM 202, COMM 218 and Junior Status. (3)

COMM 351 - Desktop Design

This lecture/laboratory class concentrates on theoretical and production aspects of publications. Emphasis is placed on learning electronic desktop design and general principles for using typography, white space, copy block and other phenomena. Page-maker software is used. Prerequisites: COMM 218. (3)

COMM 360 - Media Research Methods

The course is an introduction to the use of documents and observational methods, the interview and the questionnaire in political and social research, as they relate to the media practitioner. Prerequisites: COMM 218 or approval of the Instructor. (3)

COMM 411 - Video Production I

This course provides the opportunity for students to learn proper acquisition of field video and audio for use in news and public affairs packages, commercials and video essays. Basic videotape editing skills will be developed through hands-on assignments. Students will conduct research and interviews to create informative and factual video packages. Equipment is provided by the Department. (3)

COMM 412 - Video Production II

This course builds on knowledge obtained in COMM 411, Video Production I. This course concentrates on increasing the student's knowledge of preparing field-acquired news and public affairs packages. Students will be responsible for gathering footage for multiple video projects using equipment provided by the Department. Videotape editing and portfolio building are elements of this course. Prerequisites: COMM 211 and COMM 411. (3)

COMM 415 - Broadcast Management

The course focuses on the study and analysis of problems and situations confronting the manager of the broadcast enterprise; as pertain to personnel, operation, government relations, and programming sales. Prerequisites: COMM 218. (3)

COMM 423 - Audio Production

This is the study of audio production techniques and technology used to make music and other studio-related products. Technological advancement is also studied. Prerequisites: COMM 218. Fee required (3)

COMM 425 - Online News Production

This is a hands-on course that teaches theoretical and practical aspects of producing an online version of a newspaper. The course explores the differences between content produced primarily for print and content produced primarily for the Internet. Students will plan and manage an online news site, including creating and maintaining a blog; editing and uploading photos, video and audio; and online promotion of content. Students will gain insight into potential fields of employment as well as practical experience needed to pursue internships or employment. Prerequisites: COMM 218 or approval of the Instructor. (3)

COMM 427 - Publication Concepts

This is an advanced, hands-on course that teaches theoretical and practical aspects of producing a newspaper, magazine, newsletter or other publication. Students will use skills gained through previous classes to plan and coordinate various publications. Students will also learn the technical aspects of producing a print publication, including preparing photos and designing and laying out pages. Students will gain insight into potential fields of employment as well as practical experience needed to pursue internships or employment. Prerequisites: COMM 218, and approval of the faculty advisor to the student newspaper or JMC Department Chair. (3)

COMM 430 - Public Relations Problem Solving

This course is an advanced study of the field of public relations and emphasis on both individual efforts and group activity in solving real life public relations problems. It emphasizes strategic thinking and career development in the areas of public relations, marketing, sports marketing and its sub categories, including media relations, community relations, event planning, and use of interactive and new digital and social media. Prerequisites: COMM 313 or approval of the Instructor. (3)

COMM 435 - Directed Studies

The purpose of this course is to offer students individually tailored projects with emphasis on increasing the student's knowledge of the media, including commercial practices. Selected topics to be determined by the student and JMC faculty mentor. Prerequisites: COMM 218 and Junior or Senior status. (3)

COMM 457 - Seminar in Special Communications Topics

This course is a study of a particular subject in communications. Topics change as needs and resources develop. Class discussion, readings, and individual projects. Prerequisites: COMM 218 and Senior status. (3)

COMM 458 - Internship

This course concentrates on fieldwork, which offers students an opportunity to work part-time in professional media facilities in Raleigh in addition to WAUG. Prerequisites: COMM 350 and Senior Status. Fee required (3)

CSC 140 - Foundations of Computer Science

A first course in foundation concepts of Computer Science for Computing majors: data representation and manipulation, computer organization, networks and internet, algorithms, programming languages, operating systems, data types and structures, files and databases, software engineering and design, theory of computation. Includes hands-on computer lab experience integrated into the content presentation. (3)

CSC 245 - Computer Graphics

This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications. Prerequisites: CIS 203 and CIS 240. Fee required (3)

CSC 250 - Introduction to Web Design

An introduction to HTML programming. Introduction to WEB Design using available WEB-Design editors like Front Page. It is the aim of this course to provide students with an opportunity to enhance their knowledge of designing WEB pages using HTML programming and using some other WEB editors. Advanced instruction focusing on home page designing, computer graphics, and Internet is provided. Prerequisites: CIS 203 and CIS 240. Fee required (3)

CSC 280 - Networking Essentials

This course examines the principles of contemporary computer networks. Topics include LAN topologies and design; cable characteristics; cable, interface cards, server, and client installation; basic management techniques; linking networks; and troubleshooting LAN problems. Upon completion, students should be able to install both hardware and software for a small client/server LAN and troubleshoot common network problems. Prerequisites: CIS 203 and CIS 240. Fee required (3)

CSC 303 - Assembly Language Programming

This course introduces the basic principles of computer systems, data representation, numbering systems, instruction execution, symbolic coding, data word definition, laterals, location counter, indexing, indirect addressing, relative addressing, and assembly systems. Students will learn to write programs in assembly language. Prerequisites: CIS 260. Fee required (3)

CSC 305 - Programming in C++

This course serves as an introduction and overview of the C++ programming language. Prerequisites: CIS 260. Fee required (3)

CSC 307 - Java Programming

This course provides an introduction to computing in Java. Emphasis is placed on algorithm development and problem solving. Careful and methodical development of Java applications and applets from specifications; documentation and style; appropriate use of control structures; classes and methods; data types and data abstraction; object-oriented techniques and language syntax. Java class libraries including strings, graphical user interfaces, events, exceptions, arguments, threads, file i/o, and networking. Prerequisites: CIS 260. Fee required (3)

CSC 310 - String Processing Languages

This course covers syntax and semantics of a string manipulation language, currently PERL. Application of the language to programming problems in non-numeric areas. Discussion of other string processing languages such as SNOBOL-4. Prerequisites: CSC 305. Fee required (3)

CSC 403 - Data Communications and Networks

This course deals with basic principles of computer networks, data communications systems, common carriers, wafts lines, tariff, distribution systems, types of computer networks, application of networks, network architecture, regulatory issues and network management. Prerequisites: CIS 260. Fee required (3)

CSC 404 - Data Structures

This course deals with the basic concepts of data representation and structures such as lists, trees, strings, arrays, stacks, queues, and algorithms for searching and sorting, using a high level language. Prerequisites: CSC 305. Fee required (3)

CSC 406 - File Organization and Processing

Hardware characteristics of storage devices. Basic file organizations including sequential, direct, and indexed sequential; hashing and collision resolution; perfect hashing; signatures; bloom filters; sorting and other bit level structures. Tree structures including binary search trees, B-trees, and tries. Dynamic hashing techniques. Structures including grid files. Applying file structures to practical problems. Prerequisites: CSC 404. Fee required (3)

CSC 407 - Linux Operating System

An in-depth course in the LINUX Operating System. Taking a hands-on practical approach, this course guides the student through the basics of LINUX concepts, architecture, and administration. Students will use a combination of text readings, lectures, homework questions and hands-on lab problems and practical exercises to practice and master skills which include Using LINUX commands, shell programming, database management, text editing and utilities. Students will also be introduced to Perl, CGI, C/C++ programming. Prerequisites: CIS 306. (3)

CSC 410 - Object Oriented Programming

This course covers object-oriented programming using a language such as C++ or Ada. Using the concept of OOP introduce the concepts of code reuse, encapsulation, incremental development and testing, and program design. Using the concept of classes, describe the evolution of and motivation for the object-oriented paradigm. Prerequisites: CSC 404. Fee required (3)

CSC 420 - Theory of Computation

This course explores formal models of computation such as finite state automata, pushdown automata and Turing machines will be studied, along with the corresponding elements of formal languages (including regular expressions, context-free languages, and recursively innumerable languages). These models will be used to provide a mathematical basis for the study of computability, and to provide an induction to formal theory behind compiler construction. The study of Church's thesis and universal Turing machines will lead to the study of unsolvable problems. Prerequisites: CSC 305 and MATH 174. (3)

CSC 450 - Simulation

Discrete-event stochastic simulation for the modeling and analysis of systems. Programming of simulation models in a simulation language. Input data analysis, variance reduction techniques, validation and verification, and analysis of simulation output. Random number generators. Prerequisites: CSC 404. Fee required (3)

CSC 460 - Organization of Programming Languages

This course constitutes as an introduction to the formal study of programming language concepts, including syntax and grammar, data types and structures. Run-time behavior characteristics of several languages are analyzed and compared. Prerequisites: CSC 404. Fee required (3)

CSC 480 - Special Topics in Computer Science

This capstone course provides learners with an opportunity to demonstrate the knowledge and abilities acquired through prior study. Learners participate in projects and seminars pertaining to topics selected on the basis of new and emerging business procedures, technology, and standards of practice in the discipline of Computer Science. Mastery and competence in the discipline are also evaluated through the writing and preparation of a research project. Prerequisites: ENGL 290 and CSC 305. Fee required (3)

DIVSS 100 - Learning to Learn in the Social Sciences

This course is designed to improve the overall academic performance of Social Science majors and minors. The course is designed to "enhance students' skills in generating questions, reading for comprehension, developing test-taking strategies, writing research papers as well as analytical essays, scheduling coursework and writing to answer questions." Skills taught and learned in this course are expected to be applied to other academic areas not only in the Social Sciences but in general education courses and courses offered in other departments on campus. The course is required of all majors and minors who did not attain a High School 2.5 cumulative GPA. The student must successfully complete the course with a "C" or better before he or she is allowed to take core courses in the major. (3)

DIVSS 204 - Study Abroad

Within the School of Social Sciences at Saint Augustine's University, classes are taught in English by Professors within the School. Students attend classes and lectures in a diverse, multicultural environment in a location outside of the United States of America. (6)

ECON 235 - Principles of Microeconomics

Price theory, theory of the firm, and the interaction of demand and supply. (3)

ECON 236 - Principles of Macroeconomics

Measure and determination of national income, employment and price, introduction to monetary and fiscal policy analysis, the effects of government deficits and debts, exchange rates and trade balances. (3)

ECON 237 - Principles of Urban Economics

This course will introduce students to how microeconomics approaches urban planning problems. Through the course, the emphasis will be on developing your understanding of basic economic terms and reasoning; but the application, problem-solving, and policy analysis are directed to urban planning. Prerequisites: ECON 236. (3)

ECON 436 - Money and Banking

A study of money, financial markets, and the financial structure, with emphasis on commercial banks and the Federal Reserve System. Relationships between economic activity and the money supply are introduced. Prerequisites: ECON 235 and ECON 236. (3)

EDUCA 114 - Bridge to Teaching

This course introduces to education as a profession and a potential career. Students are exposed to public schools with diverse student populations through a minimum of 10 hours of field experiences. Field Experience clearance is required. Course is required for all students seeking admission into the Teacher Preparation Program. (3)

EDUCA 200 - Cooperative Education

This work-study plan is designed to integrate the student's academic experiences with practical experiences on the job. Students enrich their education by alternating institutional periods of study with practical periods of meaningful work in business, industry, health, social, and state agencies. Fee required. (6)

EDUCA 205 - Parallel Internship I

Designed for Field-Site Learning. This course consists of a minimum of 90 hours in an approved on campus setting. It will provide the student with an opportunity to "Practice" on campus and under supervision the competencies acquired in the academic course. (3)

EDUCA 206 - Parallel Internship II

Designed for Field-Site Learning. This course consists of a minimum of 90 hours in an approved off campus setting. It will provide the student with an opportunity to "Practice" off campus and under supervision the competencies acquired in the academic course. (3)

EDUCA 211 - Basic Test-Taking Skills - Reading

In keeping with the theme devised by the Department of Education, Teacher as Mentor, this course expresses the vision and purpose of the program. Teachers as mentors possess strong communication skills. Emphasis will be placed on strengthening basic reading competencies in vocabulary acquisition as well as literal, critical and inferential comprehension. In conjunction with co-curricular activities, this course introduces students to techniques for improving Praxis I test-taking skills, pacing oneself during tests, and reducing test anxiety. Course may be waived based upon timely successful completion of the Praxis I Reading examination. (1)

EDUCA 212 - Basic Test-Taking Skills - Writing

In keeping with the theme devised by the Department of Education, Teacher as Mentor, this course expresses the vision and purpose of the program. Teachers as mentors possess strong communication skills. Emphasis will be placed on strengthening basic writing competencies related to grammatical and structural relationships, idiomatic expression, mechanics and essay

composition. In conjunction with co-curricular activities, this course introduces students to techniques for improving Praxis I test-taking skills, pacing oneself during tests, and reducing test anxiety. Course may be waived based upon timely successful completion of the Praxis I Writing examination. (1)

EDUCA 213 - Basic Test-Taking Skills - Mathematics

In keeping with the theme devised by the Department of Education, Teacher as Mentor, this course expresses the vision and purpose of the program. Teachers as mentors are knowledgeable about content. Emphasis will be placed on developing basic math competencies related to conceptual and procedural knowledge, representations of quantitative information, measurement, informal geometry, and formal mathematical reasoning. In conjunction with co-curricular activities, this course introduces students to techniques for improving Praxis I test-taking skills, pacing oneself during tests, and reducing test anxiety. Course may be waived based upon timely successful completion of the Praxis I Math examination. (1)

EDUCA 233 - Interdisciplinary Seminar in Education

This course provides students with a broad historical and sociological view of teaching and teacher education from its inception to current issues and trends. In addition, student will explore education law, ethics, finance, school governance and organization from both a local and international perspective. Course format is interactive and discussion-based. Course required of all students seeking admission to Teacher Education. (3)

EDUCA 235 - Exceptionalities

This survey course introduces students to the mental, physical, emotional and social traits of several types of exceptional children. Learning characteristics of gifted, learning disabled and physically handicapped children will be studied. Using a case study approach, strategies for effective inclusion of children with exceptionalities in the regular classroom will be examined. (3)

EDUCA 241 - Technology Literacy for Teachers

This course introduces education majors and pre-service teachers to current and emerging technologies that can be integrated into the K-5 classroom. Emphasis is placed on practical applications for K-5 content areas using computers, instructional software, desktop productivity tools, videos, digital cameras, projectors, internet, and web applications. Candidates will also explore resources in the community at large and become familiar with the challenges and issues faced when using technology with K-5 learners. Hybrid course model will be utilized. (2)

EDUCA 250 - Field Experiences I

This is the introductory field-based practicum for Education majors only. Students are placed in public schools with diverse pupil populations under the supervision of certified teacher-mentors. During a parallel seminar with a program faculty supervisor, students learn specific classroom observation techniques. Students use observations to reflect upon various dimensions of life in a public school, including teaching methods, technology integration, classroom management strategies, learning styles and school climate. Required of all students seeking entry into the Teacher Preparation Program. Prerequisite: EDUCA 113 Bridge to Teaching. Pre-or co-requisite: EDUCA 233 - Interdisciplinary Seminar in Education. (2)

EDUCA 301 - North Carolina and the Global Connection

The course is designed to give students content knowledge by examining and analyzing societal changes in North Carolina, particularly in regard to the economy, people and technology. Students will engage in a standards-based research project to deepen knowledge of North Carolina communities from a historical perspective. An investigation of the wide-ranging importance and context of events in our state's history will enable students to grasp the concept of national and global interdependence. Prerequisite: Admission to the Teacher Preparation Program. (3) **T1 AW**

EDUCA 310 - Diversity and Family Focus

This course explores instructional theory and practical ways to understand life in a diverse society related to teaching and learning in the elementary school. It also gives education majors/clinical practitioners principles and suggestions about how to involve parents/guardians in their child's education to promote social, emotional, and academic growth. Prerequisite: Admission to the Teacher Preparation Program. (3)

EDUCA 323 - Elementary Reading Instructional/Literacy Lab

This course emphasizes theoretical and instructional issues in the development of key reading skills including phonics, phonemic awareness, comprehension, fluency and vocabulary development. In a school-based setting, students engage in tutorial sessions to assess and instruct emergent readers as they develop language and literacy skills. Selection and use of appropriate instructional materials including leveled texts and high quality children's literature will be examined. Emphasis is consistently placed on the teacher's facilitative role in meeting the needs of diverse learners, and on the goal of literacy as a tool for meaningful communication. Prerequisite: Admission to Teacher Preparation Program. Co-requisite: EDUCA 350 - Field Experiences II. (3)

EDUCA 324 - Teaching the Language Arts

This course investigates methods and materials used in teaching the language arts in grades K-5. Instructional techniques applicable to the teaching of spelling, handwriting, dramatics, and compositional skills will be emphasized. Prerequisite: Admission to Teacher Preparation Program. (2)

EDUCA 325 - Teaching English Language Learners

The primary purpose of this course is to provide the elementary teacher candidates with a fundamental understanding of theory and practice-based philosophy in order to support English Language Learners. Candidates will develop insight regarding critical aspects of second language development as they impact instruction in literacy. There will also be an emphasis on building a repertoire of culturally responsive approaches and strategies for teaching content-area subjects to English Language Learners. (2) PRE-REQUISITES: Admission to Teacher Preparation Program; EDUCA 323 - Elementary Reading Instructional/Literacy Lab

EDUCA 326 - Language and Culture

This course focuses on language and communication as windows into cultural diversity in an increasingly global society. Educational implications of linguistic differences will be explored. The course provides an overview of such topics as language prestige, standard English usage and the Ebonics debate, regional and stylistic dialects, code switching and language socialization. Students also learn strategies for helping children in linguistically diverse classrooms to maximize oral language capacities that celebrate their unique cultural traditions. Prerequisites: Admission to Teacher Preparation Program; other majors by special permission of the course instructor. (2)

EDUCA 328 - Classroom Management and Behavior

This field-based course presents best practices in classroom and behavior management. The course addresses concepts and best practices in organizing time, materials, classroom space, strategies for managing individual and large group student behaviors, transitions, lab activities, and other arrangements for general and inclusive classrooms. Candidates will examine basic federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ESL students. (3) Prerequisite: EDUCA 235. Corequisite: EDUCA 330 (3)

EDUCA 329 - Classroom Management & Behavioral Analysis

This course is an interactive field laboratory experience in which candidates learn, apply and practice the skills associated with curriculum design, instruction and learner assessment. Characteristics of effective and intentional teaching such as universal design, creating effective lessons using a variety of technologies, classroom management, and assessment of learners are among the topics addressed in this course. Prerequisite: Admission to the Teacher Preparation Program. (3)

EDUCA 330 - Child Development

This course is designed to cover the developmental milestones of child development from prenatal through the lower boundary of adolescence. The course addresses physical, social-emotional and cognitive development of children in grades K-5. The course affords students the opportunity to research and analyze the impact of social, family and economic factors that may inhibit 'normal' development. Particular attention is given to the impact of these variables on a child's educational performance. Prerequisites: PSYCH 132 - Introduction to Psychology; admission to Teacher Preparation Program. (3)

EDUCA 335 - Teaching Science in the Elementary School

This course is designed to engage pre-service teachers in adapting appropriate teaching strategies to promote inquiry in teaching and learning science. The course will include aspects of designing curriculum units, planning standards-based lessons, fostering collaborating, integrating technology, and assessing students' learning. Materials developed in this course may be used in practical classroom activities. Prerequisites: Two General Studies science courses and admission to Teacher Preparation Program. (2)

EDUCA 337 - Teaching Social Studies in the Elementary School

This course is designed to engage pre-service teachers in adapting appropriate teaching strategies to promote inquiry in teaching and learning Social Studies in the elementary classroom. The course will include aspects of designing integrated curriculum units, planning lessons, fostering dialogue, using technology, and assessing students' learning. Materials developed in this course may be used in practical classroom activities. Prerequisites: Admission to Teacher Preparation Program. (2)

EDUCA 338 - Teaching Mathematics in the Elementary School

This course focuses on how children learn and understand mathematics. Through interactive, constructivist experiences students develop materials and lessons that may be used during a practical classroom experience. The course examines the role of the teacher of mathematics in the elementary classroom and analyzes issues such as diversity, inquiry-based learning, integrated curricula, reflective practice, technology, and formative assessments in relation to student success in the area of mathematics. Prerequisites: MATH 233 - Modern Mathematics and admission to Teacher Preparation Program. (2)

EDUCA 349 - Teaching Physical Education

This course is designed to acquaint the prospective physical education teacher with methods and techniques for teaching physical education as well as the curriculum materials available in the secondary school physical education curriculum. The North Carolina Standard Course of Study will be used for this course. (2)

EDUCA 350 - Field Experiences II

This course is designed to provide pre-service teachers with first hand experiences in the elementary classroom setting. Candidates complete 40 hours of school-based field work, and are expected to provide tutorial assistance to individuals and small groups of students under the direction of a certified teacher-mentor. Weekly seminar sessions enable candidates to apply theoretical principles to practical experiences under the direction of the university supervisor. Prerequisites: EDUCA 250 - Field Experiences I; admission to Teacher Preparation Program. (2)

EDUCA 360 - Exploring the Arts

This course provides a survey of the basic vocabularies, materials, techniques, and thinking processes in the creation of the visual and performing arts. The teaching method is informed by the latest trends in art education and demonstrates how to motivate students to learn by integrating music, dance, visual art and theatre with other content areas. Useful for both general classroom teachers and art specialists, this course promotes art appreciation while also addressing instructional theory and methods.

Prerequisites: Admission to Teacher Preparation Program. (3)

EDUCA 361 - Integrating the Arts into the Curriculum

This course is designed to prepare pre-service teachers to design lesson plans that incorporate the arts into the content areas they will teach. It provides contextual background information about each art genre and introduces theories related to integrating the arts into the curriculum and the benefits to student learning. Prerequisites: Admission to Teacher Preparation Program or by special permission of the instructor. Corequisites: EDUCA 324, EDUCA 326, EDUCA 335, EDUCA 337, EDUCA 338. (3)

EDUCA 411 - Basic Test-Taking Skills - Praxis II

This course focuses on developing skills that will be assessed and test-taking techniques to maximize candidates' scores on licensing examinations. Students are required to take this course as they prepare for and complete the PRAXIS II examination.

Prerequisite: Admission to Teacher Preparation Program. (1)

EDUCA 426 - Teaching English Language Learners

The primary purpose of this course is to provide the elementary teacher candidate with a fundamental understanding of theory and practice-based philosophy in order to support English language learners. Candidates will develop insight regarding critical aspects of second language development as they impact instruction in literacy. There will also be an emphasis on building a repertoire of culturally responsive approaches and strategies for teaching content-area subjects to English language learners.

Prerequisites: Admission to Teacher Preparation Program; EDUCA 323 - Elementary Reading Instructional/Literacy Lab. (3)

EDUCA 432 - Educational Assessments

This course is designed to inform pre-service teachers regarding formative assessment and evaluation of students: both teacher-designed and web-based. It provides instruction in the principles of educational assessment, and how to develop plans that integrate instruction and assessment. Candidates will learn how to design various types of formative assessments that are carefully aligned with educational objectives and how to use the results in improving student achievement. Candidates will become familiar with selected standardized assessments along with concomitant elements, including reliability, validity, criterion reference and norming procedures. Prerequisites: Admission to Teacher Preparation Program; MATH 233 - Modern Mathematics. (3)

EDUCA 450 - Field Experiences III

This is a field-based practicum preceding the Student Teaching for Education majors only. Candidates are placed in classrooms with diverse student populations under the supervision of certified teacher-mentors. Candidates complete forty hours of school-based field work and are expected to provide instructional assistance to individuals, small and whole groups. This experience provides candidates with their first opportunity for full participation in classroom activities, including preparation of lesson plans, teaching a thematic unit, and conducting leadership-oriented projects. Weekly seminar sessions enable candidates to apply theoretical principles to practical experiences under the direction of the university supervisor. Prerequisites: EDUCA 250, EDUCA 350 and admission to candidacy/Teacher Preparation Program. Co-requisite: EDUCA 451 - Action Research and Directed Field Experience. (3)

EDUCA 451 - Action Research and Directed Field Experience

This field-based course examines action research and teacher inquiry within individual classroom, team, school and international contexts. Topics include an analysis of the different frameworks of action research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, ways to draw conclusions from the research, and the relationship between our findings and educational theory. This experience provides candidates with their first opportunity for full participation in classroom activities under the guidance of cooperating school and program mentors. Field experience clearance is required. Pre-requisite: Admission to the Teacher Preparation Program, EDUCA 323, EDUCA 324, EDUCA 328, EDUCA 329, EDUCA 330, EDUCA 335, EDUCA 337, EDUCA 338, EDUCA 361. (3)

EDUCA 460 - Teacher Leadership

This senior level course is designed to introduce candidates to the current trends related to teachers as leaders. Candidates will explore leadership-related projects including action research implementation, examinations of School Improvement Plans, participation in school-based professional learning communities, and collaboration with the Teacher Education Committee. This course will strengthen leadership skills through concurrent experiences carried out in Student Teaching. Finally, candidates will begin to develop personal leadership and management plans that extend into the induction phase of their teaching career. Prerequisite: Admission to Teacher Preparation Program. Co-requisite: EDUCA 460 Student Teaching. (3)

EDUCA 461 - Student Teaching

This course involves directed professional laboratory experiences, including sixty (60) or more hours of observation-participation and student teaching. Permission from the Teacher Education Department Chair and approval of the Teacher Education Committee are required. Prerequisites: Admission to Teacher Preparation Program. Co-requisite: EDUCA 460 - Teacher Leadership. (12)

ENGL 123 - Reading and Argument

This course takes an interactive view of reading to prepare active learners with strategies for successful reading comprehension and critical thinking. Students will focus on developing positive attitudes toward reading, increasing concentration while reading, and applying reading comprehension. Students will master study skills related to reading, including: textbook reading strategies, annotation, vocabulary development, and recognition of learning styles. The course is a prerequisite for incoming students needing additional instruction before taking ENGL 131 - English Composition I. Credits are not applicable to degree requirements. (3)

ENGL 130 - English Fundamentals

This course provides students with a review of sentence and writing skills. Writing effective sentences through use of parallelism, exact word choice, and concise language will be covered. Students will practice solving common sentence problems such as run-ons, comma splices, fragments, and subject-verb agreement, and basic grammar will be reviewed. Students will write paragraphs in a variety of rhetorical modes and read both for content and for understanding structure. Credits are not applicable to degree requirements. (3)

ENGL 131 - English Composition I

Introductory college-level writing course which stresses critical reading and thinking and writing as a process. Emphasis on editing and revision skills, vision literacy, oral presentation and the development of basic research skills. (3) **T1 WC**

ENGL 131L - English Composition with Lab

Introductory college-level writing course which stresses critical reading and thinking and writing as a process. Emphasis on editing and revision skills, vision literacy, oral presentation and the development of basic research skills. Lab component utilizes self-paced modules which focuses on grammar, mechanics, etc. (3) **T1 WC**

ENGL 132 - English Composition II

College-level writing course which stresses critical reading and thinking and writing as a process, with a focus on persuasive and literary aims. Emphasis on a research paper or project, MLA documentation style and oral presentation. Prerequisites: ENGL 131. (3)

ENGL 150 - Reading Across the Disciplines

This course builds on reading comprehension skills to master reading for critical thinking, interpretation, and evaluation. Students will read text selections from across the academic disciplines to learn to identify and evaluate evidence and arguments, and interpret meaning and purpose. Students will be encouraged to see the interdisciplinary connections in readings from various curriculums. (3)

ENGL 224 - Modern English Grammar and Usage

This course examines the grammatical structure of modern English, with emphasis on grammar analysis at the sentence level and rhetorical grammar. The course will also devote attention to the examination of language variation in English to provide a context for the study of grammar and introduce basic linguistic concepts such as phonology, morphology and semantics. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 225 - Advanced Composition

Course, conducted as a writing workshop, aims to develop mature writing skills by focusing on refining skills in both expository and argumentative rhetorical modes. Students will work collaboratively to revise their writing and critique peer writing. This course will also emphasize the study of rhetorical strategies and the development of style, voice and advanced proofreading/editing techniques. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 227 - African-American Literature I

This course offers a historical survey African American literature from its beginnings in slave narratives, through Reconstruction, the Harlem Renaissance, and Realism, with authors such as Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Langston Hughes, and Claude McKay. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 228 - African-American Literature II

This course is an in-depth study of selected 20th and 21st Century African American authors, from the modernists to the postmodernists, with emphasis on major contemporary writers. Authors studied may include Nella Larsen, Ralph Ellison, Charles R. Johnson, Toni Morrison, Edward P. Jones, Octavia Butler, and the most recently published authors. Emphasis is on longer works of fiction with more in-depth research on each author. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 231 - World Literature I

This sequential course is a thematic survey of world classics in translation from antiquity to the sixteenth century, including works from Europe, the Middle East, India and China. Students are encouraged to think critically and creatively about how the

literature of various cultures defines what it means to be human. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 232 - World Literature II

This sequential course surveys world classics from the sixteenth century to the present with a thematic emphasis on Romantic heroes, Realistic heroines, and the colonial experience, including works from Europe, India, South America, Egypt, and South Africa. Students are encouraged to think critically and creatively about the impact of world cultures on contemporary global issues. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 234 - Creative Writing

This course focuses on the theory and practice of creative writing and introduces students to multiple genres of creative writing, including poetry and short fiction. Students will analyze examples, discuss modern and traditional practice, and then create original pieces. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 235 - Literature of Africa and the Diaspora

This course covers selected African writers and the literature of the African Diaspora excluding the United States, with a particular emphasis on Caribbean Literature by authors such as Jamaica Kincaid, Edwidge Danticat, Jean Rhys, and others. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150 (3)

ENGL 237 - Introduction to Creative Writing

This course focuses on the theory and practice of creative writing while introducing students to multiple genres, including poetry and short fiction. Students will analyze examples, discuss modern and traditional practice and craft original works. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 238 - Creative Writing Workshop: Short Fiction

This course is a workshop in literary fiction where students will learn about and practice craft, while writing and revising their own short stories. Students will consider fundamental elements of fiction and the relationship of narrative structure, style, and content in both the creation of their own work and in classic and modern literature. Prerequisites: ENGL 237. (3)

ENGL 239 - Creative Writing Workshop: Poetry

This course is an introduction to the study and practice of writing poetry. Students will write and revise their own poetry, participate in weekly peer workshops, read and analyze classic and modern poetry, and discuss popular movements in poetry throughout history. Students will work with a variety of forms from sonnets to free verse and learn to utilize a number of figurative and literary devices. Prerequisites: ENGL 237. (3)

ENGL 241 - Methods and Materials of Tutoring

This course provides a theoretical and practical foundation for students interested in working as peers writing tutors. Students will apply the theoretical knowledge they have gained through a practicum component of the course. Successful completion of the course is a prerequisite for tutoring in the Writing Center. Prerequisites: ENGL 132 and instructor permission. (3)

ENGL 245 - Studies in Literature

An introduction to novels, short stories, poems, plays by representative African-American, American and continental authors. Formal elements of each genre are examined in cultural and historical context. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 250 - Gender Studies

This course examines how constructions of gender are reflected and critiqued through gender theories, literary texts, and films. Students are encouraged to think critically about contemporary gender issues within their racial, ethnic, and global cultural contexts. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 260 - Literature and Film

An interdisciplinary study of selected literary works adapted to film. Students both read selected literary works and watch the adaptation, focusing attention to both the problems and rewards of transforming fiction and/or drama to film. Prerequisites: ENGL 245. (3)

ENGL 290 - Businesses and Technical Writing

In this course, students learn the format, style, and vocabulary appropriate to different types of business and technical writing and produce a number of business and technical documents. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150 (3)

ENGL 300 - Research Methods

The course is designed to prepare majors in a variety of disciplines for upper and graduate level research and writing, and to fulfill a research requirement in any department. The course fosters critical thinking by encouraging students to examine and discuss their perspectives as well as bring together ideas and information from their respective disciplines. Prerequisites: ENGL 245 AND ENGL 318 OR ENGL 328 OR ENGL 331. (3)

ENGL 318 - African American Literature I

This course offers a historical survey of African American literature from its beginnings in slave narratives, through Reconstruction, the Harlem Renaissance, and Realism, with authors such as Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Langston, Hughes, and Claude McKay. Prerequisites: ENGL 245. (3)

ENGL 319 - African American Literature II

This course is an in-depth study of selected 20th and 21st Century African American authors, from the modernists to the postmodernists, with emphasis on major contemporary writers. Authors studied may include Nella Larsen, Ralph Ellison, Charles R. Johnson, Toni Morrison, Edward P. Jones, Octavia Butler, and the most recently published authors. Emphasis is on longer works of fiction with more in-depth research on each author. Prerequisites: ENGL 318. (3)

ENGL 328 - American Literature I

This is a critical survey of the diverse literature of the United States from its beginnings to the Civil War. Emphasis is placed on the interpretation and comprehension of the literature. Prerequisites: ENGL 245. (3)

ENGL 329 - American Literature II

This is a critical survey of the diverse literature of the United States after the Civil War. Emphasis is placed on the interpretation and comprehension of the literature studied. Prerequisites: ENGL 328. (3)

ENGL 331 - English Literature I

This survey examines classic works of British literature from the Old English period through the eighteenth century. By providing historical and social context, this course lays the groundwork for further study of the movements and philosophies that have inspired European civilization as well as for the postcolonial critique of the British Empire. Prerequisites: ENGL 132; ENGL 245. (3)

ENGL 332 - Global Literature Written in English

This course surveys significant works of literature written in English as a global language from the nineteenth to the twenty-first centuries. Emphasis is placed on modernism, colonial/post-colonialism, post-modernism. This course examines selected works from the British Isles, British Commonwealth, Europe, Africa, Asia, and the Americas. Students are encouraged to think critically and creatively about the impact of English as a global language in an interconnected world. Prerequisites: ENGL 132; ENGL 245. (3)

ENGL 351 - Special Topics

A study of a particular literary subject (genre, author, movement, or tradition) not covered by the department's standard course offerings. May include advanced study of a specific genre, regional literature, or other topics proposed by professors. Students may repeat the course once (for additional credit) but not the topic. Prerequisites: ENGL 245 AND ENGL 318 OR ENGL 328 OR ENGL 331. (3)

ENGL 431 - Shakespeare & Film

In-depth analysis of Shakespearean films and plays, including the cultural politics of the films as they comment on 21st century social, political, and economic issues. Prerequisites: ENGL 132. (3)

ENGL 436 - From Wordsworth to Wilde: 19th Century English Literature

In this course, representative works by the great Romantic and Victorian poets, prose writers, and novelists are discussed within the historical and intellectual contexts of their age. Students are required to write a research paper in this course. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 437 - Twentieth Century English Literature: Literary Texts in A Global Context

Representative works by significant poets, prose writers, dramatists, and novelists of the English language are studied within their aesthetic and global contexts. Emphasis is placed on the development of aesthetic values, evolving genres, and global literary and intellectual movements. Students are required to write a research paper in this course. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 441 - Literacy Theory

A survey of major developments in literary and critical theories which aims to reveal the relationships between the theories. Focus is on theories from the 20th and 21st centuries, with some attention to historical perspectives. Prerequisites: ENGL 245 AND ENGL 319 OR ENGL 328 OR ENGL 332. (3)

ENGL 445 - Women's Studies

The course is designed to examine the experiences of women through an exploration of various literary texts. Students are required to write a research paper in this course. Prerequisites: ENGL 131 AND ENGL 132 OR COMM 204 OR LIS 150. (3)

ENGL 450 - Senior Seminar

Intensive and directed study of special topics in English or American literature. Prerequisites: ENGL 441. (3)

ENGR 101 - Introduction to Engineering and Problem Solving

This course provides general information on engineering disciplines, common engineering practices, the engineering profession and history, engineering education, engineering design, engineering ethics, and engineering opportunities from the instructor and/or invited speakers. Student teams will undertake preliminary work on a design project. (3)

ENGR 120 - Introduction to Engineering Graphics Design

This course introduces the student to graphics as used by engineers. Both hand sketching and computer graphics will develop the student's ability to communicate graphically. This course also investigates the engineering design process. Students will work in teams to acquire a client and design a solution to meet the needs enumerated by this client. This design project is a continuation of design work done in ENGR 101. Each aspect of the design process will be discussed. Several exercises will attempt to develop the student's creativity, clarity and focus of thought. The semester will end with a full presentation of each team's design work, which will incorporate their newly acquired graphics ability. Prerequisites: ENGR 101. (3)

ENGR 200 - Introduction to Electrical and Computer Engineering Laboratory

Laboratory with experiments designed to provide fundamental concepts and an overview of electrical and computer engineering specialization areas including Analog and Digital Electronic Circuits, Solid State Electronic Devices, Communication Systems, Signal Processing and Computer Engineering. Experience with standard laboratory equipment including power supply, multimedia, function generator, oscilloscope and spectrum analyzer. (3)

ENGR 205 - Engineering Mechanics: Statics

This course is designed to introduce students to the effects of forces on bodies in static equilibrium and to familiarize them with mathematical techniques for finding reactive forces in bodies, frames, mechanics and trusses. Concepts covered include forces, moments, couples, equilibrium of rigid bodies, centroids, moments of inertia and friction resistance. Prerequisites: PHYS 243. (3)

ENGR 208 - Engineering Mechanics: Dynamics

Kinematics and kinetics of particles in rectangular, cylindrical and curvilinear coordinates systems; energy and momentum methods of particles; kinetic of systems of particles; kinematics and kinetics of rigid bodies in two and three dimensions; and motion relative to rotating coordinate systems are studied. Prerequisites: ENGR 205. (3)

ENGR 310 - Fluid Mechanics

Develop an understanding of fluid dynamics in engineering as well as a variety of other fields. Learn to use control volume analysis to develop basic equations and to solve problems. Understand and use differential equations to determine pressure and velocity variations in internal and external flows. Prerequisites: MATH 338, ENGR 208. (3)

ENGR 312 - Thermodynamics

This course covers the fundamental principles of Thermodynamics as applied to engineering systems. This course provides a foundation in fundamental Thermodynamics phenomena, including the first and second laws of Thermodynamics, Thermodynamics properties, equations of state in real and ideal gases, availability and combustion. Prerequisite: ENGR 310. (3)

ENGR 470 - Topics in Engineering

Offered as needed for the development of new course in engineering. (3)

EXSC 210 - Introduction to Exercise Science

Course introduces the foundations of exercise science, including history and philosophy, careers, professional organizations, certifications, research methods, and professional issues. (3)

EXSC 290 - Leadership in Exercise and Wellness

This course introduces the broad range of theoretical and applied leadership objectives, investigating leadership theories and paradigms. Evaluating and identifying leadership antecedents and consequences in the disciplines of exercise science and wellness which are important in deciding measurement issues. Developing and applying leadership theories and strategies to adapt to organizations and proactively affect the change in policies and measurements. Design leadership strategies to aid coaches, recreation specialists, and physical educators enhance the performance of individuals, students, athletes, or clients/consumers. Prerequisites: EXSC 210 or Instructor's Permission. (3)

EXSC 310 - Strength and Conditioning

This course introduces the basics of strength training and conditioning. The principles of exercise science will be implemented and customized to individual and group workouts. Emphasis is placed on anatomy, exercise physiology, biomechanics, nutrition, program design, testing, exercise technique, and evaluation. Physical fitness testing will involve weight training, plyometrics, aerobic training, ergogenic aids, and flexibility training. Prerequisites: PE 241 or Instructor's Permission. (2)

EXSC 320 - Measurement and Evaluation in Exercise Science

Designed to develop an understanding of measurement and evaluation theories, concepts and practices in exercise science. Examining the validity, reliability, and feasibility of current assessment techniques in exercise science, measured by using basic statistical analyses and practical computer applications. Prerequisites: EXSC 210, PE 241 or Instructor's Permission. (3)

EXSC 340 - Graded Exercise and Testing

This course will provide students with the theoretical bases of fitness appraisal and exercise prescription, when combined with practical experiences it will enhance the understanding of fitness assessment. Students will gain knowledge in test administration and interpretation, screening, emergency procedures, and exercise prescription. The testing will involve aerobic assessment (treadmill/ergometer), ECG, body composition, musculoskeletal, and cardiorespiratory. Prerequisites: EXSC 310, EXSC 320, PE 241 or Instructor's Permission. (3)

EXSC 350 - Training for Sport Performance

This course is designed to expose students to the skills necessary to develop an annual training program for individuals and athletes of all levels. Students will be exposed to the principles of periodization and how to determine the appropriate training program for various sports. The course will cover the topics of plyometrics, speed, agility, strength, and power. Prerequisites: PE 241, EXSC 310, EXSC 320 or Instructor's Permission. (3)

EXSC 360 - Motor Learning/Behavior

This course will expose students to the theoretical perspectives and current principles associated with the control and learning of movement skills. The neural and mechanical mechanisms underlying motor behavior and the variables influencing the changes in motor learning will be evaluated. The application of theoretical concepts in instructional and clinical settings will be addressed. Prerequisites: PE 241. (3)

EXSC 370 - Physiology of Sport and Exercise

This course is designed to explore concepts of physiological functions of the human body during physical activity, exercise, and stress. The cardiovascular, respiratory, muscular, ergogenic aids, performance, nutrition, sex differences, body weight, physical activity, and neurological control of movement will be studied to determine their effect on physiology. Prerequisites: AHMS 310, PE 241. (3)

EXSC 380 - Biomechanics

Introductory course on the basic principles of biomechanics and their application to human movement. Several analyses will be done on the efficiency of movement involving mechanical and anatomical principles and their application to human movement. Prerequisites: PE 241, PHYS 241, EXSC 320 or Instructor's Permission. (3)

EXSC 400 - Exercise Prescription

This course will provide students with an understanding of clinical exercise testing and prescription for healthy and patients with diseases of cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular, and immunogenic systems. The students will learn the pathophysiology and exercise responses in several populations and aligning results with the standards of Clinical Exercise Physiologists and American College of Sports Medicine. Students will evaluate applicable exercise assessment techniques in the laboratory and clinical exercise settings. Prerequisites: EXSC 310, EXSC 320, EXSC 340, or Instructor's Permission. (3)

EXSC 410 - Exercise Physiology

This course examines the operation and adaptation of human organ systems (cardiovascular, respiratory, skeletal, and hormonal) during exercise. The clinical aspects of exercise, training, nutrition, performance, ergogenic aids, and genetics will be reviewed to determine their various effects. Prerequisites: PE 241, AHMS 310, or Instructor's Permission. (3)

EXSC 420 - Epidemiology of Physical Activity

This course will provide students with an understanding of health-related physical activity. The course will cover behavioral sciences theories, individual and team physical activity research, developments in local, city, state, national, and international public health interventions to promote physical activity. Prerequisites: EXSC 340, EXSC 370, EXSC 410 or Instructors Permission. (3)

EXSC 430 - Organization and Administration of Exercise Science

(3) This course presents an overview of organizational and administrative issues relative to the planning, design, and management of exercise science, health, and wellness programs. Opportunities will be provided to observe and evaluate current exercise science programs and facilities. Analysis and application of core management leadership skills in managing personnel, equipment, subjects, and research protocols will be evaluated and presented. Prerequisites: Senior or Instructor's Permission. (3)

EXSC 440 - Practicum in Exercise Science

Practicum provides opportunities for students to obtain practical experience in clinical, research, and job settings related to the field of Exercise Science. It also enables the Exercise Science program to evaluate the student's skills, knowledge, and performance. Prerequisites: JUNIOR or Instructor's Permission (1)

EXSC 450 - Internship in Exercise Science

This course provides students with a culminating field-based experience that is designed to implement the gained knowledge from courses in the Exercise Science program. Students will obtain an internship within their desired career field. This course will enable students to obtain the necessary hours to qualify to take national certification exams and gain the hours needed to apply to occupational and physical therapy programs. Prerequisites: SENIOR STATUS or Instructor's Permission. (3)

FIM 111 - Intro to Film

Intro to Film provides an introduction to creating, understanding, and enjoying the world of filmmaking, both from the audiences' or filmmaker's perspective. Students will learn about the basic techniques used by filmmakers in directing, screenwriting, and acting for the camera. Through lecture, discussion, demonstration, screenings, and other materials, students will become familiar with the vocabulary of the medium and gain a deeper appreciation for the technical and artistic elements that compose a film. This course will also introduce students to the history of filmmaking and some of its important contributors. Prerequisites: None. (3)

FIM 160 - History of Black Cinema

History of Black Cinema is a study of the important contributions made by Black filmmakers and actors, from the first all black cast film produced in 1919, ("The Homesteader" by filmmaking pioneer Oscar Micheaux) to today's many great African American directors and actors. There will also be an introduction of international films produced by Black filmmakers. By the end of this course, students will have a strong understanding of both the historic and present day contributions made by Black filmmakers, through which students may examine their place in film history. Prerequisites: FIM 111 - Intro to Film (3)

FIM 225 - Introduction to Screenwriting

Students will be introduced to proper screenwriting format, character development, and the basic elements of dramatic story structure through conception, writing, and re-writing of short narrative screenplays. Students further their understanding of cinematic writing through script analysis and script coverage-writing assignments. Prerequisites: FIM 111 - Intro to Film (3)

FIM 250 - Intro to Production

This course familiarizes Film majors at Saint Augustine's University with the technical rigors of production as well as safety procedures and production protocols that are to be strictly adhered to. Basic camera, electric, lighting, and rigging instruments and techniques will be examined. Students will also receive a copy of the Film major's production handbook, which will provide a manual reference to key aspects of production outlined in this course. Students will also be introduced to the Film major's website which will be a central distribution point for updates concerning scheduling, production forms, and course related documentation supplemental to classroom instruction. Prerequisites: FIM 111 - Intro to Film (3)

FIM 290 - Visual Aesthetics

Utilizing a 35MM digital camera, students will study various composition techniques and methodologies implemented in the creation of the accomplished moving image. Students will learn to understand how lens selection, aspect ratios, various angles, motion, shape and color composition affect images in the frame. Students will also learn how to use these visual tools to successfully convey mood and meaning in their productions. Prerequisites: FIM 111 - Intro to Film. (3)

FIM 310 - Film History

This course will survey film history and theory from the silent era through the present. Prerequisites: FIM 111 - Intro to Film, FIM 290 - Visual Aesthetics. (3)

FIM 320 - Film Theory & Criticism

This course will survey film theory and criticism, including film semiotics, classical film theory, psychoanalytic film theory, narrative theory, and reception theory. Prerequisites: FIM 111 - Intro to Film, FIM 290 - Visual Aesthetics (3)

FIM 325 - Feature Screenwriting I

Through this advanced screenwriting course students will continue their study of plot, character development, dialogue, and format. In addition, students will be introduced to the set-up, transitions, and mid-point, as they develop the first half (45 pages) of a full-length screenplay which will be completed in Feature Screenwriting II. Students will also learn the art and craft of re-writing. Students will be required to develop treatments and learn about the business of screenwriting, which includes the art of "the pitch". Students will also learn to work in a workshop environment as they learn how to analyze and critique each other's work. Prerequisites: FIM 225 - Introduction to Screenwriting. (3)

FIM 335 - Film Analysis

In Film Analysis students will learn how to read a film, understand cinematic language, and break down a scene. Students will also become acquainted with why and how movie watchers respond as they do to different films. Prerequisites: FIM 111 - Intro to Film. (3)

FIM 340 - Motion Picture Directing

This course will examine the theory and practice of film directing, and the director's role in creating a vision and approach to a dramatic work. Students will understand the director's responsibility in acting as the guiding force in the creation of visual and aural images. Through exercises and short projects, students will assume the role of director in order to develop their creative eye and sensibilities. Prerequisites: FIM 111 - Intro to Film, FIM 290 - Visual Aesthetics. (3)

FIM 350 - Motion Picture Production Workshop I

Students will learn the fundamentals of narrative and documentary motion picture production. Students will participate collectively in various roles of a production crew that will produce one narrative silent short film and one short documentary film. Students will assume various roles in each production in order to fully understand what strategic team-approach these two unique production environments require in order to be successful. Prerequisites: FIM 111 - Intro to Film, FIM 225 - Introduction to Screenwriting, FIM 250 - Intro to Production and FIM 290 - Visual Aesthetics. (3)

FIM 355 - World Cinema

Students will examine how cultures around the world utilize the medium of film to tell narrative and documentary stories. Students will observe various cinematic works from different global cultures and examine how historic and geographical aspects influenced their production. Students will also examine the impact of American, particularly Hollywood, filmmaking and distribution on world cultures and economies. Prerequisites: FIM 111 - Intro to Film. (3)

FIM 360 - Motion Picture Production Workshop II

Students will implement what they have learned in FIM 350 - Motion Picture Production Workshop I, FIM 340 - Motion Picture Directing and FIM 250 - Intro to Production to produce a short film that was previously written in FIM 225 - Introduction to Screenwriting. Students will assist each other in self-motivated production crews to accomplish the goal of creating a ten-minute sync sound narrative film. Prerequisites: FIM 350 - Motion Picture Production Workshop I. (3)

FIM 375 - Editing

Students will learn the basic contemporary techniques of non-linear editing and their origins through study of the history of the motion picture editing process. Students will also familiarize themselves with the two dominant non-linear editing platforms: AVID and Final Cut Pro. Through tutorials and short exercises students will understand how to import, manipulate, and export creatively edited motion pictures. Prerequisites: FIM 111 - Intro to Film, FIM 290 - Visual Aesthetics (3)

FIM 380 - Producing

This course will expose students to the basics of motion picture producing, including development, pre-production, production and distribution/marketing. Students will also learn the specifics of budgeting, acquisitions, crew, appearance and location agreements, music licensing and other rights clearances, as well as the importance and purpose of the Screen Actor's Guild. Prerequisites: FIM 111 - Intro to Film, FIM 350 - Motion Picture Production Workshop I.

FIM 390 - Psychology, Symbolism, and Metaphor in Film

Students will examine how cinematic conventions, visual metaphors, and various cultural symbols are utilized to convey meaning in various cinematic works. Students will understand the history of these various aspects and cross-reference their use in other art works in order to understand their correlation to the use in films being examined. Prerequisites: FIM 111 - Intro to Film, FIM 290 - Visual Aesthetics.

FIM 400 - New Media

This course will focus on the expanding world of New Media, including the internet, smart phones, podcasting, web episodes, and webinars, streaming video, social media and the impact of these features on the global village. Students will study the history, present, and the future of New Media. Students will also produce a short New Media project. Prerequisites: FIM 350 - Motion Picture Production Workshop I. (3)

FIM 420 - Animation

Students will learn the basics of stop motion animated picture production. They will take this knowledge and implement similar techniques through the use of computer animation software. Students will walk away from the course with an animated short. Prerequisites: FIM 350 - Motion Picture Production Workshop I. (3)

FIM 425 - Feature Screenwriting II

This course is a continuation of Feature Screenwriting I. Students will do a re-write of the first half of their original screenplay and then move on to develop and write the last half of the screenplay. Focus will include transitions, resolution, climax, and final re-rewrites. Through this course students will revisit their knowledge of plot, character development, dialogue, format, set-up, and transitions. In this class, students will interact in a workshop environment as they continue to learn how to analyze and critique each other's work. Prerequisites: FIM 325 - Feature Screenwriting I (3)

FIM 430 - Film Seminar

This course offers students the opportunity to explore different topics in film not currently offered in the major core, or as electives. Film Seminar may be taken no more than twice-once as a major elective, and once as a free elective. In both instances, the course topic must be different. Prerequisites: Permission of Instructor.

FIM 435 - Documentary Production

Documentary Production introduces students to the art and history of documentary filmmaking. Through the viewing of a series of assigned documentaries, as well as lectures, discussions, and demonstrations and readings, students will build on their introduction to documentary production in FIM 350, and learn about different approaches to the documentary form, conceptualizing the documentary, and the documentary production process. Students will also study techniques in research, interviewing, composing shots, editing, and working as part of a production team. Students will produce a short documentary at the end of the course, in preparation for possible matriculation to FIM 460, Advanced Documentary. Prerequisites: FIM 250 - Intro to Production, FIM 290 - Visual Aesthetics. (3)

FIM 450 - Cinematography

Students will learn advanced techniques using various film technologies to capture the moving image. Students will use advanced cameras and related equipment specifically designated for this instruction. The understanding of variable frame rates, lens selection and qualities, formats, shutter speeds, and lighting will be achieved through hands-on intensive class instruction. Prerequisites: FIM 350 - Motion Picture Production Workshop I, FIM 360 - Motion Picture Production Workshop II. (3)

FIM 460 - Motion Picture Production Workshop II

Students will implement what they have learned in FIM 350 - Motion Picture Production Workshop I, FIM 340 - Motion Picture Directing, and FIM 250 - Intro to Production to produce a short film that was previously written in FIM 225 - Introduction to Screenwriting. Students will assist each other in self-motivated production crews to accomplish the goal of creating a ten-minute sync sound narrative film. Prerequisites: FIM 350. (3)

FIM 465 - Advanced Narrative Production

Students will examine various advanced production techniques specifically implemented in the production of narrative films. Students will conduct preproduction on a narrative project to be submitted for thesis production. Prerequisites: FIM 360 - Motion Picture Production Workshop II, FIM 470 - Advanced Documentary.

FIM 470 - Advanced Documentary

Students will examine various advanced production techniques specifically implemented in the production of documentary films. Students will conduct preproduction on a documentary project to be submitted for thesis production. Prerequisites: FIM 435, FIM 470. (3)

FIM 475 - Advanced Editing and Compositing

Students will learn advanced editing and film compositing techniques. Utilizing Apple Motion and Adobe After Effects software, students will learn how to creatively manipulate the moving image to create special effects. Masking, compositing, green screen techniques, and motion graphic generation will be focused on in this course. Prerequisites: FIM 350, FIM 375. (3)

FIM 480 - Internship

This course offers students college-credit for practical experience in theatrical or film/video production. Students will be assigned significant responsibilities determined by their needs, abilities, and professional emphasis, and by the needs of and opportunities offered by sponsoring organizations. Prerequisites: Permission of instructor.

FIM 490 - Thesis

As a Capstone course, students will demonstrate their cumulative comprehension of cinema through production of an advanced motion picture project previously written in Advanced Screenwriting and pre-produced in either Advanced Documentary OR Advanced Narrative. Students will shop their screenplays if they choose the screenwriting options. Prerequisites: Permission of chair. (3)

FLCH 131 - Elementary Chinese I

This course is designed for students who have no knowledge of Mandarin Chinese. It is designed to lay a foundation for understanding, speaking, listening, reading and writing Mandarin Chinese. Practical daily-used expressions and basic language knowledge are the central part of the studying. Some Chinese culture will also be introduced. (3) **Fall, Spring, and Summer**

FLCH 132 - Elementary Chinese II

This course is the continuation of the study of Mandarin Chinese. It is designed for the students who have taken FLCH 131 or equivalent courses to enhance their skills of speaking, listening, reading and writing Mandarin Chinese. Practical daily-used expressions and basic language knowledge are the central part of the studying. Some Chinese culture will also be introduced. Prerequisite: FLCH 131 or proficiency test. (3) **Fall, Spring, and Summer**

FLFR 131 - Elementary French I

Course for beginners. Introduction to spoken and written French. Emphasis on sentences and vocabulary related to everyday situations. Knowledge of basic speech patterns supplemented with a broad study of the culture and civilization of French speaking countries. (3) **Fall, Spring, and Summer**

FLFR 132 - Elementary French II

Continued emphasis on the spoken and written language. Knowledge of basic speech patterns supplemented with a broad study of the culture and civilization of French speaking countries. Prerequisites: FLFR 131 or proficiency test. (3) **Fall, Spring, and Summer**

FLFR 231 - Intermediate French I

Continuation of the study of the language through reading, writing and conversation with emphasis on grammar. Prerequisites: FLFR 132 (3) **Fall, Spring, and Summer**

FLFR 232 - Intermediate French II

Part II of Intermediate French. Continuation of the study of language through reading, writing and conversation with emphasis on grammar. Prerequisites: FLFR 231 (3) **Fall, Spring, and Summer**

FLFR 233 - Business Communication I

Readings and discussion of contemporary business practices. Development of business vocabulary, writing, and cross-cultural skills. Prerequisites: FLFR 232 (3) **Fall, Spring, and Summer**

FLFR 234 - Business Communication II

Part II of Business Communication. Readings and discussion of contemporary business practices. Development of business vocabulary, writing, and cross-cultural skills. (3)

FLFR 235 - Conversation and Phonetics I

Oral and written practice of the language. Prerequisites: FLFR 132 (3)

FLFR 236 - Conversation and Phonetics II

Oral and written practice of the language. Prerequisites: FLFR 235 (3)

FLFR 331 - Survey of French Literature

Readings and discussions of works from the Middle Ages to the Renaissance. Readings will be in English and French. Prerequisites: FLFR 232. (3)

FLFR 332 - Survey of French Literature

Readings and discussions of works from the classical to the contemporary periods. Readings will be in English and French. Prerequisites: FLFR 232. (3)

FLFR 333 - French Civilization

A study of the historical eras of France, her cultural development in an era, with emphasis on the arts and philosophy. The French experience in Africa and in the Caribbean. Discussions will be in English. (3)

FLFR 334 - French Literature of the 17th and 18th Centuries

The Golden Age and Enlightenment in French literature. (3)

FLFR 335 - French Literature of the 17th and 18th Centuries

The Golden Age and Enlightenment in French literature. (3)

FLFR 336 - Black Writers in French

A study of major authors from the Caribbean and Africa. (3)

FLFR 338 - French Literature of the 19th Century

A study of representative Romantic authors to 1850 and selected poetry, novels and plays to the 1900s. (3)

FLFR 339 - French Literature of the 19th Century

A study of representative Romantic authors to 1850 and selected poetry, novels and plays to the 1900s. (3)

FLFR 401 - French Literature of the 20th Century

Selected readings from writers of the 20th century. (3)

FLFR 431 - Senior Seminar

Advanced readings and written reports. Selection of a topic for investigation in one of the following fields: literature, linguistics, French history, French institutions, French philosophy, and Black French writers. (3)

FLFR 432 - Senior Seminar

Advanced readings and written reports. Selection of a topic for investigation in one of the following fields: literature, linguistics, French history, French institutions, French philosophy, and Black French writers. (3)

FLSP 131 - Elementary Spanish I

Introduction to the spoken and written language. Knowledge of basic speech patterns supplemented with a broad study of the culture and civilization of Spanish speaking countries. (3)

FLSP 132 - Elementary Spanish II

Continued emphasis on the spoken and written language. Knowledge of basic speech patterns supplemented with a broad study of the culture and civilization of Spanish speaking countries. Prerequisites: FLSP 131 or proficiency test. (3)

FLSP 231 - Intermediate Spanish I

Continuation of the study of the language through reading, writing and conversation with emphasis on grammar. Prerequisites: FLSP 132 (3)

FLSP 232 - Intermediate Spanish II

Part II of Intermediate Spanish. Continuation of the study of the language through reading, writing, and conversation with emphasis on grammar. Prerequisites: FLSP 231 (3)

FLSP 233 - Business Communication I

Readings and discussion of contemporary business practices. Development of business vocabulary, writing, and cross-cultural skills. Prerequisites: FLSP 232 (3)

FLSP 234 - Business Communication II

Part II of Business Communication. Readings and discussion of contemporary business practices. Development of business vocabulary, writing, and cross-cultural skills. Prerequisites: FLSP 233 (3)

FLSP 235 - Spanish Conversation I

Oral and written practice of the language. Prerequisites: FLSP 132 (3)

FLSP 236 - Spanish Conversation II

Oral and written practice of the language. Prerequisites: FLSP 235 (3)

FLSP 331 - Survey of Spanish Literature

Readings and discussions of works from the Medieval and Renaissance Literature to Don Quixote. Readings will be in English and Spanish. Prerequisites: FLSP 232 (3)

FLSP 332 - Survey of Spanish Literature

Readings and discussions of works from the Golden Age and Modern Peninsular Literature. Readings will be in English and Spanish. Prerequisites: FLSP 232 (3)

FLSP 333 - Literature of 12th-14th Centuries

A study of works from the 12th-14th centuries. Prerequisites: FLSP 232 (3)

FLSP 334 - Literature of the 15th and 16th Centuries

A study of the Spanish literature in the 15th and 16th centuries, including poetry, drama, and prose. Prerequisites: FLSP 232 (3)

FLSP 335 - Literature of the 17th and 18th Centuries

A study of the Spanish literature in the 17th and 18th centuries, including poetry, drama, and prose. Prerequisites: FLSP 232 (3)

FLSP 336 - Latin American Literature

A study of major authors from the areas of poetry, drama, and prose. Latin America from Independence to the 20th Century. Prerequisites: FLSP 232 (3)

FLSP 338 - Spanish American Literature

An intense study of Spanish American Literature from Discovery to Independence of Latin American countries. Prerequisites: FLSP 232 (3)

FLSP 401 - Latin American Literature, the Contemporary Period

Selected readings from areas of poetry, drama and prose in the contemporary period of Latin American Literature.

FLSP 431 - Senior Seminar

Advanced readings and written reports. An in-depth study of a specific literary genre, author, or period. (3)

FLSP 432 - Senior Seminar

Advanced readings and written reports. An in-depth study of a specific literary genre, author, or period. (3)

FS 201 - Introduction to Forensic Science

This course provides fundamentals of criminal investigation, scientific aids, case preparation and management, familiarization with specific instrumentation in crime detection and evidence selection for evidential value. Also, this course will offer a general overview, focused understanding, and appreciation of the wide scope of the forensic science disciplines. Prerequisites: BIOL 134 and CHEM 142. (3)

FS 340 - Crime Scene Investigation

From a law enforcement perspective, this course addresses crime scene concerns, including search, collection, recording and preservation of physical evidence, recognition of bloodstain patterns, laws of evidence controlling investigative procedures, sources of information (e.g. interview and interrogation). Training in expert testimony, forensic photography, and trace evidence in a laboratory setting. Experts in these fields will be called in to conduct special lectures. Prerequisite: FS 201. (3)

FS 380 - Forensic Serology

Lecture and laboratory overview of the field of serology with an emphasis on forensic application. Traditional biotechnology and immunological techniques used for the identification and blood grouping of fluids and dried stains will be emphasized by lecture and lab. The student will learn to apply the most appropriate technique to specific serological circumstances. Pre-requisite: BIOL 310. (3)

FS 380L - Forensic Serology Lab

A laboratory course designed to investigate and determine the various types of body fluid. Students will identify and analyze the characteristics of blood, blood testing, bloodstain examination. Students will also identify and determine semen, saliva and other body fluids. Prerequisites: BIOL 310L. (1)

FS 445 - Forensic Evidence and Law

The course will introduce students into the role of forensic evidence in litigation. This course will teach students the skills of listening, speaking and writing effectively for litigation. This course focuses on the civil and criminal cases that went before the United States Supreme Court, and shaped the Federal Rules of Evidence. There will be presentation of scientific expert testimony in court, progression of admissibility standards of evidence and expert testimony, and specific cases that have made particular arenas of forensic science valid through verdicts in federal court. Prerequisite: ENGL 132, CJ 101, and FS 201. (3)

FS 446 - Ethics in Forensic Science

This course will address the issues surrounding and expert witness, as well as discussing specifically what is expected of a forensic scientist expert witness in civil and criminal litigation. Professional issues that could result in personal embarrassment, professional organizational disciplinary action, or even formal legal charges will be discussed in relation to expert-attorney and expert-client relationships. Students will be challenges to consider the application of ethical concepts in forensic science. Prerequisites: CJ 101 and FS 445. (3)

FS 447 - Forensic Science Research/ Internship

This course requires identification, formulation and solution of meaningful scientific problems encountered in forensic science including experimental design and/or theoretical analysis of new and prevailing techniques, theories and hypotheses. Students will present their research. A principal advisor will guide students in shaping their research plan. Students also have the option of

a field internship that allows them to integrate theory with hands on experience through independent laboratory work and study at an affiliated crime laboratory. The internship must be performed in an approved agency under the supervision of a faculty member. The student will spend 1-3 week rotations in the major areas of the crime laboratory, such as instrumental analysis, toxicology/drug analysis, DNA analysis, and trace analysis. Prerequisite: FS 446, FS 445, FS 380. (3)

FS 452 - Forensic Evidence and Law

Forensic Evidence and Law explores the role of forensic science in criminal justice. The course will introduce students to four major principles of physical evidence in criminal, civil, and family law: generation of physical evidence by criminal activity; collection and preservation of physical evidence; analysis of physical evidence by forensic science laboratory; presentation scientific expert testimony in court. Prerequisite: FS 340. (3)

FS 455 - Forensic Microscopy

This course is designed to introduce students to the various more common microscopy instrumentation found in crime laboratories. The course will prepare students to select and utilize appropriate equipment and techniques to make basic observations of the physical and optical properties of common evidential materials. Prerequisite: FS 446, BIOL 310 and BIOL 332 . (3)

FS 457 - Forensics DNA Profiling

This course provides theory on the science of DNA. Nuclear and mitochondrial DNA analysis of blood, semen, saliva, and other biological organisms and detection methods. Prerequisites: FS 380 and BIOL 442. (3)

FS 457L - Forensic DNA Profiling Laboratory

This course provides the laboratory applications of DNA isolation of (nuclear and mitochondrial DNA analysis of blood, semen, saliva, and other biological organisms). Techniques covered will include Polymerase Chain Reaction, isolation of genomic DNA, RFLP analysis, DNA electrophoresis. Prerequisites: FS 380L and BIOL 442L. (1)

FYE 101 - Falcon Flight: College to Career I

The first semester covers an introduction to the history of Saint Augustine's University's policies and resources, test preparation, study skills, academic and career planning, and time management; the course also covers University values and expectations. (2)

FYE 102 - Falcon Flight: College to Career II

The second semester reinforces the foundation established in the first semester; course content focuses on three areas of career preparation identified by employers and entrepreneurs as critical for career success: communication, leadership, and technology. FYE 101 (2)

GEO 331 - Principles of Geography

An introduction to the earth as an interrelationship of physical systems. Emphasis will be given to the vocabulary of geography, special perceptions, and map analysis and interpretation. (3)

GEO 332 - Regional Geography:

A study of the major geographical realms and regions of the world in accordance with various criteria, including physiography, culture, economics, politics and religion. (3)

HIST 133 - World Civilization I

A general survey of the emergence of civilizations on all continents and the contributions of diverse peoples to the development of various cultures. (3)

HIST 134 - World Civilization II

A general survey of the growth and changes in various civilizations on all continents and the role and causes that increasing contact between traditionally isolated peoples played in the development of the modern world. (3)

HIST 222 - Introduction to Africana Studies

Examines the principle features of people in the African Diaspora through examination of geopolitical context; historical themes; and, selected social, political, economic, religious, and aesthetic characteristics of both traditional and modern Africa as well as the Diaspora. It is also a multicultural focus on contemporary societies that include black people and the methodology, key issues and themes in Africana Studies. (3)

HIST 223 - African Diaspora in the Americas

Explores the political, economic and social experiences of people of African descent in North America, Central America, South America, and Latin America. It is an interdisciplinary survey of African descendant communities and the development and expression of African/Black identities in the context of competing definitions of "Diaspora". (3)

HIST 224 - African American History I

A survey of the African American experience in and contributions to American history from the advent of the Trans-Atlantic slave trade through the Civil War. (3)

HIST 225 - African American History II

A survey of the African American experience in and contributions to the United States since the end of the Civil War. (3)

HIST 231 - American History I

A survey of the contributions of Native American, European, and African people to the emergence of an American nation and culture from prehistory through Reconstruction era. (3)

HIST 232 - American History II

A survey of the developments that have had the greatest influence on the American experience since the end of the Reconstruction era. (3)

HIST 233 - A Survey of European History From 1500 to 1879

A study of the historical forces that shaped the development of European history between the Renaissance Movement and the French Revolution. (3)

HIST 234 - A Survey of European History From 1879 to the Present

A study of the historical forces that shaped the development of modern Europe and Europe's impact on the world. (3)

HIST 235 - A Survey of African Culture and Civilization I

A general history of the accomplishments of African peoples from the origins of man until 1500 C.E. (3)

HIST 237 - Invasion, Conquest and Expansion: Growth of the US

Examines the years from the initial European contact in the late 15th century, the subsequent invasion of the mainland of North America, and all territorial acquisitions since. Analyzes the conflict between the ideals of the republic and America as an empire and the imperial plans that fell through. (3)

HIST 238 - History of Ethnicity and Race in the US

Examines the United States as a nation of nations and the tension between the process of Americanization on one hand and retention of ethnic and racial identity on the other. Emphasis is on the various periods of immigration, both coerced and voluntary, as well as the conflict between nativist exclusionary policies and open door inclusive policies. (3)

HIST 239 - Conflict and Consensus: History of Political Parties in America

Examines the development of political parties in American history. It explores the origins of political parties despite the Founding Fathers' deep distrust of them, the emergence and persistence of a two-party system, and the rise and fall of third parties. (3)

HIST 240 - Jefferson and Hamilton: Two Directions for America

Examines the differences between Thomas Jefferson's vision of America as a nation of rural "sturdy yeomen" working the land under a republican form of government versus the vision of Alexander Hamilton, which emphasized commerce, industry, and implicit economic imperialism. (3)

HIST 241 - Women in American History

Examines women's roles and contributions from the colonial period to the present. Themes include the family and sexuality, reform movements, the impact of industrialization, and difference of race, class, and region. (3)

HIST 242 - African American Women's History

Examines the history of black women in the United States from the 17th century to the present. It addresses such themes as work, family, community, sexuality, politics, religion and culture. (3)

HIST 243 - Women in the South

Explores the distinctive themes in southern women's lives. (3)

HIST 244 - History of Women and Politics

Examines the history of gender bias in politics of violence against women, including sexual assault, domestic violence, and stalking. It includes executive, legislative, and legal responses to violence against women, as well as current programs and methods to fight sexual assault and domestic violence. (3)

HIST 245 - Women, Race, and Class

A class and gender analysis of the experiences of women in the Americas between the 15th and 20th centuries. (3)

HIST 246 - the Age of Jim Crow

An intensive analysis of American segregation from the late 19th century to the 1970s. (3)

HIST 247 - Blacks in Europe

Examines the role of people of African descent in Europe. A major focus of this course is the political, economic, religious, educational and cultural experiences of Africans in Europe from the 17th century to the present. (3)

HIST 248 - Women in Antebellum America

Examines women's experiences between 1820 to 1860. Women from the different regions of the country are the focus of this course. Their roles and contributions to society are compared. (3)

HIST 249 - Introduction to Pan Africanism

Examines the development of African awareness within the advancement of racial uplift. Key figures and radical movements that promoted African awareness through social justice will be identified and studied. This course will also look at contemporary scholars who look at the symbolic link between Africa and African Americans through academic research. (3)

HIST 250 - Reform and Reaction: Progress in the United States

Examines specific reform movements in America, focusing exclusively on the temperance movement, eugenics movement, and the anti-war movement. (3)

HIST 251 - Hang 'Em High or Rehabilitate: Crime and Punishment in America

Examines the various white- and blue-collar crimes in America and how punishment was politicized. It is also a class and race analysis of crime and punishment in America. (3)

HIST 260 - Language in the Caribbean

A survey of the major periods, texts, and issues in the language of the Caribbean. (3)

HIST 262 - Introduction to Swahili

Examines the essential elements of Swahili structure and vocabulary and aspects of African cultures. Aural comprehension, reading, speaking, and writing are stresses. (3)

HIST 270 - African Economic Development

Examines the economic theories, planning, production, and resource allocation strategies, capital formation, foreign aid, and multinational corporations in Africa. (3)

HIST 300 - Prudes and Pornographers: Piety and Sin in America

Focuses on Christian conservative thinking and how it shaped America's sense of self from Puritan America to the present. (3)

HIST 320 - Militarism and Pacifism: Different Views On War in America

Examines the conflict between the ideal of peace and the reality of war in American history. Examines selected wars the U.S. has fought, the reasons behind political pressure to go to war or refrain from it. It also addresses peace movements, war resisters, and the effects of these groups. (3)

HIST 328 - Contemporary Topics in African American History

Intensive analysis of selected topics related to the African-American experience. (3)

HIST 330 - African American Freedom Movements in the United States

Examines the struggle by African Americans for social justice from the antebellum period to the present as well as the systemic responses. (3)

HIST 332 - African American Culture

Examines the aesthetic dimensions of African-American culture through the examination of aspects of literature, music, drama, art, and dance. Explores black culture as manifested in social, political, economic, and religious institutions through directed fieldwork, lectures and research. (3)

HIST 333 - North Carolina History

A study of the key events and developments that have shaped the history of the state. (3)

HIST 345 - Faith and Evidence: Reform and Science in America

Examines the age-old question: What is the origin of humankind-evolution or Adam and Eve? Explores various debates about the evolution of man and allows students to contribute to the discourse by providing their own theories based on their research findings. (3)

HIST 352 - Women in World History

Examines the roles of women in societies all over the world from prehistoric times to the present. It also compares and contrasts differences in women's experiences. (3)

HIST 355 - History of African Women

Examines the experiences of women in different African countries, highlighting differences and similarities. (3)

HIST 356 - Feminist Theory

Examines the methodological basis for theoretical approaches to Women Studies and focuses on critical issues in the study of women's experiences. (3)

HIST 362 - Women in Music, Film, Politics and Business

Examines the experiences of American women in music, film, politics, and business, focusing on how the experiences have changed over time. Explores also the role race, class and gender play in the opportunities for women in these traditionally male fields. (3)

HIST 401 - Fringe Groups: Minorities, Social Movements and Third Parties in America

Examines the role of social movements and third political parties in the United States. It includes the causes and effects of movements such as abolition, suffrage, temperance, civil rights, and others. (3)

HIST 405 - Farm and City Life in America

This course takes a comparative look at the social, economic, racial and labor components of American life in urban metropolises and rural communities. The historical impact of education, war and tensions will be examined to fully understand the demographic diversity of life in America. (3)

HIST 410 - Introduction to Public History

A survey of non-academic careers available to history majors including historic preservation, archival management, museum, historical archaeology, historical publications, and historic site programs. (3)

HIST 412 - Visible or Invisible: the History of the American Economy

Traces the historical development of America's economy from the colonial period to the present. Various economic institutions are compared and an assessment of the free market economy-its advantages and disadvantages-is made. (3)

HIST 420 - Research Methodology in Women's History

Explores the philosophies, methods and theories entailed in doing scholarly work in women's and gender studies. The final project is a research paper. (3)

HIST 430 - Women of the Black Diaspora

Examines the history of black women in diverse societies. Themes include work, family, community, sexuality, politics, religion and culture. (3)

HIST 432 - Comparative History of Women

Explores the differences and similarities between women in America, Great Britain, and France in politics, sexuality, community, activism, economics, and religion during the 20th century. (3)

HIST 433 - Women in the Civil Rights Movement

Analyzes the role of African-American women in the civil rights movement. Identifies key leaders and assesses their leadership skills and styles. (3)

HIST 434 - Black Church in America

Traces the historical development of the black church in America from the antebellum period to the present. Additionally, explores the role of the black church in the struggle for human equality. Topics include radical, moderate and accommodationist leadership styles; historical development of the black church in the South; and, the emergence of the black church as a foundation for the modern civil rights movement. (3)

HIST 435 - Introduction to Contemporary Africa

Examines Africa from 1960 to the present. Focuses on the political, economic, social changes and Africa's integration into the community of nations. (3)

HIST 440 - Methods of Historical Research

An introduction to the theory and methods of historical inquiry including exploring and evaluating library, archival, and electronic source materials. Prerequisites: Juniors and Seniors Only (3)

HIST 442 - Families in the African Diaspora

Examines the values and composition of families of people in societies that are a part of the African Diaspora. A critical and comprehensive examination is made of the life of families in the African Diaspora, including the historical evolution of such families and their relationship with the political-economic structures of African Diaspora societies. (3)

HIST 442B - Pre-Law Internship/History

Provides the student with a real-life opportunity for a cooperative educational experienced by working with a private attorney, prosecutor, public defender, county administrator, county judge, or another selected public or private law agency. The Internship is a one semester long. The field placement requires a minimum of six (6) hours per week. An individualized plan will be developed as a team by the student faculty, advisor, and the supervisor of the participating organizations. The criteria for evaluation will be determined by the supervisor/faculty advisor (3)

HIST 443 - Black Images in the Media

Analyses the role of African Americans in motion pictures and videos as well as sitcoms, television, comedies, and the news. Examines the African-American images projected through electronic and print media, historically and currently. Additionally, the course explores the development of stereotypical portrayals, and investigates the efforts of African-American actors and actresses to overcome these portrayals. (3)

HIST 448 - History Internship

The History Internship is a one semester long internship. The student, advisor and the supervisor of the participating organizations will develop an individualized plan as a team. These experiences will be based on needs and professional goals of the student. The supervisor and faculty advisor will determine the criteria for evaluation. (3)

HIST 450 - Senior Research Project in History

Detailed investigation of a specific topic in History. Prerequisites: HIST 440. (3)

HON 100 - Honors First-Year Seminar

The first-year seminar will introduce all first-year students to the idea of the liberal arts and is structured to demonstrate connections between the disciplines. These courses are designed to teach college-level thinking, writing, and discussion. The course will include an Honors Speakers Series that introduces first-year students to interesting topics and cultural experiences. Topics will vary. (1-4)

HON 200 - Level Series Honors Seminar

Honors interdisciplinary seminars are explorations of specific topics designed to demonstrate the interconnectedness of academic disciplines and promote interdisciplinary analysis and problem-solving. These courses are designed to introduce or reinforce college-level thinking, writing, and discussion. Topics will vary. (1-4)

HON 297 - Honors Research Seminar I

This course is designed to provide students the opportunity to focus on critical issues in their major field of study. It focuses on conducting a review of the literature central to the students' selected research interest and on exploring various research methodologies. Students are expected to determine a topic and a thesis and present a research proposal by the end of the semester. A research or thesis course in the department may be substituted for this course. (1-4)

HON 298 - Honors Seminar: Research Technology

Using the research proposal developed in HON 297, this course focuses on the research process and on the uses of various technologies for its completion. The course will focus on methods for data collection and data analysis. Students are expected to develop conclusions based on their observations of data and to generate implications for further research. (1-4)

HON 300 - Honors Junior Prep Seminar: Graduate Exams Prep

This course is designed to provide preparation for graduate school entrance examination and professional licensure. Prep courses are available for Praxis II, GMAT, GRE, LSAT, and MCAT based on student need. Course components are inclusive of a thorough subject review, problem solving, timed quizzes, practice tests, skill review exercises and actual test simulation. Each course includes 36 contact hours of instruction based on a six-step comprehensive approach: 1) Diagnostic Testing and Assessment, 2) Basic Skills Review, 3) In-Class Problem Solving, Concepts and Strategies, 4) Practice Test Reinforcement, 5) Final Exam, Assessment Report and Review, and 6) Personal Study Plan. These courses are a tremendous value and include all student materials. Prerequisites: HON 200 level seminar. (1-4)

HON 300 - Level Series Honors Seminar

Honors interdisciplinary seminars are explorations of specific topics designed to demonstrate the interconnectedness of academic disciplines and promote interdisciplinary analysis and problem-solving. These courses are designed to reinforce college-level thinking, writing, and discussion. Topics will vary. (1-4)

HON 399 - Honors Research Seminar II

The course is a continuation of HON 398 and requires students to meet weekly with the instructor and thesis advisor. A draft of the thesis must be completed by mid-semester. All these must be completed and defended prior to graduation. A research or thesis course in the department may be substituted for this course. (1-4)

HON 400 - Honors Research Project

This senior level course is reserved for students in the Honors Program who plan to graduate with the Honors Program designation. Students will work with a major professor and with the Honors Program Director to design a research project. (A

research or thesis course in the department may be substituted for this course). A significant research paper is expected for class and/or conference presentation. (3-4)

HON 499 - Honors Thesis and Defense

Honors Thesis course will be offered on an independent study basis and is suggested for students in their junior or senior year. The Honors Thesis culminates in a comprehensive written report describing the research project and an oral defense of the thesis is also required. If the student is required to write a thesis as part of the standard program of study in the major, that departmental thesis may be expanded to an Honors Thesis standards. A creative endeavor with written explanation of the creative process and conclusion may also be accepted as an Honors Thesis. Prerequisites: Permission of the Honors College and Major Department. (3-4)

HSEP 101 - Foundations in Homeland Security and Emergency Preparedness

This course examines the most sophisticated theories by terrorist analyst, while focusing on the international threats of terrorism and the basic security issues that surround terrorism today. This course will also examine the interaction between the law enforcement and intelligence communities, civil liberties, and theories of war and police work. Prerequisite CJ 101, or POLS 100 or PSYCH 132 with Lab. (3)

HSEP 102 - Political Terrorism

This course is an introduction to the basic tasks of emergency preparedness and disaster mitigation, including planning, response, and recovery. Special emphasis will be placed on command arrangements, coordination, and budgetary issues among emergency responders (law enforcement, firefighters, and health care system officials), and within and between federal, state, and local governments. Prerequisites HSEP 101 (3)

HSEP 202 - Emergency Planning and Incident Management

This course is an introduction to the basic tasks of emergency preparedness and disaster mitigation, including planning, response, and recovery. Special emphasis will be placed on command arrangements, coordination, and budgetary issues among emergency responders (law enforcement, firefighters, and health care system officials), and within and between federal, state, and local governments. Prerequisites: HSEP 101 (3)

HSEP 300 - Risk and Vulnerability

An introduction to analytical techniques and methodologies for threat vulnerability assessments of various types of public and private infrastructure. An all hazard approach is employed, considering natural disasters, system failures, terrorist attacks (conventional or weapons of mass destruction). Special attention will be focused on critical infrastructure protection as well as cyber-terrorism. Prerequisite: HSEP 101 (3)

HSEP 302 - Strategic Planning for Homeland Security and Emergency Preparedness

This course is designed to give the student an overview of homeland security law and policy. We will explore emergency response, emergency management and terrorism after 9/11. Topics include: the law for first time responders, incident management, weapons of mass destruction, volunteers, Governors' powers, FEMA, Department of Homeland Security, civil rights, and international anti-terrorism efforts. Prerequisite: HSEP 101 (3)

HSEP 304 - Legal and Constitutional Issues in Homeland Security

Computer Crime Law is dynamic and rapidly evolving, different from traditional criminal law and yet similar. How are the substantive crimes, the means of investigation, and the jurisdiction of computer crimes different from most traditional crimes and what are the similarities? Prerequisite HSEP 101 (3)

IHS 100 - Environmental Health

A survey of the effects of human activities on the environment and the resulting environmental impact on human health. Air pollution, water resources and pollution, solid, hazardous and radioactive waste, vector control and food safety are among topics covered in this course. (3)

IHS 100L - Environmental Health Laboratory

Laboratory sessions will include presentations by guest lecturers with expertise in specific course matter, multi-media presentations supportive of lecture topics, locating, searching, retrieving, and analyzing environmental health data, and readings in environmental health. Fee required. (3 hours per week) (1)

INTBU 330 - Introduction to African Society, Commerce and Resources

This course is designed to give students a historical and contemporary overview of the political, economic and sociocultural structures found across sub-Saharan Africa, particularly with regard to the Bantu peoples, the most predominant sociolinguistic and ethnic category of people on the African Continent. The common philosophical themes of the Bantu peoples and "survival skills" in Kiswahili, the major language of Africa and the Bantu. A discussion of major cities, production areas, industries and natural resources across sub-Saharan Africa will be presented and incorporated as part of the comparison and contrast of Bantu societies by geographical region. (3)

INTBU 360 - International Trade

A study of the principles of international trade patterns, theories of absolute and comparative advantage, classical and modern trade theory, tariffs, quotas, non-tariff barriers, and preferential trading arrangements. Prerequisites: ECON 235 and ECON 236. (3)

INTBU 451 - International Business

This primary objective of this course is to provide an understanding of an international perspective on the part of business managers. Provides an integrative framework for the study of the economic and competitive environment in which international business firms operate, and discusses the impact of these environments upon managerial tasks and decisions. Prerequisites: ECON 235 and ECON 236. (3)

INTBU 480 - Global Research

In this course, students will use the Internet as a primary tool to assist them in researching countries, inclusive of the United States, from variety of criteria and perspective (e.g. demography, economics, contemporary issues, natural resources, etc.). Application software, primarily Microsoft Word, Excel and PowerPoint, will be utilized in the documentation and presentation phases of the research efforts. Prerequisites: CIS 240 and GEO 332. (3)

INTBU 486 - International Business Law

The study of legal principles governing international trade, focusing on broad contemporary unifying activities found in international conventions such as the European Economic Community Act, the International Banking Act, and the Carriage of Goods by Sea Act. Prerequisites: INTBU 360. (3)

INTBU 487 - International Marketing

The study of principles affecting international marketing designed to acquaint students with the growing importance of world marketing in the United States and the strategic issues involved. Prerequisites: BUS 251. (3)

INTBU 488 - International Comparative Management

The study of corporate management styles of the United States and its major trading partners, and the effects of overseas investments of foreign economies with emphasis on the emerging managerial structures. Prerequisites: INTBU 360. (3)

INTBU 489 - International Economic Policy

The study of current economic developments in foreign and United States economic policy. Topics include: international economic aid, trade, the United States' role in the international economy; exchange rate instability; balance of payments problems; and the role of institutions such as World Bank, International Monetary Fund, and GATT. Prerequisites: INTBU 360. (3)

INTBU 490 - Special Topics in International Studies

This capstone course provides an opportunity to demonstrate the knowledge and abilities acquired through prior study. Students do projects and seminar on topics selected on the basis of new and emerging business procedures, technology, and standards of practice in International Business. Evaluation process includes the writing and preparation of business research projects. Prerequisites: BUS 132 and ENGL 290. (3)

LEAD 101 - Foundations of Leadership

In this course students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership. This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multi-disciplinary and systems-oriented approaches as well as classic theory, moving to the examination of evolving contemporary beliefs. The emphasis is on application of concepts in actual leadership settings and situations. Topics include development of leadership theories, personal assessment and development, values and ethics, motivation, power, followership, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and the change process. Through a process of readings, self-discovery, group observations, and case studies, the student will identify, observe, analyze, and apply new leadership behaviors. This course is based on the premise that each student will face a variety of leadership challenges in life. How these challenges are met, whether as a formal leader or a member of a team, can have a significant impact on an organization and on one's career. Learning more about leadership will help every student meet their leadership challenges. (3) **T1 SL**

LEAD 201 - Leadership and Organizational Behavior

A substantial portion of the variation in organizational (and subordinate) outcomes can be attributed to leadership. This course is designed to provide students with a comprehensive understanding of leadership as a phenomenon and its impact on the organizational behavior of individuals. Major theories of leadership will be examined and leadership will be integrated to various internal and external organizational factors. Students will learn to think critically about the leadership phenomenon and about the boundary conditions of leadership theories. Theories of leadership (e.g., trait, behavioral, contingency, and neo-charismatic transformational approaches). Various topics will be linked to leadership including: gender, power, ethics, job design and motivation, personality, national culture, and leader development. Prerequisite: LEAD 101. (3)

LEAD 301 - Leadership Roles in the Community and in Your Profession

The Principles of Leadership course will prepare students for leadership roles in the community and in their professions. The course will provide students with the knowledge, skills, and foundation in Leadership necessary to be effective in a variety of settings. Students will develop an understanding of the components that make leadership successful. Students will gain both the theoretical and practical skills necessary for success in both their personal and professional lives. It is intended for students who are interested in gaining a foundation in leadership studies and extended coursework in applied aspects of Leadership. What does that mean? First, what this course is not. Principles of Leadership is not a survey of the latest popular books on leadership from the airport bookshop. This course is a scholarly exploration of the complex concept of leadership. We will consider leadership theories and approaches, delve into research on leadership, examine leadership themes in historical and modern texts, and consider how all of this applies to real world situations - including your own life! Prerequisite: LEAD 101. (3)

LIS 150 - Critical Writing Seminar: Concepts in Popular Culture

Intensive writing seminar focused on critical interpretation of cultural texts. Emphasis will be placed on the development of reading, writing, and thinking skills that reflect students' ability to evaluate information and reason accordingly. Students will study a variety of cultural texts in an effort to broaden their frame of reference for academic inquiry and thereby facilitate their ability to transfer the reading, writing and thinking skills that they acquire. Cultural texts can range from reading assignments with a cultural focus to cultural artifacts, such as magazines, television programs, films, music, and art. Writing assignments will require students to decode these cultural texts while demonstrating proficiency with academic writing skills. These skills include knowledge of The Writing Process, conventions and documentation styles of various academic disciplines, and rhetorical modes. (3)

LIS 200 - Autobiography-Self in the World

Focus on the concept of the self. The topic is approached through autobiographical writing as well as reading autobiographical texts of historical importance and of contemporary value. Texts will vary. Prerequisites: ENGL 131 or permission of instructor. (3)

LIS 221 - Interdisciplinary Perspectives in the Humanities

A multidisciplinary study of the humanities in conjunction with other disciplines. The goal of this course is to apply the perspectives of two or more disciplines to problems of current concern in relation to the past. Topics will vary. General Education requirement. This course cannot be repeated for additional credit. Prerequisites ENGL 131 and ENGL 132. (3)

LIS 300 - Local Identities in the Global Village

A seminar that explores the relation between cultural practices in everyday life within economic, political, geographical and historical contexts. It pursues to foster more open analytic, critical and political conversations by encouraging students to dialogue on controversial topics. It also aims to provide the necessary theoretical background to understand the processes by which the existing disciplines, institutions and structures of power are reproduced, resisted and transformed. Topics and texts will vary by academic year. Prerequisites: ENGL 131 or permission of instructor. (3)

LIS 301 - World: the Self and Community in Global Perspective

A seminar emphasizing interdisciplinary topics in world cultures and incorporating active student participation in an issue of global significance. Students are encouraged to reflect upon ways their own autobiography and membership in a cultural community impact their perspective on world cultures. Topics and texts will vary by academic year. Prerequisites: ENGL 131, LIS 221 or permission of instructor. (3)

LIS 400 - Service Learning Internship

The service learning internship allows the student to participate in an off-site internship for no less than forty-five hours that focuses on community service and development. This service project will be selected with careful regard to the student's core focus of study. The student will apply their focus of study to a real world problem. Students will be evaluated both in terms of participation and academic grounds.

LIS 450 - Interdisciplinary Topics in Contemporary Contexts

This course uses contemporary issues to draw connections between disciplines. It incorporates problem-solving discussion of a current issue and illustrates how study of a particular discipline cultivates point of view. Students will craft a capstone project that utilizes more than one method of inquiry and that conveys an understanding of the multidisciplinary nature of knowledge. Topics and texts will vary by academic year. Prerequisites: ENGL 131, LIS 221, LIS 300 or permission of instructor. (3)

MATH 130 - Introduction to College Algebra

Operations involving fractions, decimals, percent, and signed numbers, equations and inequalities, exponents and radicals, operations with polynomials, factoring, rational expressions, applications. This course is a prerequisite for incoming students needing additional instruction before taking MATH 131. Students must pass this course with a grade of a "C" or better before advancing to MATH 131. (Not applicable to general education, transformative education program, or major requirements) (3)

MATH 130SP - Introduction to College Algebra-Self Paced

This course covers the fundamental principles of operations involving fractions, decimals, percent, and signed numbers, equations and inequalities, exponents and radicals, operations with polynomials, factoring, rational expressions, and applications. This is a self-paced course. Students will work at home and in the computer lab, using online video lectures, PowerPoint presentations, per-tests, end of chapter quizzes, and one on one time with the professor and tutors. (Not applicable to general education, transformative education program, or major requirements) (3)

MATH 131 - College Algebra

Sets, functions, graphs, equations, inequalities, exponents, logarithms, progressions, binomial theorem, permutations and combinations, systems of linear equations, matrices and determinants, and mathematical induction. (3) **T1 QL**

MATH 131CL - College Algebra/Lab

This is an hybrid course that covers the fundamental principles of sets, functions, graphs, equations, inequalities, exponents, logarithms, progressions, binomial theorem, permutations and combinations, systems of linear equations, matrices and determinants, mathematical induction, and consumer mathematics. In addition, students are expected to complete two to four modules or segments using an interactive learning environment called My Math Lab. (3) **T1 QL**

MATH 132 - Finite Mathematics

Recommended for Business and Social Science majors. Probability, elementary statistics, linear programming and use of a graphing calculator. Prerequisites: MATH 131. (3)

MATH 135 - Algebra and Trigonometry

An in-depth study of the topics covered in MATH 131 and MATH 133 . Note that: MATH 131 and MATH 133 , with a grade of C or better in each, are equivalent to MATH 135. Students must pass this course with a grade of a "C" or better. A graphing calculator is required. (4)

MATH 174 - Discrete Mathematics

Binary number system, logic, truth tables, Boolean algebra, logic gates, vectors, matrices, linear equations, probability and statistics, order relations, graphs, graph theory, unstructured data types, and directed gates. Prerequisites: MATH 131. (3)

MATH 201 - Introductory Statistics

Descriptive statistics, probability, discrete and continuous random variables, statistical quality control, regression and correlation. The course gives students a working knowledge of statistics. Prerequisites: MATH 131. (3)

MATH 224 - Business Calculus

A brief treatment of basic concepts of differential and integral calculus with applications to business, economic, social and behavioral; polynomial, rational, exponential and logarithmic functions. Prerequisites: MATH 135. (4)

MATH 230 - Introduction to Logic

Premises and conclusions, deduction and induction, fallacies, propositions and inferences, symbolic logic, paradoxes and methods of deduction. Prerequisites: MATH 131 (3)

MATH 231 - Calculus I

Limits, continuity, derivatives and integrals of algebraic and trigonometric functions, and the Fundamental Theorem of Calculus. Prerequisites: MATH 135 (4)

MATH 232 - Calculus II

Area, volume, and other applications of integration, derivatives and integrals of transcendental functions, techniques of integration. Prerequisites: MATH 231. (4)

MATH 233 - Modern Mathematics

Introduction to elementary logic, fundamentals of set theory, problem solving techniques, calculators and computers, introduction to algebra, and introduction to statistics. Prerequisites: MATH 131. (3)

MATH 290 - Linear Algebra

Linear equations, matrices, vectors, linear transformations, determinants, operations with matrices, eigenvalues and applications. Prerequisites: MATH 131 or MATH 135. (3)

MATH 330 - Modern Math

This course introduces students to research based methods for learning, teaching, and assessing mathematics, the fundamentals of number theory, calculators, and computers, basic concepts and structures in Geometry, Algebra, Probability and Statistics. This course will focus upon understanding mathematical concepts and developing appropriate lessons and strategies for teaching those concepts to children. Prerequisites: MATH 131. (3)

MATH 331 - Calculus III

Infinite series, Taylor and McLaurin series, Taylor's series, polar coordinates, partial differentiation, multiple integration and applications. Prerequisites: MATH 232. (4)

MATH 332 - Introduction to Real Analysis

A study of rigorous development of the real number system, sequences and series, sets, limits, continuity and differentiability of functions and the Riemann integral. Prerequisites: MATH 331. (3)

MATH 334 - Modern Algebra

Sets, relations and functions, number systems, groups, rings, fields, polynomials over a field, and linear algebra. Prerequisites: MATH 290. (3)

MATH 335 - Modern Geometry

Review of basic Euclidean and Analytic Geometry. Geometric transformations, fractal geometry, introduction to non-Euclidean geometries, and topological transformations. Prerequisites: MATH 331. (3)

MATH 338 - Differential Equations

Methods of solutions of ordinary differential equations, applications, solution by series. Prerequisites: MATH 331. (3)

MATH 339 - Introduction to Applied Mathematics

This course will cover Fourier analysis, Partial differential equations, complex variables, Taylor and Laurent series and Residue theory. Prerequisites: MATH 338. (3)

MATH 340 - Theory of Numbers

Study of the elementary properties of integers, prime and composite numbers. Topics also include Euclidean Algorithm, congruence's, Diophantine equations, Chinese Remainder Theorem, Fermat's and Wilson's Theorems. Prerequisites: MATH 231. (3)

MATH 412 - Numerical Analysis

This course will cover computational procedures using the computer, linear systems, and root approximation of algebraic and transcendental equations, approximating functions by interpolating polynomials, and numerical differentiation and integration. Prerequisites: CSC 305 and MATH 331. (3)

MATH 425 - Mathematics Seminars

Recommended for mathematics majors during the second semester of their senior year. Discussion of topics on the modern developments in mathematics not normally covered in the undergraduate program. Problem solving techniques, test-taking skills and critical thinking will be emphasized. Prerequisites: Consent of Instructor. (1)

MATH 433 - Probability and Statistics

Focusing on the logical development of the framework of mathematical statistics, this course deals with exploratory data analysis techniques, probability, discrete and continuous probability distributions, sampling, estimation, hypothesis testing, confidence methods, and regression analysis. Prerequisites: MATH 232. (3)

MATH 435 - Statistical Inference

This course introduces some of the basic concepts and techniques of statistical inference that are applied to various fields; point and interval estimation of popular parameters; hypothesis testing, including the use of T, X, and F tables. Simple linear regression and correlation. Prerequisites: MATH 433. (3)

MATH 450 - Special Topics in Industrial Mathematics

Solutions to real-world problems from industry. Mathematical modeling and interpretation of results. Various models from a wide range of applications will be studied. Models may include the use of statistics and differential equations. Major topics and issues in industrial mathematics to be chosen by the instructor. Prerequisites: MATH 201, MATH 290 and MATH 338 . (3)

MATH 495 - Senior Math Research I

Supervised introductory research principles with departmental consent. Reports required. Fee required. (3) **T1 GP**

MATH 496 - Senior Math Research II

Supervised research project with departmental consent. Research paper required. Prerequisites: MATH 495. Fee required. (3)

MS 101 - Leadership and Personal Development

MSL 101 introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officer ship, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Open to all Students. Fee required (1)

MS 101L - Leadership Laboratory

Open only to (and required of) students in the associated Military Science course. Series, with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life. (0)

MS 102 - Introduction to Tactical Leadership

MSL 102 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role models and the building of stronger relationships among the cadets through common experience and practical interaction are critical aspects of the MSL 102 experience. Open to all Students. Fee required (1)

MS 102L - Leadership Laboratory

Open only to (and required of) students in the associated Military Science course. Series, with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life. (0)

MS 118 - ROTC Swimming

All cadets will be given swimming instructions from a certified instructor. At the completion of the course cadets will be able to swim for 10 minutes continuous using any combination of four strokes (breast, side, crawl, back) and after ten minutes of rest 5 minutes of treading water. There is no associated distance with this requirement. Cadet will also be taught Combat Water Survival Test (CWST) which will be administered at LDAC. The CWST consists of a 15 meter Swim with a M-16, wearing ACUs, tennis shoes, and LBE, a 3 meter drop - walk off a 3 meter diving board blindfolded with weapon and LBE, enter the water and remove blindfold, swim to side of pool without losing weapon and Equipment removal - Enter water and discard weapon and LBE. Swim to side of pool. This is a commissioning requirement and either a swim test (credit) or the class is mandatory. (2)

MS 201 - Innovative Team Leadership

MS 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment (COE). Open to all Students. Fee required (2)

MS 201L - Leadership Laboratory

Open only to (and required of) students in the associated Military Science course. Series, with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life. (0)

MS 202 - Foundations of Tactical Leadership

MS 202 examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MS 202 provides a smooth transition into MS 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Open to all Students. Fee required (2)

MS 202L - Leadership Laboratory

Open only to (and required of) students in the associated Military Science course. Series, with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life. (0)

MS 210 - Leadership Training Course

A six-week summer camp conducted at an Army post. The student receives pay. (Travel, lodging and most meals are covered by the Army.) The environment is rigorous, and is similar to Army Basic Training. No military obligation incurred. Open only to students who have not taken all four of MS 101, MS 102, MS 201 and MS 202, and who pass a physical examination (paid for by

ROTC). Completion of MS 210 qualifies a student for entry into the Advanced Course. Candidates can apply for a space any time during the school year prior to the summer. Space is limited. (6)

MS 301 - Adaptive Tactical Leadership

MS 301 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC). (3)

MS 301L - Advanced Course Leadership Laboratories

Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. (0)

MS 302 - Leadership in Changing Environments

MS 302 uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). MSL 302 cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development Assessment Course (LDAC). (3)

MS 302L - Advanced Course Leadership Laboratories

Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. (0)

MS 310 - National Advanced Leadership Camp

A five-week camp conducted at an Army post. Only open to (and required of) students who have completed MS 301 and MS 302. The student receives pay. Travel, lodging and the U.S. Army defrays most meal costs. The Advanced Camp environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on a Pass/Fail basis only, the leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type commission and job opportunities given to the student upon graduation from ROTC and the University. Prerequisites: MS 301 and MS 302. Cadets will put into practice the leadership, tactical and soldier skills learned in the classroom and lab. (6)

MS 401 - Developing Adaptive Leaders

MS 401 develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. MSL IV cadets analyze, evaluate, and instruct cadets at lower levels. Both their classroom and battalion leadership experiences are designed to

prepare MSL 401 cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates. (3) **T1 SL**

MS 401L - Advanced Course Leadership Laboratories

Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. (0)

MS 402 - Officership

MS 402 explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. (3)

MS 402L - Advanced Course Leadership Laboratories

Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. (0)

MS 432 - Survey of Military History

A performance-based information program designed to examine the lessons of history and apply the lessons to the treatment of contemporary military problems. This objective is accomplished by presenting students an historic survey of warfare and the relationship between the soldier and the state. Required for Commissioning. (3)

MUS 101 - Marching Band

All music majors are encouraged to gain experience in instrumental music through membership in concert band. This course is open to any student meeting the eligibility requirements of the director. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 102J - Jazz Ensemble

Designed to provide experiences in small combinations of orchestral and band instruments. This course will provide instrumentalists with special opportunities to grow through small ensemble performances. This course may be repeated at each level one additional time for credit. Prerequisites: Permission of Instructor. Prerequisite: audition Fee required. (1)

MUS 103 - Concert Band

All music majors are encouraged to gain experience in instrumental music through membership in concert band. This course is open to any student meeting the eligibility requirement of the director. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 104 - College Choir

College Choir is an SATB choral group that performs a diverse repertoire of choral literature and is open to all students. Instruction emphasizes development of vocal technique, musicianship, and performance etiquette. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 105 - Chamber Singers

A course designed for a select group of vocalists. The repertoire would include, but not limited to madrigals, show and jazz selections, operatic renditions and other music for small vocal ensembles. Prerequisite: Audition by Choir Director. (1)

MUS 108 - Class Piano I

An introductory group piano course for non-keyboard music majors that provides instruction in basic keyboard skills, reading music, scales, intervals, harmonization, transposition, sight reading, and beginning keyboard repertoire. Students who successfully audition as piano majors will receive credit by examination for the credit hours for the class piano requirement. (1)
Prerequisites: Music Majors, Concurrent enrollment in MUS 131 or instructor's consent (1)

MUS 109 - Class Piano II

Continues group piano instruction for non-keyboard music majors in skills and concepts introduced in MUS 108 and includes scales of two octaves, chord progressions with secondary and seventh chords, and simple melodic harmonization. Prerequisites: MUS 108, Concurrent enrollment in MUS 132 or instructor's consent. (1)

MUS 112 - Individual Instrument

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112A - Flute

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112B - Oboe

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112C - Bassoon

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to

major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112D - Clarinet

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112E - Saxophone

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112F - Percussion

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112G - Trumpet

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112H - French Horn

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112I - Trombone

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112J - Euphonium

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to

major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112K - Tuba

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112L - Violin

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112M - Viola

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112N - Violoncello

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 112O - Double Bass

Applied study of solo literature for band or orchestral instruments. A student majoring in music education will select an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1)

MUS 114 - Individual Piano

Instruction in piano offered to meet the needs of the individual student at the various stages of his/her achievement. Emphasis is placed on acquiring suitable technique and a repertory of standard piano selections, representing the Baroque, Classical, Romantic and Modern schools, according to the ability of the student. Materials include a study of major and minor scales; arpeggios in major keys; appropriate studies by such composers as Czerny, Heller and Burgmuller; Two-Part Inventions by Bach; Sonatinas by Clementi and Kuhlau; and the easier compositions of Chopin and Schumann. This course may be repeated one additional time for credit. Prerequisites: Admission by Instructor's approval. Fee required. (1)

MUS 115 - Individual Voice

Includes instruction in voice placement, breath control, free emission of vowels and consonants, vocalizing interpretation of folk songs, art songs, and other standard vocal literature of the Baroque, Classical, Romantic, and Modern Schools, according to the ability of the student. Materials for the first year of study are taken from the easy secular and sacred songs of English and Old Italian literature. This course may be repeated one additional time for credit. Prerequisites: Admission by Instructor's approval. Fee required. (1)

MUS 130 - Introduction to Music Theory

This course provides instruction for music majors deficient in basic knowledge of music theory and includes instruction in fundamentals required for the serious study of music. Music majors must pass this course with a minimum grade of "B" and pass the music theory diagnostic exam before enrolling in MUS 131. This course is also open to the general student auditioning for ensembles. For music majors the credit may be applied as a school elective. (3)

MUS 131 - Music Theory and Ear Training I

Instruction in scales, intervals and chord formation, key signatures, inversions, transposition, meter and rhythmic counting, and development of sight-reading and dictation skills. Prerequisites: Score 85+ on Theory Diagnostic Exam, MUS 130, or instructor consent. (3)

MUS 132 - Music Theory and Ear Training II

Continues concepts and skills from MUS 131 and introduces non-harmonic tones, seventh chords and their inversions, harmonization of melodies, figured bass, continues development of sight-reading and dictation skills. Prerequisites: MUS 131. (3)

MUS 201 - Marching Band

All music majors are encouraged to gain experience in instrumental music through membership in concert band. This course is open to any student meeting the eligibility requirements of the director. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 202J - Jazz Ensemble

Designed to provide experiences in small combinations of orchestral and band instruments. This course will provide instrumentalists with special opportunities to grow through small ensemble performances. This course may be repeated at each level one additional time for credit. Prerequisites: Permission of Instructor, audition Fee required. (1)

MUS 203 - Concert Band

All music majors are encouraged to gain experience in instrumental music through membership in concert band. This course is open to any student meeting the eligibility requirement of the director. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 204 - College Choir

College Choir is an SATB choral group that performs a diverse repertoire of choral literature and is open to all students. Instruction emphasizes development of vocal technique, musicianship, and performance etiquette. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 205 - Chamber Singers

A course designed for a select group of vocalists. The repertoire would include, but not limited to madrigals, show and jazz selections, operatic renditions and other music for small vocal ensembles. Prerequisite: Audition by Choir Director. (1)

MUS 208 - Class Piano III

Continues group piano instruction for non-keyboard music majors in skills and concepts introduced in MUS 109 and includes harmonization of folk melodies using various accompaniments styles, the introduction of simple solos, and continues development of sight-reading and aural skills. Prerequisites: MUS 109, Concurrent enrollment in MUS 231 or instructor's consent. (1)

MUS 209 - Class Piano IV

Continues group piano instruction for non-keyboard music majors in skills and concepts introduced in MUS 208 and includes modulation, augmented sixth chords, the Neapolitan sixth chord, modes, sonata form, variation form, and rondo form, and continues development of sight-reading and aural skills. Prerequisites: MUS 208, Concurrent enrollment in MUS 232 or instructor consent. (1)

MUS 212 - Individual Instrument

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212A - Flute

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212B - Oboe

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212C - Bassoon

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212D - Clarinet

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212E - Saxophone

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212F - Percussion

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212G - Trumpet

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212H - French Horn

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212I - Trombone

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212J - Euphonium

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212K - Tuba

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212L - Violin

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212M - Viola

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212N - Violoncello

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 212O - Double Bass

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 112. Fee required. (1)

MUS 214 - Individual Piano

A continuation of MUS 114. Major and minor scales in quarter and eighth notes; selected studies from Czerny, Heller, Burgmuller, and others; selections from "Little Preludes and Fugues" by Bach; selected compositions by Classical, Romantic, and Modern composers. This course may be repeated one additional time for credit. Prerequisites: MUS 114. Fee required. (1)

MUS 215 - Individual Voice

A continuation of MUS 115, including technical studies in breathing, posture, diction, and the development of range and expressiveness. Materials on this level include easy oratorio literature as well as the songs and arias of Bach, Handel, and Haydn in English and Italian song literature. This course may be repeated one additional time for credit. Prerequisites: MUS 115. Fee required. (1)

MUS 231 - Music Theory and Ear Training III

Continues skills and concepts from MUS 132 and introduces harmonic progression, rules of voice leading, study of non-harmonic tones, continues development of sight-reading and dictation skills. Prerequisites: MUS 109, MUS 132. (2)

MUS 232 - Music Theory and Ear Training IV

Continues concepts and skills from MUS 231 and introduces 9th, 11th, and 13th chords, chromatic harmony, borrowed tones, the Neapolitan 6th chord, the augmented 6th chord, secondary dominants, modulations, and other chromatically altered chords, and continues development of sight-reading and dictation skills. Prerequisites: MUS 208, MUS 231. (3) **T1 CT**

MUS 238 - Music and World Cultures

A comparative study of music from selected non-western traditions. (3)

MUS 243 - Diction I

Introduces vocal majors to Latin, Italian, and English diction for singers. (1)

MUS 244 - Diction II

Continues instruction in English diction and introduce French and German diction for singers. Prerequisites: MUS 243. (1)

MUS 247 - Music Appreciation

This introductory course instructs students in the basic elements of music styles, forms, genres, composers, and representative works. Required for Music Majors. (3)

MUS 248 - Survey of African American Music

This is a historical survey of African American music designed to familiarize the student with the basic elements of music, styles, forms, genres, composers, and representative works. (3)

MUS 249 - Survey of African American Sacred Music

This course introduces students to music traditions and styles of African American religious experience. Instruction emphasizes basic elements of music, sociopolitical influences, styles, forms, genres, composers, and representative works. (3)

MUS 253 - Computer Technology for Musicians

This course introduces students to music software applications as tools for continued development of skills in composition, arranging and research. Prerequisites: MUS 132. (3)

MUS 301 - Marching Band

All music majors are encouraged to gain experience in instrumental music through membership in concert band. This course is open to any student meeting the eligibility requirements of the director. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 302J - Jazz Ensemble

Designed to provide experiences in small combinations of orchestral and band instruments. This course will provide instrumentalists with special opportunities to grow through small ensemble performances. This course may be repeated at each level one additional time for credit. Prerequisites: Permission of Instructor, audition Fee required. (1)

MUS 303 - Concert Band

All music majors are encouraged to gain experience in instrumental music through membership in concert band. This course is open to any student meeting the eligibility requirement of the director. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 304 - College Choir

College Choir is an SATB choral group that performs a diverse repertoire of choral literature and is open to all students. Instruction emphasizes development of vocal technique, musicianship, and performance etiquette. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 305 - Chamber Singers

A course designed for a select group of vocalists. The repertoire would include, but not limited to madrigals, show and jazz selections, operatic renditions and other music for small vocal ensembles. Prerequisite: Audition by Choir Director. (1)

MUS 305 - College Chorale

Advanced study and performance of selected sacred and secular choral literature of all periods. Continued development of music literacy, reading skills, and vocal technique. Select group chosen by the conductor and requires the ability to read music. This course may be repeated one additional time for credit. Fee required. (1)

MUS 312 - Individual Instrument

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312A - Individual Instrument-Flute

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312B - Individual Instrument-Oboe

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312C - Individual Instrument-Bassoon

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312D - Individual Instrument-Clarinet

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312E - Individual Instrument-Saxophone

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312F - Individual Instrument-Percussion

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312G - Individual Instrument-Trumpet

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312H - Individual Instrument-French Horn

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312I - Individual Instrument-Trombone

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312J - Individual Instrument-Euphonium

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312K - Individual Instrument-Tuba

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312L - Individual Instrument-Violin

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312M - Individual Instrument-Viola

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312N - Individual Instrument-Violoncello

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 312O - Individual Instrument-Double Bass

A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUS 212. Fee required. (1)

MUS 314 - Individual Piano

A continuation of MUS 214. Technical work is continued and compositions studied may include a sonata by Haydn, Mozart, or Beethoven; "Songs Without Words" by Mendelssohn; "Three Part Inventions" by Bach; selected preludes and fugues from the "Well Tempered Clavier" by Bach; and selections by twentieth century composers. This course may be repeated one additional time for credit. Prerequisites: MUS 214. Fee required. (1)

MUS 315 - Individual Voice

A continuation of MUS 215, including technical studies and the study of arias and art songs in English, Italian, German, and/or French of increasing range and difficulty. This course may be repeated one additional time for credit. Prerequisites: Consent of instructor, MUS 215. Fee required. (1)

MUS 316 - Individual Organ

A continuation of MUS 216 in technical studies and repertoire. Representative works from all periods are studied. This course may be repeated one additional time for credit. Prerequisites: MUS 216 . Fee required. (1)

MUS 318 - Gospel Choir

The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUS 218 . Fee required. (1)

MUS 319 - Concert Band

All music majors are encouraged to gain experience in instrumental music through membership in the band. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUS 219 . Fee required. (1)

MUS 332 - Arranging

Instruction in the techniques and tools of arranging for instrumental and vocal ensembles. Prerequisites: MUS 209 and MUS 232. (3)

MUS 336 - Composition

In this course, students explore their own creativity as they compose original pieces of music. Students will also study the various techniques and tools of composition as they seek to develop individually and artistry. Prerequisites: MUS 209 and MUS 232. (3)

MUS 343 - Survey of Music History and Literature I

This is an intensive study of western music from the middle ages to 1750 with an emphasis on sociopolitical influences, style characteristics, forms, composers, and representative works. Prerequisites: MUS 209, MUS 232, and MUS 247. (3)

MUS 344 - Survey of Music History and Literature II

This is an intensive study of western music from 1750 to the present with an emphasis on sociopolitical influences, style characteristics, forms, composers, and representative works. Prerequisites: MUS 343. (3)

MUS 345 - Survey of Jazz

This course introduces the student to the various jazz styles and performers via the study of representative works from the different style periods. (3)

MUS 401 - Marching Band

All music majors are encouraged to gain experience in instrumental music through membership in concert band. This course is open to any student meeting the eligibility requirements of the director. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 402J - Jazz Ensemble

Designed to provide experiences in small combinations of orchestral and band instruments. This course will provide instrumentalists with special opportunities to grow through small ensemble performances. This course may be repeated at each level one additional time for credit. Prerequisites: Permission of Instructor, audition Fee required. (1)

MUS 403 - Concert Band

All music majors are encouraged to gain experience in instrumental music through membership in concert band. This course is open to any student meeting the eligibility requirement of the director. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 404 - College Choir

College Choir is an SATB choral group that performs a diverse repertoire of choral literature and is open to all students. Instruction emphasizes development of vocal technique, musicianship, and performance etiquette. This course may be repeated once for credit. Prerequisite: audition. (1)

MUS 405 - Chamber Singers

A course designed for a select group of vocalists. The repertoire would include, but not limited to madrigals, show and jazz selections, operatic renditions and other music for small vocal ensembles. Prerequisite: Audition by Choir Director. (1)

MUS 405 - College Chorale

Advanced study and performance of selected sacred and secular choral literature of all periods. Continued development of music literacy, reading skills, and vocal technique. Select group chosen by the conductor and requires the ability to read music. This course may be repeated one additional time for credit. Fee required. (1)

MUS 412 - Individual Instrument

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412A - Individual Instrument-Flute

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (2)

MUS 412B - Individual Instrument-Oboe

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412C - Individual Instrument-Bassoon

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412D - Individual Instrument-Clarinet

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412E - Individual Instrument-Saxophone

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412F - Individual Instrument-Percussion

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412G - Individual Instrument-Trumpet

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412H - Individual Instrument-French Horn

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412I - Individual Instrument-Trombone

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412J - Individual Instrument-Euphonium

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412K - Individual Instrument-Tuba

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412L - Individual Instrument-Violin

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412M - Individual Instrument-Viola

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412N - Individual Instrument-Violoncello

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 412O - Individual Instrument-Double Bass

A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. Prerequisites: MUS 312. Fee required. (1)

MUS 414 - Individual Piano

Continuation of MUS 314. This course may be repeated one additional time for credit. Prerequisites: MUS 314. Fee required. (1)

MUS 415 - Individual Voice

Provides advanced vocal techniques and literature. This course may be repeated one additional time for credit. Prerequisites: MUS 315. Fee required. (1)

MUS 416 - Individual Organ

continuation of MUS 316 in technical studies and repertoire This course may be repeated one additional time for credit. Prerequisites: MUS 316. Fee required. (1)

MUS 418 - Gospel Choir

The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUS 318. Fee required. (0.5)

MUS 419 - Basic Conducting

This course provides instruction in baton technique, non-verbal communication skills, use of the left hand, score preparation, and leadership. Prerequisites: MUS 209, MUS 232, MUS 344. (2)

MUS 429 - Independent Studies

Provides an opportunity for students to pursue directed study, upon the approval of faculty. Because much of music instruction is necessarily adapted to strengths and needs of individual students, this course is designed to meet, at the advanced level, specialized needs, which have been identified through the advisement process. (3)

MUS 447 - Survey of Contemporary Popular Music Survey

This course introduces a variety of styles to include Jazz, Rhythm and Blues, Gospel, Rock, and standard popular and Country Western. Evaluation of performance in the various styles is a prime objective. Also emphasizes listening to selected recordings, aural analysis, and comparative discussions. (3)

MUS 451 - Studio Recording Techniques I

Instruction in theoretical and practical experiences in techniques of sound production, and recording. Also provides instruction in use of multi-track recording equipment and allied hardware. Prerequisites: MUS 209 or instructor approval. (3)

MUS 452 - Studio Recording Techniques II

Continues concepts and skills from MUS 451 and includes further development of traditional recording procedures, and computer applications. Prerequisites: MUS 451. (3)

MUS 461 - Special Topics in Music

Topics developed by the instructor for each offering of the course, which provides intensive study of a specific person, style, composition, issue, etc. See instructor for topic, as the topic may determine prerequisites. Prerequisites: MUS 345, MUS 349 or instructor approval. (3)

MUS 462 - Special Topics in Music

Topics developed by the instructor for each offering of the course, which provides intensive study of a specific person, style, composition, issue, etc. See instructor for topic, as the topic may determine prerequisites. Prerequisites: MUS 345, MUS 349 or instructor approval. (3)

MUS 463 - Special Topics in Music

Topics developed by the instructor for each offering of the course, which provides intensive study of a specific person, style, composition, issue, etc. See instructor for topic, as the topic may determine prerequisites. Prerequisites: MUS 345, MUS 349 or instructor approval. (3)

MUS 464 - Special Topics in Music

Topics developed by the instructor for each offering of the course, which provides intensive study of a specific person, style, composition, issue, etc. See instructor for topic, as the topic may determine prerequisites. Prerequisites: MUS 345, MUS 349 or instructor approval. (3)

MUS 465 - Special Topics in Music

Topics developed by the instructor for each offering of the course, which provides intensive study of a specific person, style, composition, issue, etc. See instructor for topic, as the topic may determine prerequisites. Prerequisites: MUS 345, MUS 349 or instructor approval. (3)

MUS 466 - Special Topics in Music

Topics developed by the instructor for each offering of the course, which provides intensive study of a specific person, style, composition, issue, etc. See instructor for topic, as the topic may determine prerequisites. Prerequisites: MUS 345, MUS 349 or instructor approval. (3)

MUS 467 - Special Topics in Music

Topics developed by the instructor for each offering of the course, which provides intensive study of a specific person, style, composition, issue, etc. See instructor for topic, as the topic may determine prerequisites. Prerequisites: MUS 345, MUS 349 or instructor approval. (3)

MUS 468 - Special Topics in Music

Topics developed by the instructor for each offering of the course, which provides intensive study of a specific person, style, composition, issue, etc. See instructor for topic, as the topic may determine prerequisites. Prerequisites: MUS 345, MUS 349 or instructor approval. (3)

MUS 469 - Internship

This course provides practical experiences in an appropriate professional arts environment. The student will manage responsibilities as determined by their needs, abilities, academic and career interests, as aligned with the opportunities offered by the cooperating organization/agency. Prerequisites: Senior standing and Administrative approval. (3)

MUS 479 - Senior Project

The Senior Project represents the culmination of the student's academic preparation. It requires the student to produce a significant research document. Approval to present the project to the public requires a majority vote of the faculty. The final public version of the research may take the form of a recital, concert of original compositions, or a lecture-presentation. Prerequisites: Senior standing, Faculty approval of subject. (3)

ORGD 415 - Group and Organizational Behavior

This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals. (3)

ORGD 425 - Organizational Communication

This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving nonverbal communication, constructive feedback, dealing with anger, and resolving conflict. [Gateway Adult Learning Program]. (3)

ORGD 435 - Organizational Concepts

Adult learners examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Adult learners will also analyze and solve organizational problems using a step-by-step methodology. This analysis will be applied to adult learners' work-related independent study projects. [Gateway Adult Learning Program]. (3)

ORGD 445 - Human Resource Administration

Adult learners explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations. [Gateway Adult Learning Program]. (3)

ORGD 455 - Personal Values and Organizational Ethics

Several major ethical theories are reviewed. Adult learners are asked to examine personal values through readings and workplace analysis to formulate a management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle in the contemporary world. [Gateway Adult Learning Program]. (3)

ORGD 465 - Action Research Project

The Action Research project is a major research effort designed to enhance knowledge in an area related to one's work or community and provide research skills to assist in effective decision-making. The adult learner completes a research project related to his/her employment environment. Statistical analysis concepts and methods assist the adult learner in identifying a topic, collecting data, and measuring results. A college facilitator monitors the progress of the independent study, and an on-site contact makes certain that the adult learner devotes at least 200 clock hours to the project. An oral report of project findings is given by each adult learner in this semester. [Gateway Adult Learning Program]. (5)

PE 101 - Wellness Concepts

This course is geared towards helping the students to take charge of their life through an understanding of and introduction to wellness practices and personal development. A team teaching approach is used to provide knowledge and understanding of the various components of overall fitness and wellness, and to develop practices that will lay the foundation for students to develop a

wellness attitude. A special session on AIDS and HIV will be covered. Instruction on how to identify and assess one's own risk factors and develop solutions will be given.

PE 103 - Weight-Training

This course deals with basic knowledge, techniques, and the practice of the fundamental skills of weight-training. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program. (1)

PE 104 - Volleyball

This course covers fundamental skills and knowledge of volleyball. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program. (1)

PE 105 - Basketball

This team sport activity deals with fundamental skills, techniques, knowledge and participation in basketball as a team sport. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program. (1)

PE 107 - Badminton/Pickle Ball

This course covers the fundamental skills and knowledge of the two sports. This course deals with participation and activity as an individual and team sport. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program. (1)

PE 111 - Flag Football/Soccer

This course covers the basic knowledge of the sports touch football and soccer. Students will have the opportunity to play the sports. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program. (1)

PE 113 - Tennis

This course covers the fundamental skills and knowledge of tennis. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program. (1)

PE 114 - Recreational Activities

This course includes an analysis of the basic knowledge, techniques, fundamentals skills, and individual participation in class chosen activities. This class is geared to the needs and interest of the student and promotes lifetime fitness activities/skills. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program. (1)

PE 115 - Social Dance

This course offers knowledge of rhythms basic to the development of performance, ability, and skill in the execution of natural activities. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program. (1)

PE 116 - Aerobics/Fitness

This course is designed for students interested in the development of cardiovascular endurance and muscle tone. Students are not permitted to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program. (1)

PE 120 - Total Wellness

This course is designed to provide students with an overview of individual, interpersonal, and socio-cultural issues that have an impact on health. Emphasis is placed on behavioral decision making, social relations, cultural diversity and environmental sensitivity. Special consideration is placed on assisting students to become consumers of good health. Students will attain health related knowledge and apply the information to decision making that is related to physical, social, emotional, spiritual, intellectual, occupational and environmental well-being. Lifestyle choices are identified regarding proper exercise, weight management, stress management, substance use, sexually transmitted disease prevention, and cancer protection. (3)

PE 121 - Sat: Individual and Dual Sports

The development of skills and techniques in individual and dual activities and life-time fitness is stressed. Emphasis is placed on individual activities. (3)

PE 122 - Sat: Team Sports

The development of skills and techniques in team activities and life-time fitness is stressed. (2)

PE 123 - Personal Health

This course provides the student with a thorough foundation in health facts, both personal and community, upon which he/she can build sound principles of instruction. A special session on AIDS and HIV will be covered in this course. (2)

PE 205 - Parallel Internship I

This twenty (20) hour per week work-study plan is designed to integrate academic experiences with practical experiences on the job. Students usually work on discipline-related jobs and return to their employers for successive terms. (3)

PE 206 - Parallel Internship II

A twenty (20) hour per week work-study plan is designed to integrate academic experiences with practical experiences on the job. Students usually work on discipline-related jobs and return to their employers for successive terms. (3)

PE 221 - First Aid, Safety, Prevention and Treatment of Athletic Injuries

This lecture laboratory course is designed to equip the student with knowledge and skills necessary to provide immediate care to the injured or suddenly ill person. The student may earn a certification in Standard First Aid and CPR. (2)

PE 224 - Athletic Training

This course is designed to introduce the field of athletic training and its practical and theoretical applications. It includes a lab and will introduce students to NATA requirements and other organizations with which the athletic trainer must be familiar. (3)

PE 225 - Athletic Training I

This course is designed to introduce the field of athletic training and its administrative problems, types of scientific knowledge necessary for instituting a program of injury prevention, and various treatment techniques with which the trainer must be familiar. Prerequisites: PE 221. (2)

PE 226 - Athletic Training II

This course is designed for injury prevention and basic foundations of sports training. Prerequisites: PE 225. (2) **T1 SL**

PE 226L - Athletic Training II Lab

This field lab accompanies PE 226 Athletic Training II and involves field work with the athletic teams. PE 226 (1)

PE 231 - Introduction to Health, Physical Education and Recreation

Orientation to the Health, Physical Education and Recreation professions in regard to history, objectives, relationships, professional organization and the importance of the field in American life. (3)

PE 234 - Principles of Health, Physical Education and Recreation

This course covers the history and foundations of the science of Health, Physical Education and Recreation from the professional viewpoint. It stresses aspects of anatomy, physiology, sociology, and psychology. (3)

PE 241 - Human Anatomy and Physiology

A lecture course designed to teach fundamentals of anatomy and physiology as they apply to the human body, with reference to Health Physical Education and Recreation. (3)

PE 241L - Human Anatomy and Physiology Lab

A laboratory course designed to re-enforce theoretical concepts of Human Anatomy and Physiology. (1)

PE 250 - Introduction to Public Health

This is an introductory course to the field of Public Health. The course emphasizes the duties and responsibilities of professionals, foundations, terminology and diverse work environments. (3)

PE 313 - Education for Leisure and Camping

This course deals with preparing students to conduct lifetime outdoor sports and camp activities. (2)

PE 321 - Introduction to Recreation and Outdoor Education

This course introduces the student to the basic factors involved in recreation and leisure time activities. Attention is focused upon the role played by the recreation leader in promoting leisure time. (2)

PE 322 - Principles and Practices of Outdoor Recreation

A course designed to meet the needs of students who work in the area of outdoor activities of a recreational nature. (2)

PE 323 - Community Recreation

This course is designed to meet the needs of those students who will work outside the school and devote their energies to recreational work in the community. It stresses the knowledge of the development, structure, purpose, functions and interrelations of private, public, voluntary, military, and commercial agencies, which render recreation services. (2)

PE 326 - Introduction to Sport Information

This course is designed to acquaint Sport Information majors with the field of sport information. Marketing, Sports Writing, Statistical Management, Score Reporting, Play-By-Play, Press Releases, and Sports Promoting are included as areas of emphasis. Guest speakers and Field activities (scorekeeping, interviews, and sports writing) are among the learning experiences students will acquire throughout the course. (3)

PE 329 - Special Topics in HIV/Aids

This course will provide an informative environment where students will be able to examine special topics in HIV and AIDS. A learning environment will be provided that will encourage research, data analysis, information sharing, and understandings of the prevention of HIV/AIDS, strategies for teaching prevention to various populations, treatment and care options, availability, access, and cultural relevance. (3)

PE 330 - School Health Education

Study of the modern school Health Education Programs, their organizational methods and materials of instruction. Special attention is given to the health status of the school child and his or her problems. A special session on AIDS and HIV will be covered in this course. (2)

PE 331 - Athletic Coaching and Officiating I

This course is offered for majors to gain experience in coaching and officiating fall sports. (3)

PE 332 - Athletic Coaching and Officiating II

This course is offered for majors to gain experience in coaching and officiating spring sports. (2)

PE 333 - Kinesiology

This course includes a study of muscular action and the mechanics of body movements involved in a variety of actions and of selected physical activities with analysis of the effect of muscular and gravitational forces. (3)

PE 334 - Social and Community Health

This course is designed to study the social aspects of the problems of the health and physical well-being of the individual and community. Much interest and attention are given to community health problems and some effective ways and means of implementing health services, health counseling, screening and care of emergency illnesses within the school, community and home. (2)

PE 335 - Adaptive Physical Education

This course deals with the causes of various common physical handicaps, and the fundamental principles in the selection and adaptation of activities given in corrective procedures. (3)

PE 336 - Organization and Administration of Health, Physical Education, and Recreation

This course is designed to meet the needs of students who will plan, direct, supervise, and construct Health, Physical Education and Recreation Programs. (3)

PE 338 - Exercise Physiology

This class will cover physiological responses/adaptations to exercise. Topics in this course include: neuromuscular, metabolic, cardiovascular, hormonal, and respiratory systems as they pertain to acute and chronic exercise. (3)

PE 421 - Practices and Procedures in Health

This course deals with the current practices in Health Education for elementary (K-6) students and gives a survey of the materials available for teaching health to children at the elementary level. The North Carolina Standard Course of Study is used to guide this course. (3)

PE 422 - Practices and Procedures in Physical Education for Elementary Schools

For those concerned with Physical Education at the elementary (K-6) grade levels. Physical Fitness, games, motor skills, and movement patterns. The North Carolina Standard Course of Study is used to guide this course. (3)

PE 432 - Tests and Measurements in Physical Education

This course is designed to acquaint students with tests and measurements in the field of Physical Education, statistical analysis, test construction and scoring. Open to juniors and seniors. (3)

PE 433 - Dance

This course offers knowledge of rhythms basic to the development of performance, ability and skill in the execution of natural activities. The course deals with the fundamental skills suitable for prospective teachers as well as skill development for those who like to dance. Dance of many countries as related to the customs, mores and traditions will be identified. (2)

PE 463 - Human Performance and Wellness Internship

Supervised internship in a professional work environment that will provide the student with exposure to the job market in health, physical education and recreation agencies. Students will be responsible for completing 480 clock hours of work and be required to present detailed descriptions of work activities and experience. Prerequisites: All required coursework in the HPW major. (12)

PHIL 100 - Critical Thinking

This course focuses on developing skills in logical reasoning, analysis and evaluation. Critical thinking is the number one ability sought after by employers across the board, and the number one expectation of an undergraduate education. This class gives the students the tools, terminology, and techniques to develop their own reasoning abilities to think critically and skeptically about issues in any field. (3)

PHIL 231 - Introduction to Philosophy

An examination of basic concepts and principles of philosophy with emphasis on developing the students' ability to analyze philosophical theory and consider the possibilities of personal application. The course will focus on representative thinkers from classical to modern philosophers. (3)

PHIL 235 - Ethics

A study of the various theories concerning the nature of morality. Contemporary ethical issues will be investigated in depth. The students will be challenged to consider the application of ethical concepts to their individual and professional lives. Prerequisites: ENGL 132. (3)

PHIL 375 - Special Topics in Philosophy

This course introduces students to a particular philosophical topic in some detail. This seminar style class encourages students to apply critical reasoning to a topic of contemporary interest: for example, Terrorism, Race, Just War; of specific philosophical interest: African American Philosophy, Epistemology, Philosophy of Religion; or focusing on the work of a notable philosopher, Immanuel Kant, Plato, Aristotle, etc. Topics vary semester to semester. Honors credit is available for any special topic with permission of the instructor. (3)

PHS 100 - Key Concepts in Public Health

An introduction to public health concepts and practice by examining principles of public health, tools of population health, and an examination of the effects of disease, disability, and death of public health. (3)

PHS 210 - Public Health Nutrition

Covers the interaction of nutrients and human body functions (cell biology and physiology) and the relationship of diet to health and disease. An introduction to the principles of physiological metabolism of carbohydrates, lipids & proteins are emphasized. It also examines the principles of public health nutrition and explores the nutrition issues of individuals throughout the lifecycle. Prerequisites: PHS 100 MATH 131, BIOL 133, CHEM 141, CHEM 142. (3)

PHS 230 - Essentials of Health Behavior

Designed to help students develop basic literacy regarding social concepts and processes that influence health status and public health interventions. Prerequisite: PHS 100 (3)

PHS 300 - Global Health

Course explores health and disease in global terms, considering the many overlapping issues associated with variations in the health and disease of individuals and communities. Prerequisite: PHS 310, PSYCH 132, SOC 233, PPS 350. (3)

PHS 310 - Essentials of Public Health Biology

Explores the pathogenesis of various disease conditions and explains how to identify critical points at which such pathogenesis could either be prevented or interrupted. Infectious, nutritional, metabolic, genetic, and environmental risks and the impact of these risks on various organ systems are thoroughly examined. Prerequisite: PHS 210. (3)

PHS 320 - Public Health Microbiology

A survey of bacteria, viruses, fungi and parasites that cause infectious disease. Subjects include host symptoms, isolation and identification of microorganisms and mechanisms of pathogenesis. Prerequisite: PHS 310. (3)

PHS 320L - Public Health Microbiology Laboratory

Introduces the students to detection methods used for community infectious diseases caused by microorganisms (bacteria, viruses, fungi and parasites). The laboratory session will also provide the students with hands on experiment on how to isolate and identify the microorganisms. Prerequisite: PHS 310. (1)

PHS 335 - Public Health - Healthcare Policy & Ethics

Students will explore ethical frameworks and concepts related to public health, with a special focus on the overlap of public health ethics and social justice, and evaluate controversial public health issues and policies. Prerequisites: PHS 100 Corequisite: PHS/PPS 350 (3)

PHS 340 - Epidemiology & Biostatistics

Involves the study of the occurrence of disease and seeks to assess factors relating to the individual, his environment and lifestyle with the aim of establishing the causes of disease. Epidemiological data are evaluated using biostatistical techniques. This evaluation seeks to address accuracy, precision, systematic error, influences of other factors as well as the interaction of risk factors on the validity of the epidemiological study. Prerequisite: MATH 131, PHS 100 . (4)

PHS 345 - Public Health Statistical Applications

This course explores concepts of biostatistics and their application. Prerequisites: PHS 100, MATH 201 (3)

PHS 350 - Health Disparities in America: Policy Implications

Health disparities are differences in the burden of disease felt by particular communities of people, as defined by racial/ethnic, socioeconomic and other demographic characteristics. This course will explore the contribution to these disparities from social factors such as limitations in access to medical care or other social resources as well as from human perceptions and other daily stressors. Although little is known about which policies work best to reverse the impact of disparities on health, this course will engage in active debate and consideration of proposals. Cross-listed as PPS 350. Prerequisites: PHS 100 , PHS 230. (3)

PHS 380 - Special Topics in Public Health

This course provides an in-depth examination of current public health issues. Prerequisite: PHS/PPS 350 (3)

PHS 385 - Program Planning and Evaluation and Lab

This course prepares students to conduct a needs assessment and plan a public health program. Students will become familiar with different types of program evaluation strategies, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes. Prerequisites: PHS/PPS 350, BIOL 210 Corequisite: PHS 390 (4)

PHS 390 - Research Methods in Public Health

This course focuses on the review of qualitative and quantitative approaches to field research and data collection strategies. The course will prepare students for developing and delivering oral and poster presentations. Prerequisite: PHS 335 Corequisite: PHS 385 (3)

PHS 410 - OSHA for Bloodborne Pathogens

Addresses the OSHA Bloodborne Pathogens standard as it applies to clinical and medical laboratories. It covers topics on major bloodborne pathogens, including Hepatitis B and HIV and many more. The majority of this course focuses on safety, including proper handling of sharps, personal protective equipment (PPE), use of engineering controls such as microbiological safety cabinets, and proper work practices including hand washing. This course will require rotations through an affiliated site and an online training course. Prerequisite: PHS 100 , PHS 320. (2)

PHS 430 - Public Health Toxicology

Introduces the student to the science of poisons - in this case, how chemicals that have been inhaled, ingested, absorbed, or injected into the body affect cells, tissue, and organs, and how the body acts to detoxify and excrete those chemicals. Particular attention will be paid to the concepts of dose-response including the absorption, distribution, and elimination of toxic chemicals, especially the toxicological response of the blood-forming organs, liver, nerve cells, kidneys, skin, and lungs. Students will be introduced to risk assessment of toxic chemicals. This course will also familiarize the students with the laboratory techniques used in a public health toxicology laboratory. Prerequisites: PHS 320, PHS 340. (4)

PHS 450 - Foundations in Epidemiology

This course focuses on the distribution and determinants of disease occurrence with emphasis on application in health education, using techniques in biostatistics to analyze epidemiological data. Prerequisite: PHS 345 (3)

PHS 470 - Community Health Methods

This course prepares students to develop their skills to positively influence behavior of individuals through effective health education messages. Prerequisite: PHS 390 Corequisite: PHS 475 (3)

PHS 475 - Public Health Pre-Internship Seminar

This seminar will transition Public Health majors from classroom to community. It will explore leadership, ethics, and management issues relevant to entry-level health educators. Successful completion of this course will result in the internship placement. Prerequisite: PHS/PPS 350. Corequisite: PHS 470 (3)

PHS 480 - Public Health Internship

This field experience is required for all undergraduate Public Health Science majors. Students will receive a unique and rewarding experience to work in a mentored, professional, public health setting prior to graduation. The internship is approximately a 30-hour requirement and should be considered a full-time commitment. Prerequisites: PHS 475 (9)

PHYS 131 - Fundamentals of Physical Science

Principles and topics are selected from the fields of chemistry, geology, physics, astronomy, and meteorology. Subject matter includes such topics as our solar system, energy relationships in our universe, the changing earth, atoms, molecules, chemical reactions, causes and effects of weather changes, etc. Emphasis is on problem solving. (3) **T1 SCL**

PHYS 131L - Fundamentals of Physical Science Laboratory

Laboratory experiments designed to acquaint students with basic measurements and analysis of concepts related to topics covered in CHEM 131. Must be concurrently registered in or have successfully completed CHEM 131. Fee required. (2 hours per week) (1)

PHYS 241 - General College Physics I

This is the first course of a two semester introductory non- calculus physics sequence. Topics include mechanics, heat and wave motion. Prerequisites: MATH 133 . (3)

PHYS 241L - General College Physics I Laboratory

This laboratory will cover experiments from mechanics, heat and wave motion. Prerequisites: MATH 133 . Fee required. (1)

PHYS 242 - General College Physics II

This is the second semester course in non-calculus physics. Topics include sound, electricity and light. Prerequisites: PHYS 241. (3)

PHYS 242L - General College Physics II Laboratory

This laboratory will cover experiments from sound, electricity and light. Prerequisites: PHYS 241L. Fee required. (3)

PHYS 243 - General Physics I

First calculus based course of a three semester sequence employing the analytical approach in the study of classical and modern physics. Mechanics, heat and sound are covered. Prerequisites: MATH 231. (3)

PHYS 243L - General Physics I Laboratory

This laboratory will cover experiments from mechanics, heat and sound. Prerequisites: MATH 231. Fee required. (1)

PHYS 244 - General Physics II

Second course of a three semester calculus-based sequence. Topics on Light, electricity, magnetism and some aspects of modern physics are covered. Prerequisites: PHYS 243. (3)

PHYS 244L - General Physics II Laboratory

This laboratory will include experiments from light, electricity and magnetism. Prerequisites: PHYS 243L. Fee required. (1)

PHYS 245 - General Physics III

Calculus-based sequence involving the study of the principles of wave optics and modern physics are treated in detail. Prerequisites: PHYS 244. (3)

POLS 100 - Introduction to Political Science

Introduction to basic theories, methods, and concepts of political science, with emphasis on the role of ideology and interests in the political process. (3)

POLS 110 - Introduction to Black Politics

This introductory course provides an overview of African American politics, while carefully defining each area of study in the discipline. The course will focus on relevant literature as well as provide a framework of case studies or topical approaches to the presentation of literature. (3)

POLS 137 - Introduction to International Affairs

This course is designed to introduce the field of international affairs to students. Assuming that the class attendants have no prior knowledge on the subject, Introduction to International Affairs covers diverse topics from globalization to terrorism. Students are expected to analyze a given international affair. (3)

POLS 210 - American National Government

Introduction to American federal government from both domestic and international perspectives. Special emphasis on the implications and responsibilities of political and economic leadership. (3)

POLS 220 - Political Ideologies

Introduction to basic contemporary political ideologies, including theoretical foundations of democracy, socialism, communism, and nationalism. (3)

POLS 223 - Black Political Theory and Behavior

This course is an introduction to the major theoretical frameworks in Black Politics and their application to substantive problems of political behavior. Special attention will also be given to Black politics as it relates to individuals, groups, the historical and contemporary and the controversies associated with the African American political experience in the United States of America. (3)

POLS 225 - LSAT Preparation

Provides systematic approaches for all LSAT question types along with a plethora of test-taking tips. Students learn all the techniques that are taught by the big "commercial" courses. Class sessions emphasize strategy and include extensive practice. Students practice using official exams. Sessions are timed to end just before LSAT testing dates. (3)

POLS 233 - American State and Local Government

Study of major characteristics of public policy making process at the three levels of the American political system: federal, state and local. Prerequisites: POLS 100 and 200. (3)

POLS 234 - Black Electoral Politics

This course provides a comprehensive analysis of Black activities in electoral politics, voting trends party allegiance and other important factors. The course will also devote attention to Black voter behavior and factors that contribute to Black voting tendencies. (3)

POLS 235 - American Executive Process

Assessment of the role of the presidential, state gubernatorial and municipal executive offices in the American system of government. Analysis of leadership, constitutional status and powers, and legislative responsibility of chief executives. Prerequisites: POLS 131, 133 and 231. (3)

POLS 237 - Civil Rights/Race Politics

This course examines the institutions and processes of American Government and politics from the perspective of the African American presence and influence. The course will focus on the role of politics in the quest for African American political, social and economic equity in the United States. (3)

POLS 238 - American Foreign Policy

This course combines theoretical and empirical studies to increase our understanding of American foreign policies. First, the course introduces rational and organizational models as analytical frameworks while utilizing such psychological frameworks as prospect theory and groupthink theory for secondary explanatory tools. The second part of the course covers the history of American foreign policies focusing on critical turning points. The part also includes several current issues in foreign policy like terrorism. (3)

POLS 331 - American Legislative Process

Study of the nature of legislative process in the United States, including organization and procedures, direct legislation, and the relationship of law making bodies to other branches of government. Prerequisites: POLS 233 and POLS 235. (3)

POLS 332 - Comparative Politics

Introduction to comparative methodology via comparison of political systems in western and non-western states. Prerequisites: POLS 233 and POLS 235. (3)

POLS 333 - American Judicial Process

Analysis of the structure and functions of judicial systems, including organization, administration and politics of judicial bureaucracies. Prerequisites: POLS 233 and POLS 235. (3)

POLS 335 - Constitutional Law

Study of major Supreme Court decisions in relation to the growth and development of the United States Constitution. Prerequisites: POLS 333. (3)

POLS 336 - Government of Developing States

Survey of political, economic and social development within the developing world. Includes assessment of ideologies, revolutions, sources of instability, and party and interest group development. Prerequisites: POLS 232, POLS 233 and POLS 235. (3)

POLS 337 - International Relations

An introduction to and analysis of the factors affecting relationships among nations. Emphasis is placed on the functions of economic and military power, diplomacy, and international law and organization. Prerequisites: POLS 332. (3)

POLS 338 - International Political Economy

This course examines both the newly emerging issues and traditional ones to better comprehend movements and patterns of international trade and finance. It is thus imperative to go over diverse theoretical frameworks introduced to the field so far:

government-private business relationship, the leadership of international economic organizations, and the increasing financial power in international economic activities. (3)

POLS 339 - Black Leadership, Organization and Movements

This course represents a study of the anatomy of Black movements with particular attention to leadership and organization factors such as goals, strategies and tactics. (3)

POLS 370 - Political Science Research Methods

This course provides a general introduction to research methods in Political Science. Among the topics considered will be fundamental elements of research design, alternative approaches to research in the social sciences, selecting and defining a research problem, specifying and testing hypotheses, methods of data collection and analysis, interpretation and presentation of results, and the role of theory in the research process. Among the approaches considered will be survey research, elite interviewing, experimental design, case studies, documentary analysis, and field and archival research. Prerequisites: POLS 333 **T1 CT**

POLS 401 - African American Political Thought

This course is designed to introduce students to the variety and complexity of African American identity and expression, while exploring the roots of African American ideologies and their relationship with social movements and the grassroots. (3)

POLS 405 - Pre-Law Internship/Political Science

The Political Science Internship is a one semester long general internship. The field placement requires a minimum of six (6) hours per week. An individualized plan will be developed as a team by the student faculty, advisor, and the supervisor of the participating organizations. These experiences will be based on needs and professional goals of the student. The supervisor/faculty advisor will determine the criteria for evaluation. Students interested in pursuing a career in law with a law firm is required to enroll in and successfully pass HIST 442B instead of POLS 405. Prerequisites: POLS 100, POLS 233 and Junior or Senior status. Fee required. (3) **T1 CAP**

POLS 406 - Pre-Law Internship

An internship with a law firm or in the legal department of a corporation, government agency, or nonprofit organization. (3)

POLS 410 - Black Nationalist Thought

This course will explore aspects of radical Black politics and activism from the early 1960s and 1970s. Black Nationalism is the response of people of African descent to their complex history of oppression and exploitation in the Americas. Expressions of nationalist ideas in the United States can be traced to the eighteenth century. (3)

POLS 423 - Special Topics in Political Science

An intensive examination of current political problems and issues as selected by the instructor. Topics vary. (3)

POLS 432 - Politics of Pacific Rim

This course analyzes relations among states in the Pacific region from three perspectives: hegemonic competition, trade and regionalism. First, the course reviews power competitions among major powers, the U.S., China, Japan and Russia. Formal

alliances are intertwined with each other surrounding the region, so the analysis of power relations provides a roadmap of security/military interactions. International trade is the second part of consideration. Trade relations among the Pacific states are rapidly changing these days and so with their political relations. Students will see how domestic politics are closely related to foreign policies from the economic point of view. (3)

POLS 434 - Seminar in International Affairs

This course selects three or four major topics in international affairs for in-depth discussion. The goal of the course is to prepare students to seek careers either in academia or in practical professions including diplomacy, international organizations or non-governmental organizations (NGOs.) (3)

POLS 440 - Public Policy

This course is primarily concerned with what policies governments pursue, why governments pursue the policies and what the consequences of these policies are. It also attempts to describe and explain public policy decision-making processes by the use of various analytic models. Prerequisites: POLS 231 and POLS 233. (3)

POLS 441 - Quantitative Applications in Political Science

This course concentrates on the elements of research design and hypothesis testing, as well as the application of statistical techniques to social and political problems and data. Topics covered include sample distributions and statistical probability, chi-square, testing of the difference of means, analysis of variance, correlation and regression. Prerequisites: POLS 370. (3)

POLS 442 - Public Administration

Analysis of managerial, legal and political theories and processes of public agencies in a democracy for the provision of service functions for the society as a whole or for some segments of it. Prerequisites: POLS 232, POLS 332 and SOC 364. (3)

POLS 443 - African Politics

Study of political practices and perspectives in Africa. Emphasis on emerging independent nations of sub-Saharan Africa, including political change, nationalism, cultural duality, nation building and Pan-Africanism. Prerequisites: POLS 232 and POLS 337. (3)

POLS 444 - Senior Seminar

This capstone course provides an overview of the discipline of political science and its sub fields. Students complete research projects and attend seminars on specialty topics. Prerequisites: POLS 332, SOC 364, and Senior Status. (3)

PPS 100 - Introduction to Public Policy

This course is an introduction to the public policy process in the United States through examination of current and recent events. Policymaking at the national, state and local levels will be discussed, with particular attention to the role of those who have been trained in public policy writing and analysis skills. (3) **T1 CE**

PPS 200 - Administration and Management of the Public Enterprise

This course will introduce students to governance and public management from the perspective of those for whom it is a professional endeavor. The focus is on the American system of government. Including rudimentary introduction to organization

theory, this course will provide students with learning and practice of basic skills useful to those in management and administrative positions (public and otherwise.) (3)

PPS 210 - Race and Gender in American Politics and Policy

This course surveys key policy areas (including education, employment and economic policies) where minorities and women have gained legal standing and rights to progress in America. This course will also explore possible rights and policy measures that could further advance the status of these population groups in America. (3)

PPS 300 - Policy Analysis

This course will help students to develop analytical skills in: defining a policy problem and the associated decision, articulating relevant decision-making criteria, evaluating policy alternatives, and assessing the means and costs of implementation. The goal of this course is to learn to think systematically and critically about a range of public policy issues. A policy analyst should be able to develop viable, informed alternative policies with a reasonable expectation of the anticipated outcome. (3)

PPS 350 - Health Disparities in America: Policy Implications

Health disparities are differences in the burden of disease felt by particular communities of people, as defined by racial/ethnic, socioeconomic and other demographic characteristics. This course will explore the contribution to these disparities from social factors such as limitations in access to medical care or other social resources as well as from human perceptions and other daily stressors. Although little is known about which policies work best to reverse the impact of disparities on health, this course will engage in active debate and consideration of proposals. Cross-listed as PHS 350. Prerequisites: PHS 101, PHS 230. (3)

PPS 400 - Special Topics in Public Policy

This capstone course will offer students intense examination of a particular public policy issue through reviews of selected theoretical and empirical studies; the choice of topic will change from semester to semester. A simulation and role-play of real-world policy situations prepares students to work in the fast-paced, team-oriented environment in which policies are formulated, passed into law, implemented and evaluated. These steps mimic those encountered by the policy graduate. (3)

PSYCH 132 - Introduction to Psychology

This course is designed to introduce the student to the field of psychology. The course will explore the long history and short past of psychology and the many sub-disciplines relevant to the science. A significant amount of coverage will be given to the important contributions of African Americans to the science of psychology. (3)

PSYCH 132L - Introduction to Psychology Laboratory

This course will introduce students to a cyber rat laboratory necessary for applying basic psychological principles of learning and response conditioning of animal and human behavior. Although this is a simulated laboratory, students will be exposed to a critical component of the major. This laboratory will expose students to the various learning components of psychology (i.e., operant and classical conditioning, shaping, punishment, schedules of reinforcements, etc.). This laboratory will be a requirement for psychology majors only. (1)

PSYCH 204 - Lifespan Development

This course is designed to foster a better understanding of human development from conception to death, emphasizing biological, cognitive, emotional, social and personality development. Scientific approaches for studying developmental psychology will stress the importance of research methodology and research findings across the life-span. Theories of development and

applications to real-world problems will provide a context for understanding how humans change during the life-cycle.
Prerequisites: PSYCH 132. (3)

PSYCH 206 - Cross Cultural Psychology

This course is an in-depth investigation of the relationships between cultural and human development and the thoughts, emotions and behaviors of individuals in different cultures. Topics for this course will focus on human traits, development and interactions from a multicultural and multiethnic perspective. Prerequisites: PSYCH 132 and PSYCH 204. (3)

PSYCH 230 - Clinical and Counseling Psychology

This course provides an introduction to the science and practice of clinical and counseling psychology. History, major theories and scientific underpinnings will be covered, as well, as current developments in practice and research. Major topics include theoretical models, diagnostic and assessment methods, psychotherapeutic interventions, treatment effectiveness, specialization and training. Prerequisites: PSYCH 132 and PSYCH 204. (3)

PSYCH 235 - Abnormal Psychology

This course involves the study of maladaptive behavior. Such behaviors range from the simple habit disorders (thumb sucks, nail biting), to the addictions (alcohol, gambling and so on) to the most severe mental disturbances the psychoses. The course investigates the causes and dynamics of mental and behavioral disorders. Various theories have opinions on the etiology, development and treatment of maladaptive behavior. This course will explore psychoanalytic, Neo-Freudian, Gestalt, behavioral, cognitive behavioral, and humanistic approaches. Prerequisites: PSYCH 132 and PSYCH 206. (3)

PSYCH 236 - Organizational Behavior

This course emphasizes an experiential approach to the study of individual and group behavior within the context of the organization and as affected by a wide array of emerging organizational realities. It provides current and emerging theoretical and practical knowledge for understanding topics such as motivation, leadership, managerial decision-making, group processes and conflict resolutions. The major objective of this course is to understand organizational behavior concepts and models, moving from individual behavior to the group and to the organization as a whole. Prerequisites: PSYCH 132 and PSYCH 204. (3)

PSYCH 300 - Careers in Psychology

This course focuses on career planning and development issues for psychology majors. Using a combination of lecture, readings and exercises, students will be exposed to information designed to assist in the clarification, selection and pursuit of a career in psychology or a related field. Topics will include an overview of the undergraduate major in psychology, career options in psychology and related fields, preparation for employment with a bachelor's degree, preparing for and succeeding in a graduate school and applying for a job or to graduate school. Prerequisites: Junior status. (3)

PSYCH 301 - Adult Development and Life Assessment

This course introduces the adult learner to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theory is examined. These theories then provide the paradigm for self-analysis and life assessments, the basis for understanding individuals within organizations. (3)

PSYCH 310 - Psychology of Adjustment

This course will discuss the dynamics of normal and maladaptive adjustment, including the study of appropriate and inappropriate reactions to frustration and stress; resolution of conflicts, fears and anxiety; building emotional stability and preventing mental illness. Prerequisites: PSYCH 132 and PSYCH 204. (3)

PSYCH 320 - Sex, Gender and Behavior

This course will examine the differences between the male and female experience from the psychologist's point of view. The course will include factors which have affected the male and female experience, current research on actual and perceived gender differences, and how social changes have contributed to changing roles. Prerequisites: PSYCH 132 and PSYCH 204. (3)

PSYCH 324 - Introduction to Statistics Using SPSS

This course is designed to teach the students basic concepts in statistics and research methods. The course will focus on the Scientific Approach and teach the student how to test for relationships, mean differences and predictive relationships. The course will cover descriptive statistics as well as inferential designs. The Statistical Package for the Social Sciences (SPSS) will be used in this course. Prerequisites: PSYCH 132 and MATH 131. (3) **T1 QL**

PSYCH 325 - Research Methods

This course focuses on the application of the scientific method in the field of psychology. In order to find cogent explanations for pertinent issues, students are taught to use computer technology as a part of their semester-long research project. The Statistical Package for the Social Sciences (SPSS) will be used throughout the course. Each student is expected to develop, carry out and defend a major research project. Prerequisites: PSYCH 132 and PSYCH 324. (3)

PSYCH 329 - Psychology of the African-American Community

This course will include an examination of the development of hip hop in the US as a psychological, cultural, political and artistic resource. In particular, the course examines hip-hop literacy, language and learning, art, performance, and dress. Psychological explanatory theories related to hip-hop and its impact on society will be examined. Topics include: culture, community, crime and injustice, economics, education, family, history, identity, language, politics, sports, race and racism, sex and sexism. Emphasis is placed on hip-hop in a variety of contexts including schools, religious organizations, and political movements. Comparisons of hip hop with other African American community dynamics will be made. Prerequisites: PSYCH 132. (3)

PSYCH 330 - Employee Selection

This course will cover the relevant theory research, concepts, and applications associated with personnel selection and testing issues. Topics include: job analysis, validity, reliability, interviews, personality measures, assessment centers, fairness, validity generalization, utility analysis, test theory, privacy issues and cognitive ability measures. Prerequisites: PSYCH 132 and PSYCH 204. (3)

PSYCH 332 - Psychology of Adolescence

This course is a study of the attitudes associated with the adolescent period. Special emphasis is given to the problems arising in the junior and senior year of high school. Prerequisites: PSYCH 204. (3)

PSYCH 333 - Theories of Personality

This course involves the study of how specific personality traits are related to various life outcomes. The course will focus on the assessment and description of personality from both an individual and situational perspective. The Statistical Package for the Social Sciences (SPSS) will be used throughout the course. Prerequisites: PSYCH 132 and PSYCH 204. (3)

PSYCH 336 - Sensation and Perception

While there was a great deal of scientific work in the 18th and 19th centuries that could easily be called psychological, the official founding of psychology is credited to the German physiologist and psychologist Wilhelm Wundt. This course will trace the study of sensation and perception from Pre-Structuralism to contemporary virtual reality computer models. The class will introduce the student to the study of mind and the body interaction and show how this combination influences human behavior. Prerequisites: PSYCH 132, PSYCH 204, PSYCH 206 and PE 241. (3)

PSYCH 339 - Theories of Human Learning

This course will look at the development of learning theories in psychology starting with early philosophers to the development of Learning Theory and Social Learning Theory. Other areas to be covered include maladaptive learning, such as learned helplessness, and learning in traditional settings such as in the classroom and on the job. Prerequisites: PSYCH 132 and PSYCH 204. (3)

PSYCH 340 - Health Psychology

This course will include an examination of the relationship of psychological factors to physical illness, including the impact of such factors on illness, illness behavior and interventions at the individual and community levels. Emphasis will be on psychosocial stress, psycho immunology, and psychobiological aspects of disease and the etiology and psychological factors influencing illness recovery. Prerequisites: PSYCH 132 and BIOL 131. (3)

PSYCH 400 - History and Systems in Psychology

Since ancient times philosophers have speculated about the origins of human thought and behavior. On the one side were those philosophers who argued that human thought and action are innate others argued that there is no thought or action that does not have its origin in experience. This course will look at the historical development and modern resolutions of this nature versus nurture controversy and many other debates that have formed the science of psychology. In addition to the usual look at Structuralism, Functionalism, Gestalt, Behaviorism and other major schools and systems, this course will also look at the contribution of Imhotep and other great Africans to the history of psychology. Prerequisites: PSYCH 325, PSYCH 330 and PSYCH 339. (3)

PSYCH 405 - Field Experience

A supervised field experience in which the student is placed in an approved agency for fir-hand knowledge of psychological works. Pre-requisite: Senior Status (3)

PSYCH 410 - Training and Development

The objective of this course is for each student to learn how to assess, develop, carry out and evaluate a training program. To get to this objective, we will review the field of training and development, as well as the broader area of human resource development (HRD.) This means covering some of the basic concepts of training/HRD, such as motivation and learning theory, needs assessment and the evaluation of training. Different types of training programs will be examined, including orientation, skills training, team building, management development, organization development and diversity training. Prerequisites: PSYCH 132 and PSYCH 204. (3) **T2 Quan (F2012) SQT (10 hrs req'd) 4hrs scl,3hrs**

PSYCH 431 - Introduction to Industrial and Organizational Psychology

Industrial psychology concerns the physical and psychological conditions of the workplace and how these factors contribute to an efficient work environment. Industrial psychologists are also concerned about the design of manufactured products. This course

will focus on how psychologists apply knowledge of human capabilities and limitations to the design of the modern workplace. Prerequisites: PSYCH 325, PSYCH 330 and PSYCH 339. (3)

PSYCH 433 - Psychological Testing

Testing is perhaps the most widely used method within psychology. Individual and group tests are used to assess intelligence, aptitude, achievement, interests, and personality. Once the items of a test have been scaled, the test can be used to assess individual or group performance. The course will focus on the construction and uses of testing instruments in psychology. The student will develop, administer, and report on his or her own unique test instrument. Prerequisites: PSYCH 324, PSYCH 330 and PSYCH 339. (3)

PSYCH 435 - Leadership in Organizations

The focus of this course is on leadership in work organizations. There will be an examination on leadership theory, research and practice. For each topic reviewed in the course, the students will work towards connecting available theory and research on the topic to effective and successful leadership practices in organizations. Prerequisites: PSYCH 132 and PSYCH 204. (3)

PSYCH 470 - Senior Psychological Seminar

This seminar will involve group research and presentation under the direction of the professor. It is expected that all students will have established senior level status and be in the last semester of his or her undergraduate program. All students will be expected to demonstrate a comprehensive knowledge of psychological theories and systems and express this knowledge in a dynamic seminar setting. Seminar participants will enjoy the privilege of pursuing independent study, to an extent, with support from previous years of training and guidance from the professor. This class is recommended for Psychology majors who are actively seeking graduate school admission. Prerequisites: PSYCH 325, PSYCH 333, PSYCH 400 and Senior status. (3)

PSYCH 475 - Cognitive Psychology

Cognitive psychology applies to the study of thinking, concept formation, and problem solving. Work in this field has been much influenced and aided by the use of computers. This course will not only look at historical developments in the field of cognitive psychology but it will also focus on current trends and future objectives. While the course will look at traditional topics such as attention, memory and information processing, it will also look at parallels in computer and artificial intelligence. Prerequisites: PSYCH 324, PSYCH 330, PSYCH 333, PSYCH 336, PSYCH 339 and Senior status. (3)

PSYCH 480 - Special Topics in Psychology

This course will involve individual research under the direction of the professor. It is expected that the students will have established senior level status and be in the last year of their undergraduate program. The primary focus of this class is to prepare the student during the fall semester to present his/her research at a local, state, regional or national psychological conference. The student will also prepare a mock manuscript for submission to a psychological journal. Prerequisites: PSYCH 325, PSYCH 333, Senior status and permission of the instructor. (3)

PSYCH 500 - Directed Readings in Psychology

This course involves reading and library research on a specialized topic in the primary scientific literature in psychology under the supervision of a faculty member. Prerequisites: Senior status. (4)

REL 222 - Hermeneutics

Hermeneutics is the study of the principles of proper interpretation of the Biblical text. Focusing on issues such as historical setting, date of the writing, information about both the author and the audience are essential in finding out what was the authors intent in writing and what did it mean to the hearers of that day. (3)

REL 231 - Origin of Beliefs

This course provides a historical and systematic investigation into the roots of faith with special emphasis on the Judeo/Christian belief system. Students will explore how faith develops and in what ways a person's beliefs may impact their behavior. (3) **T1 ID**

REL 232 - Survey of Comparative Religions

This course will be a comparative study of religions of the world, focusing on their basic concepts, rites, and geographical distribution. Religions studied will include Hinduism, Buddhism, Islam, Judaism and Christianity. (3)

REL 233 - Old Testament Survey

This course is an introduction to the history, culture, and thought of the ancient Near East as a context for understanding the Old Testament with emphasis on the history of Israel. This study will give the students an overview and working knowledge of the thirty-nine books included in the Old Testament canon. (3)

REL 234 - New Testament Survey

In this course we will consider a survey of the history, life, and thought in the Greco-Roman world as a context for understanding the New Testament. This course will give the students an overview of the twenty seven books of the New Testament canon, and provide an understanding of the background of the various authors and their areas of focus in their writings. (3)

REL 235 - Survey of Church History

A study of the development of Christianity from the Apostolic days to the Reformation, covering 33 AD, 1600 AD in the first half of the semester and an overview of Christianity from the Reformation to the 20th Century in the second part of the semester. (3)

REL 236 - The Many Faces of Jesus

The overall purpose of this course is to engage students in the critical study of Jesus across diverse cultures and time periods. The course poses the central question: Who was Jesus, and what has been and continues to be his significance in culture? The approach is interdisciplinary; historical, sociological, philosophical, ethical and aesthetic issues will be addressed. Specifically topics of study will include Jesus in relation to history, the arts, film, social ethics, politics, the 21st century family and world religions. (3)

REL 240 - Contemporary Theological Perspectives

This is a creative study that will deal with the orthodox beliefs of the Christian faith as well as investigate contemporary theological issues of the twenty-first century. Guest lecturers representing a variety of church traditions will also be a part of the learning process. (3)

REL 241 - African American Theology

A study in Christian Theology from an African and African-American perspective. A focus on the rich contributions of people of African heritage to the development of the Bible and throughout Church History will be highlighted. (3)

REL 242 - The Role of Women in Scripture and Church History

A systematic study of the contribution and influence that women have made in the development of the Judeo/Christian literature found in Scripture. Students will also explore the rich contribution over the course of Church History and in modern times. (3)

REL 332 - Christian Ethics

The term ethics fundamentally means what we "ought" to do or what we "ought not" do. The Christian worldview has a distinctive perspective on the rightness or wrongness of an act based on the teaching of the Scriptures. This course will explore modern ethical issues through the lenses of the Bible. (3)

REL 333 - World Missions

This course will investigate the history and motivation for Christian mission worldwide. It will investigate the fact that some people regard missions as the imposition of Western culture and the extension of North American denominationalism. Others view missions as a religious cover for the spread of political influence or as a massive welfare program for developing nations. Students will examine these in search of the truth. (3)

REL 343 - Fundamentals of Counseling

This course will assist students to develop some basic counseling skills such as active listening, rapport, and building of relationship with people one might be seeking to assist. This course is particularly important for students who will be involved in careers that require a helping component with the community. Religious insights on helping hurting people will be shared, but will not be the dominating theme of the course. (3)

REL 344 - Principles of Christian Leadership

A key to the success of any organization is the quality of leadership displayed at the top. This course will help students to be exposed to a number of principles and models of leadership, both religious and secular, that will equip them not only to be members of quality teams, but also to fulfill leadership roles in their chosen field. (3)

REL 345 - Church Administration

This course is designed to introduce church workers to the basic principles related to the nature, structure and function of the church and to teach them the practical knowledge and skills necessary for the local church to effectively carry out its roles in the areas of ministry, administration, and education. (3)

REL 346 - Homiletics I

This course is the introduction to the study of the art and science of preaching. In this first of a two-part course, students will study the background of preaching. They will learn of the various types of introductions, conclusions, the effective use of illustrations and the various distinctive types of sermon and their usage. (3)

REL 350 - Biblical Perspectives

An overview study of the literary, historical, and religious dimensions of the Old and New Testaments. Special attention is given to the themes of covenant, redemption, justice, righteousness, reconciliation, eschatology, and hope. Adult learners are guided in an examination of biblical teachings in relation to everyday life. (3)

REL 421 - Homiletics II

The second in a two part course in the art and science of preaching will assist students in both the development of sermon outlines and also the opportunity to present in class various types of sermons. Students will be graded on a number of key factors necessary for good communication including eye contact, voice fluctuation, natural movement, and clarity of thought. (3)

REL 422 - Field Experience I

The Field Experience I course is designed to provide the student with the opportunity to interact in the local church community and to learn by observation, interaction, reading, and the development of a portfolio. The student will observe the function of the local church at its various levels including ministry to children, youth, men, women, and the elderly. Learning about church structure and board governance will also be required. At the end of the course they will also have had opportunity to apply their skills in a supervised setting by either a teaching or preaching presentation. The student must document 80 hours of involvement in this experience. (6)

REL 423 - Field Experience II

The Field Experience II course is designed to provide the student with the opportunity to apply some of the skills they have been learning in previous classes. These skills will include teaching a Bible study, preaching a sermon, counseling a person in need, and being a part of a church committee meeting. The students must document 80 hours of involvement in this experience. (6)

REM 201 - Introduction to Real Estate Management

This course provides a foundation for entry into residential or commercial management field from the property manager perspective. The course will focus on the fundamentals of management process. Upon completion of the course, you will have a practical background in the management of a wide variety of property types. (3)

REM 202 - Introduction to Apartment Management

This introductory property management course serves as a preliminary step toward understanding the specialized management of residential properties. It reviews the forms and goals of ownership as related to residential properties. It reviews the forms and goals of ownership as related to residential property management; discusses personnel management issues and policies; outlines key elements in developing and implementing property policies; explains leasing procedures and the contents of the lease document; outlines the components of resident relations, including lease renewal strategies and rent payment and collection; describes strategies for preparing vacant units and otherwise maintaining the property; identifies marketing strategies and advertising media; addresses converting prospects to residents; discusses different approaches to setting and raising rents; outlines renovation strategies; discusses property insurance coverage and handling of claims; and provides information on financial administration, including budgeting and different types of budgets, use of computers, and accounting and record keeping. (3) **T1 IC**

REM 203 - Professional Site Management of Affordable and Public Housing

This is an introductory course that effectively addresses the knowledge and skills required to be an effective manager in government-assisted housing. The course textbook, Government-assisted Housing: Professional Strategies for Site Managers, is published by the Institute of Real Estate Management (IREM) and authored by our executive director, Glenn French, CPM. (3)

REM 204 - Introduction to Office Building Management

This course is designed to provide you the fundamental knowledge required to understand the requirements of managing a commercial office building. It is geared to the property manager rather than the site manager and is designed to serve as a preliminary step toward the more specialized educational training for certification in commercial of property management. (3)

REM 300 - North Carolina Real Estate Pre-Licensing Course

This course is mandated by the NC Real Estate Commission for persons seeking their North Carolina Real Estate Licenses. It fulfills educational requirements for the state licensing exam. The course provides the necessary information on real estate principles and practices and has a heavy emphasis on real estate brokerage law. The primary objective of this course is to prepare the student for the North Carolina real estate license examination. (3)

REM 301 - Accredited Residential Manager® Certification

This course is specifically designed for practitioners and those seeking careers in the site level multifamily apartment management. This course fulfills all educational requirements for Accredited Residential Manager designation (IREM). Course topics include: Human Resources, legal issues and risk management strategies, professional ethics, on-site maintenance management, finance, basics of property accounting and budgeting, marketing and leasing tools and strategies. Prerequisites: Junior Standing or completion of REM 201 and REM 202. Successful completion IREM examination is required. (3)

REM 354 - Fundamentals of Purchasing and Financing Residential Real Estate

This course will identify the process and necessary elements to purchase and finance residential real estate. The major topics include: Deciding to Purchase, Getting Pre-approved, Budgeting for a Mortgage, Making the Offer to Purchase, Understanding the TranSAUtion Process, Your Guide to Financing, Selecting the Right Mortgage, and Capitalization on those Tax Benefits. (3)

REM 456 - Real Estate Internship

This internship provides on-the-job training in real estate and offers the student an opportunity to work in and evaluate a professional setting. Students will be at their internship sites a minimum of forty-five hours during the semester and meet with their internship instructor for ten hours over the course of the semester. (3)

ROW 200 - Introduction to Reading Plans

This course will use lectures, graphic illustrations and discussions to teach participants how to read and interpret information contained on highway construction plans. Students will develop an understanding of how plans are organized. They will gain an understanding of the different drawing types used and what they describe; learn how read, interpret, and relate to a standards of highway construction plans; understand the terms and abbreviations used in plans; and understand how to communicate in non-technical to laymen. (3)

ROW 235 - Fundamentals of Right of Way Acquisition

This course provides an overview of the fundamental principles of acquiring land for Right of Way projects. The student will gain a basic understanding of appraisals, engineering plans, real estate law, negotiation, environmental issues, relocations, property management, code of ethics, and conflict of interest. (3)

ROW 236 - Basic Real Estate Appraisal

This course provides the student with a basic understanding of the valuation process, basic real estate and steps (cost, sale comparison, and income capitalization) utilized to assess or determine the value of various property types. Prerequisites: ROW 200. (3)

ROW 300 - Principles of Negotiation I

This course will provide an introduction to the communication principles and concepts associated with Right of Way acquisitions. The four basic types of negotiation (attitudinal, integrative, bargaining and intra-agency) will be covered in this course. (4)

ROW 335 - Principles of Negotiation II

This course will introduce students to an effective plan for negotiations. Students will discuss acquisition process and variables that affect negotiations. This course will provide information on strategies that can be used when negotiations fail. Prerequisites: ROW 300. (4)

ROW 336 - Principles of Relocation Assistance

This course provides a comprehensive overview of processes and procedures involved in providing relocation assistance to owners and tenants of property. The course will specifically cover replacement housing payments, mobile homes, housing of last resort, advisory assistance, moving expenses and filing claims and appeals. (3)

SM 227 - Introduction to Sport Management

This course is designed to provide students with a thorough understanding of the complexities of Sport Management. The scope of this course includes the history of sport management, leadership skills, law, ethics, finance, and career opportunities. Educational experiences are designed to meet the needs of students who will plan, direct, supervise, and manage sport facilities in the corporate, public, and private sectors. (3)

SM 260 - Role of Sport in Society

This course is designed to make students aware of the impact of sport upon the American culture. The course includes theoretical positions in the sociology of sport and the significance of viewing sport from various social perspectives (ethnicity, sex, religion, nationalism). (3)

SM 261 - Ethics in Sport

This course examines research findings and current literature relevant to issues affecting concepts of ethics and morality in sports. Topics include code of professional ethics, theories, dilemmas and behaviors. Emphasis will be directed toward students developing their own personal code of ethics. (3)

SM 270 - Introduction to Sport Psychology

The course will give students an inquiry into the biological, personal, and social foundations on sport and spectator behavior, and how motivation, emotion, personality, and other mind/body variables influence athletic performance. The course includes applied exercises in emotional expression, stress and pain management, and visualization and hypnosis. Class content will also illustrate numerous psychological techniques that can enhance sport performance. (3)

SM 305 - Sport Management Practicum

The course is designed to provide majors with an introductory hands on experience in the area of sport management. Selected off- campus and on-campus experiences in the sport management industry will enable students to become more actively involved with field-based professionals. Student will gain introductory work experience and obtain a minimum of 60 hours of practical application in the sport business industry. 3

SM 326 - Sport Information

This course is designed to acquaint human performance majors with the field of Sports Information. Marketing, sport writing, statistical management, score reporting, play-by-play, press releases, and sports promoting are included as areas of introduction. Guest speakers, field activities (scorekeeping, interviews, and sport writing) are among the learning experiences that are engaged through this course. (3)

SM 360 - Sport Marketing and Promotion

Introduction to the methods and materials available for the promotion of athletic and recreational events. Attention is focused upon the importance of public attitudes, opinions, psychographics and demographics. Special emphasis is placed on promotion, public relations, marketing and fundraising. (3)

SM 361 - Governance in Sport

This course will provide various philosophies, theories, operations, and governance of inter-scholastic, inter-collegiate, and professional sport organizations. (3)

SM 362 - Finance and Economics in Sport

Provides students with knowledge of how to develop an organizational budget and strategies for generating income and allocating resources. Students will understand how to use financial indicators in developing strategic plans for the advancement of sport, recreation and athletic programs. (3)

SM 405 - Sport Management Seminar

The course is presented in seminar format and will examine real-world sport management issues that impact the individual, team, and business organizations associated with the sport profession. The course is designed to have students creatively explore and evaluate current issues/topics in the business of sport management; and to provide students with an understanding of the changing context for sport in a global society. 3

SM 410 - Sports Analytics

The course will discuss the theory, development, and application of analytics in sports. Students will learn about the application of analytics in sports for purposes of in-game strategy, player performance, team management, and sports operations, among many other topics. Students will learn to apply modern, practical analytic techniques to sports data in search of actionable insight and a competitive edge. (3)

SM 460 - Sport Facilities Management

Functions of management viewed in terms of types of facilities and the kinds of sports staged. Included are coliseums, municipal and college stadiums, county clubs and resorts, YMCAs and athletic clubs. Detailed practical background on the principles and practices of public assembly facility management and event promotion. (3)

SM 461 - Legal Environment of Sport and Recreation

Basic introduction to concepts and issues dealing with legal concerns in recreation and sport in contemporary society. Case histories and examples of liability are examined. (3)

SM 462 - Sport and the Law

Basic knowledge and understanding of the law as it applies to amateur and professional sports. Students identify, analyze and understand legal issues and discuss the ramifications of those issues. It is recommended that this course be taken in the Senior year. (3)

SM 463 - Sport Management Internship

Supervised internship in a sports setting, event or project that will provide the student with exposure to the opportunities in sports-related businesses, clubs or organizations. Students will be responsible for completing 40 clock hours of work and required to present detailed descriptions of work activities and experience. Prerequisites: SM major, 2.0 GPA in SM, completed required course work and departmental approval. (3)

SOC 132 - Introduction to Sociology

Introduction to the sociological perspectives and sociological imagination. Emphasis given to defining key terms in the discipline and explaining basic principles and concepts used in the study of social interaction and group life. (3) **T1 GP**

SOC 200 - Social Change

Analysis of evolutionary and revolutionary social change from the perspective of critical sociology. Topics include the types of groups that mobilize for change, recruitment of new members, ideologies of groups, and leadership styles. Particular U.S. social change movements examined include labor, civil rights, anti-war, welfare rights, women's movement, and the new right. Prerequisites: SOC 132. (3)

SOC 203 - Sociology of Deviance

Analysis of how social institutions define and respond to various forms of deviance, from individual mental illness to gang violence to illegal acts by governments and corporations. The course will focus on the construction and management of deviant identities, the role played by social status, and the importance of institutions of social. (3)

SOC 231 - Modern Social Problems

Focuses on significant social problems in American society. The student will review the nature of each problem and analyze the causes, assess various solutions and discuss prospects for the future. Prerequisites: SOC 132. (3) **T1 CT**

SOC 232 - Contemporary Family Life

Studies adjustments in interpersonal life as a continuing process throughout the life cycle. Helps students develop flexibility in their attitudes, which will enable them to make the choices that are most suitable for their own needs. Includes analyses of prevailing theories and current research. Prerequisites: SOC 132. (3)

SOC 233 - Cultural Anthropology

Deals with the study of group behavior in different cultural settings. Provides background of cultural anthropology as an academic discipline, and puts forth the principles of ethnography and assesses social institutions in different settings. Prerequisites: SOC 132. (3)

SOC 234 - Social Psychology

Examines the facts and principles of social psychology; utilizes a scientific approach to analyze social behavior of small groups; and presents basic methods and applications used by social psychologists. Prerequisites: PSYCH 232 and SOC 132. (3)

SOC 235 - Urban Sociology

Examines and analyzes the urban community, with reference to the social processes of urbanization, industrialization, and bureaucratization as they relate to changing social organizations, populations, social problems and planning. Special attention is given to the growth and development of urban ghettos. Prerequisites: SOC 132. (3)

SOC 261 - Introduction to Gender Studies

Explores the changing conceptions of sex roles, both female and male, in contemporary society. The course is designed to explore a variety of topics such as gender stratification, work and sexual identities, media representations of women and men, women's roles and violence against women. Feminist theories and methods are also explored. Prerequisites: SOC 132. (3)

SOC 271 - Introduction to Social Welfare

Assesses the history of social welfare in the United States. Emphasizes the evolution of popular values, including political and economic outlooks, which explain the shifts in welfare service delivery. Prerequisites: SOC 132. (3)

SOC 327 - Race Relations

Analyzes the nature of and reactions to racism. Prerequisites: SOC 132. (3)

SOC 332 - Criminology

Examines social backgrounds of criminals and delinquents, the development of criminal behavior and problems of crime prevention and control. Prerequisites: SOC 231. (3)

SOC 335 - Sociological Theory

Studies social theories from Auguste Comte to modern times-- includes the evolution of theories of the individual, group, and society; and explains the development of modern sociology and interpretive systems accompanying the changes. Prerequisites: SOC 132. (3)

SOC 341 - Gerontology

Examines how aging and the elderly are treated as social constructions within American society as well as in other societies. Special attention is given to social problems associated with aging and how an aging population affects other social realities. Prerequisites: SOC 132. (3)

SOC 342 - Juvenile Delinquency

Studies the sociological and psychological factors, which help produce delinquent behavior. Special emphasis given to the increasing manifestations of sociopath behavior in the larger society and their role in the growing incidence of violent behavior among adolescents. Prerequisites: SOC 132. (3)

SOC 365 - Social Statistics

Provides an understanding of and appreciation for quantitative research methods in the social sciences. Is especially useful to prospective graduate students. Prerequisites: SOC 132. (3)

SOC 395 - Data Collection and Analysis

Teaches students techniques for collecting social science data as well as maintaining, processing, and analyzing data using a database management and statistics program such as SPSS. Prerequisites: SOC 132, SOC 365, CIS 240. (3)

SOC 407 - Social Stratification

Social Inequality studies structures and implications for individuals and groups in U.S. society. Explores issues of race and ethnicity, language and immigration status, sex and gender, social class, age, and sexual orientation. Students critically examine theory and research that explores construction, experiences and meaning of such differences. Prerequisites: SOC 300. (3)

SOC 436 - Field Experience

Places students in approved agencies for first-hand knowledge of sociological work. Prerequisites: SOC 132 and Senior status. Fee required (3)

SOC 441 - Population and Demography

Provides a basic understanding of the study of population and the forces that influence population change. Special emphasis is given towards population-related social problems throughout the world. Prerequisites: SOC 132. (3)

SOC 443 - Community Organization

Studies community organization as a process of bringing desirable changes to community life. Assesses community needs and resources available to meet them. Prerequisites: SOC 132. (3)

SOC 451 - Social Science Research

Analyzes the principal methods and methodologies of social science research; brings together resources from library and laboratory; and focuses on the design of inquiry. Prerequisites: SOC 132 AND SOC 365. (3)

SOC 476 - Special Topics in Sociology

Designed to provide instructors with an opportunity to teach special topic areas of interest to themselves and students. Themes will vary. Prerequisites: SOC 132. (3)

SOC 498 - Proseminar

This course is for students strongly considering advanced study in Sociology, offering them a review of the major sub-fields of the discipline and preparation for graduate school. Sociology majors only. Prerequisites: SOC 132. (3)

SOC 499 - Senior Sociology Seminar

Provides students the opportunity to conduct sociological research as a group and/or individual under the direction of the professor. Serves as a capstone course for the Sociology Program. Students should have a solid grounding in sociological theory and methods before attempting this course. Prerequisites: SOC 132, SOC 335, SOC 365, SOC 395, SOC 431, Senior Status. (3)

SW 200 - Introduction to Social Work

This course provides an introduction to social work as a profession, its various work and career opportunities, values and ethics. core competencies, concept of generalist social work practice, the National Association of Social Work Code of Ethics and a beginning understanding of the profession as a response to human needs. (3)

SW 210 - Human Behavior in the Social Environment I

Theory course with emphasis on the individual as a member of family and social groups. Explores explanations of human development and socialization from birth to adulthood. Coursework maintains special focus on minority groups, impoverished people, people with disabilities and women's issues. (3)

SW 211 - Human Behavior in the Social Environment II

Theory course that continues SW 210. Coursework focus is upon individuals as members of societies, institutions, and communities. Continued emphasis on adult development with special interest paid to minority groups, impoverished people, people with disabilities and women's issues. (3)

SW 220 - Introduction to Social Welfare Policy

This course explores the history of the Social Work Profession in the United States with particular emphasis on the practice values and development of the Social Welfare system and Policies. (3)

SW 310 - Social Work Practice with Diverse Populations

Examines the impact of discrimination and oppression on development and delivery of social work services to diverse populations. (3) **T1 CE**

SW 325 - Generalist Social Work Practice I

This course teaches social work practice methods with a focus on assessment, values and skills, problem solving, crisis intervention, networking, and supportive counseling with individuals. (3)

SW 330 - Human Experience

Supervised generalist practice experience in a social agency [four (4) hours per week] in addition to weekly instruction [one (1) hour per week.] Prerequisites: Completion of all required social work courses, a 3.0 GPA in social work courses. S/U grade only. (3)

THE 110 - Introduction to Theatre

An introduction to the theatre through a survey of the work of various artists involved in the creation and production of a play. Topics in theatre history and literature will also be examined. (3)

THE 120 - Acting I

An introduction to the acting process through exercises, improvisation, and scene work. Designed for majors and for any student interested in exploring various acting techniques. (3)

THE 150 - Stagecraft

An introduction to the basic tools, construction methods and equipment used in the development of stage scenery, lighting, costuming, sound, and props. (3)

THE 210 - Script Analysis

Study and analysis of selected play texts in terms of structure, character, theme, and language. Plays are examined from the points of view of the actor, director, and designer. Prerequisite: THE 110. (3)

THE 220 - Acting II

Continued study in acting with a focus on advanced techniques and approaches to scene work and character development. Prerequisite: THE 120. (3)

THE 230 - Playwriting

A practical course in the planning and writing of plays for stage production. Students will write one-act plays (or a full length play), receive helpful criticism in class, and revise their work for possible future production. Prerequisites: ENGL 131 and ENGL 132. (3)

THE 250 - Theatre Design

A survey of the methods, practices, and materials used in theatrical design and production. Prerequisite: THE 150. (3) **T1 IC**

THE 340 - Theatre History and Criticism I

A comprehensive look at theatre history from its origins through the Eighteenth Century. The course combines the study of theatre history with dramatic literature, theory, and criticism. Prerequisites: THE 110. (3)

THE 341 - Theatre History and Criticism II

A comprehensive look at theatre history from the Eighteenth Century through present times. The course combines the study of theatre history with dramatic literature, theory, and criticism. Prerequisites: THE 110. (3)

THE 342 - Black Theatre

A comparative look at Black theatre from Western, African Diaspora, and Caribbean perspectives. The course combines the study of Black theatre history and culture with the development of the Black aesthetic, Black dramatic literature, theory, and criticism. Prerequisite: THE 110. (3)

THE 380 - Theatre Performance Practicum

Intensive practice in one of the many areas of theatre performance. (including acting, stage managing, and serving as an assistant director). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 389 - Theatre Performance Practicum

Intensive practice in one of the many areas of theatre performance. (including acting, stage managing, and serving as an assistant director). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 390 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 391 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 392 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 393 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 394 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 395 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 396 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 397 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 398 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 399 - Theatre Production Practicum

Intensive practice in one of the many areas of theatre production. (including scenic construction, lighting work, costume construction, prop gathering/construction, house managing, box office, and publicity). Students will receive credit through supervised participation in Saint Augustine's Theatre productions. Prerequisite: Permission of Instructor. (1)

THE 420 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 421 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 422 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 423 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 424 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 425 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 426 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 427 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 428 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 429 - Theatre Performance Seminar

Advanced study in one of a variety of topics in theatre performance. Course topics might include Auditioning, Hip Hop Theatre, Reader's Theatre, and Voice and Movement for the Actor. Prerequisite: THE 110, THE 120, or Permission of Instructor. (3)

THE 450 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 451 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 452 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 453 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 454 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 455 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 456 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 457 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 458 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 459 - Theatre Production Seminar

Advanced study in one of a variety of topics in theatre production. Course topics might include Lighting Design, Scene Design, Sound Design, and Stage Management. Prerequisite: THE 110, THE 150, or Permission of Instructor. (3)

THE 480 - Internship

Practical experience in theatrical production with companies or groups beyond the Saint Augustine's University campus. Students will be assigned significant responsibilities determined by their needs, abilities, and professional goals, and by the needs of and opportunities offered by sponsoring organizations. Prerequisites: either THE 120 or THE 150, either THE 380-THE 389 or THE 390-THE 399, and Permission of Instructor. (3)

THE 490 - Theatre Directing

A comprehensive study in the preparation, rehearsal, and promotion of theatrical productions. Students will study a variety of topics (including selection of material, text analysis, interpretation, casting, actor coaching, staging, and design coordination), leading to the production of a bill of one-act plays in the Saint Augustine's Theatre season. Prerequisites: THE 110, THE 120, THE 150, and either THE 380-THE 389 or THE 390-THE 399. (3)

WEL 101 - Global and Critical Inquiry in the First Year 1

Global and Critical Inquiry in the First Year will combine first year transitional skills with critical thought, inquiry, and research regarding global learning. The course is presented in two modules that span the academic year to better promote awareness and access to international perspectives. These courses replace GED 112 Freshman Studies. (2)

WEL 201 - Establishing Wellness

Part two of a four part wellness seminar series, designed to support the Transformative Education Program (TEP) and help in developing the "Signature Saint Augustine's University Signature Student." Themes primarily focus on exposing students to financial topics that impact financial wellness immediately and long-term. (1)

WEL 301 - Owning Wellness

Part three of a four part wellness seminar series, designed to support the Transformative Education Program (TEP) and help in developing the "Signature Saint Augustine's University Signature Student." Themes primarily focus on exposing students to career preparation experiences and "giving back" to the University and community. (1)

WEL 401 - Transitional Wellness

Part four of a four part wellness seminar series, designed to support the Transformative Education Program (TEP) and help in developing the "Signature Saint Augustine's University Signature Student." Themes primarily focus on student's transition from being a student to professionals in the workforce or graduate school. (1)

Disclaimer: Provisions in the Saint Augustine's University 2019-2021 Catalog may be changed from time-to-time at the discretion of the University. An up-to-date version will be maintained online on the University webpage. Any changes or updates will be noted as an "Update Page" within the Catalog. These changes or updates will have effect regardless of whether any particular notice is given or received.