POST MAKES IT PERSONAL

**Post University
Catalog 2019-2020b**
Revised June 10, 2020

Post
UNIVERSITY
EST.1890

Greeting from the Chief Executive Officer and President

Welcome to Post University!

As you look through our program offerings, policies, and procedures, you will find we are not like most other colleges or universities. The hallmark of the Post University experience is the personalized attention and support we provide to bring you a unique, career-focused education. At Post University, our focus is first and foremost on you and your success.

If you should need or want extra help, our associates are here for you. Financial aid advisors, instructors, academic advisors, career service assistants, and tutors are available to support and guide you. *Post Makes It Personal*® is our motto and we live it by providing you with a support team that works with and encourages you every step of the way – from enrollment to graduation.

At Post University, you learn from instructors with advanced degrees who bring relevant real-world work experience to the equation. Not only are our degree programs geared to meet market needs, our majors and concentrations provide you with the ability to customize your education to meet your career goals. We are exponentially increasing our student-support system technologies and learning management systems to provide our students, wherever you may be in the world, the most extraordinary and personalized learning experience possible.

We offer flexibility, prior work and life-experience credits, scholarships, and a thoroughly engaging campus experience. Our Main Campus provides a beautiful and collaborative environment for student learning with an exceptional level of customer service that fosters the personalized student experiences for which we are known. We began pioneering online learning programs more than 20 years ago and we now feature some of the most innovative and exceptional learning tools available today.

Online, or at our Waterbury, CT campus, we are a *family* - here to help enrich your life and learning regardless of whatever point you are at in your life or career. We are committed to making your Post University experience an extraordinary, personal, and memorable one.

I wish you success in your academic career; I know you will find it here. On behalf of everyone at Post University, I look forward to personally welcoming you!

Warmest regards,
John L. Hopkins
CEO and President

Post Makes It Personal®

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1.0 General Information

1.1 Mission and Post University History and Overview

Mission Statement

The mission of Post University is to provide students with the knowledge, personal skills, and experiences required to become leaders in their chosen careers. We prepare students to become confident, competent, and competitive participants in the global marketplace.

Post University History and Overview

Post University has been providing quality educational programs since its founding in 1890. The 58-acre campus is in Waterbury, Connecticut, and consists of 273,400 square feet of facilities including fourteen buildings, four of which house nineteen instructional classrooms. The campus and surrounding community offer a scenic, friendly, and innovative learning environment for students. The central location of the campus provides easy access to many of the major cultural centers in the northeast. The campus is located 90 minutes from New York City and two hours from Boston.   Amtrak and Bradley International Airport are near the campus and provide quick and convenient transportation options.

In 2018, Post University leased and renovated the 53,000-square-feet historic Howland Hughes building in downtown Waterbury. This facility, with space for future growth, is currently home for associates who work in academic advising and financial aid for our online student services division.   The building is a mix of the latest technology that blends contemporary functionality while preserving the heritage of an iconic building.

Students can choose to attend classes on the Main Campus or online, via the Accelerated Degree Program. Students who elect to attend the Main Campus in Waterbury, have the choice of living in one of six residence halls. The residence halls provide housing for approximately 420 students. The newest residence hall, Okinaga Hall, consists of four student suites with single rooms that can accommodate up to 146 resident students. Students are encouraged to participate in the many social and community activities available.

Specialized facilities include two science laboratories, two art classrooms, one photography classroom, a computer laboratory, a computer classroom, Center for Academic Success, the Rose Traurig Library, the Drubner Athletic and Fitness Center, and the Leever Student Center. Office space is provided for administrators, faculty, academic support staff, student government and activities, career services, security, and health services. The online Accelerated Degree Program Division schedules classes on the Main Campus during evenings and weekends. All buildings connect to Post University's local area access network via the latest wireless technology.

The Drubner Athletic and Fitness Center is a two-floor facility containing a fully equipped gymnasium, locker room, showers, and sauna. The Drubner Athletic and Fitness Center also contains two outdoor tennis courts, two racquetball courts, a universal equipment room, training rooms, and a new cardio-vascular fitness center containing a variety of contemporary equipment. The athletic staff has offices on the first floor of the Drubner Athletic and Fitness Center and on the upper campus adjacent to the athletic fields.

Post University is proud of its vibrant and diverse athletic programs. These programs consist of 23 varsity athletic programs. There are 21 NCAA Division II men's and women's athletic programs. The football team competes in the Collegiate Sprint Football League against other well-known universities such as Army, The United States Naval Academy, Penn, and Cornell.

Post University prides itself on its innovative programming at the certificate, associate, bachelors, and masters degree levels. Diverse program offerings in business, human services, education, and other areas of study, provide students with many educational opportunities. The design of the curriculum provides a career-focused, real-world learning experience in addition to challenging students to learn about themselves and reach their highest potential. The structure of the courses focuses upon hands-on learning and providing opportunities for students to get to know and bond with their instructors and fellow classmates. As a result of its diverse programming, Post University attracts students from a variety of ethnic backgrounds, cultures, geographic locations, and socio-economic levels. Considering our global economy, this diversity not only enriches the learning experience, but also prepares graduates to interact in the global economy and working environments they will encounter throughout their careers.

The online Accelerated Degree Program focuses on the needs of the adult learner. Adult learners benefit from the convenience an online classroom offers, which enables them to achieve their educational goals at the same time balancing work, family, and other responsibilities. Additionally, resident, non-resident, and online students enjoy a variety of student services designed to assist them should they encounter challenges at any point during their education. Tutoring services, academic advisement, personal advisement, financial advisement, and career services are some of the services available to students.

At Post University, you will receive personalized attention from the day you enroll, throughout your career as a student, to graduation. From quality academic programs to recreational activities and student support services, everyone at Post University is committed to your success. We look forward to partnering with you to achieve your academic and career goals and showing you how *Post Makes It Personal*®.

Post University offers online Accelerated Degree Programs and evening and weekend program courses at its Waterbury campus and regional location in Wallingford, Connecticut.

Waterbury (Main Campus)
800 Country Club Road
P.O. Box 2540
Waterbury, CT 06708

Wallingford (Instructional Location)
Masonicare
22 Masonic Avenue
Wallingford, CT 06492

1.2 Academic Calendar
Please note that the academic calendar is subject to change.

Main Campus Spring Semester 2020	
Term 4	
January	
08 Wednesday	New International Students Arrive
9-10 Thursday-Friday	New International Student Orientation
11 Saturday	Residence Halls Open for New Students, 9:00 a.m. Orientation for New Students
12 Sunday	Residence Halls Open at 1 p.m. for Returning Students
13 Monday	Term 4 and Spring Semester Begins
17 Friday	Last Day to Add/Drop a Spring Main Campus Course/Term 4 Without a "W"
20 Monday	Dr. Martin Luther King, Jr. Day, University Closed, No Classes
February	
14 Friday	Last Day to Withdraw from a Term 4 Course with a "W"
16 Sunday	Application Date for Term 4 Graduation
17 Monday	President's Day/University Closed, No Classes
March	
07 Saturday	Residence Halls Close at 2 p.m.
08 Sunday	Term 4 Ends
09 Monday	Term 5 Begins
13 Friday	Last Day to Add/Drop a Term 5 Course Without a "W"
09-13 Monday-Friday	Spring Vacation, Main Campus, No Main Campus Classes
14 Sunday	Residence Halls Reopen at 12:00 p.m.
27 Friday	Last Day to Withdraw from Main Campus Course with a "W"
30 Monday	Registration for Fall Semester 2020 Begins
April	
10 Friday	No Classes Main Campus
10 Friday	Last Day to Withdraw from a Term 5 Course with a "W"
13 Monday	Application Date for Spring Semester Graduation
May	
02 Saturday	Last Day of Classes for Main Campus
03 Sunday	Reading Day Term 5 Ends
04-08 Monday-Friday	Final Examinations for Main Campus
04 Monday	Term 6 Begins
08 Friday	Last Day to Add/Drop a Term 6 Course without a "W"

08 Friday	Residence Halls Close at 6 p.m.
09 Saturday	Commencement Ceremonies Residence Halls Close at Noon for Graduating Students
25 Monday	Memorial Day/University Closed, No Classes
June	
05 Friday	Last Day to Withdraw from a Term 6 Course with a "W"
14 Sunday	Application Date for Term 6 Graduation
28 Sunday	Term 6 Ends
29 Monday	Term 1 Begins
Main Campus Fall Semester 2020	
August	
25 Tuesday	New International Students Arrive
26-28 Wednesday-Friday	International Students/Orientation (New and Returning)
29 Saturday	Residence Halls Open for New Students, 8:30 a.m. New Student Orientation Begins
30 Sunday	Residence Halls Open for Returning Students, 12:00 p.m.
31 Monday	Fall Semester Main Campus/Term 2 Classes Begin
September	
04 Friday	Last Day to Add/Drop a Term 2 Course Without a "W"
07 Monday	Labor Day, University Closed, No Classes
09 Wednesday	Last Day to Add/Drop a Fall Main Campus Course Without a "W"
21 Monday	Application Date for Term 2 Graduation
October	
2 Friday	Last Day to Withdraw from a Term 2 Course/Receive a Grade of "W"
12 Monday	Columbus Day, University Open, No Main Campus Classes
25 Sunday	Term 2 Ends
26 Monday	Term 3 Begins
26 Monday	Registration for Spring Semester 2021
30 Friday	Last Day to Add/Drop a Term 3 Course Without a "W"
November	
06 Friday	Last Day to Withdraw from a Main Campus Course with a "W"
16 Monday	Application Date for Term 3/Fall Semester Graduation
24 Tuesday	Residence Halls Close at 7:00 p.m.
25 Wednesday	University Open, No Main Campus Classes
26-27 Thursday-Friday	Thanksgiving Vacation, University Closed, No Classes
28 Saturday	Regular ADP & Regional Site Class Schedule
29 Sunday	Residence Halls Reopen at 12 p.m.
30 Monday	Last Day to Withdraw from a Term 3 Course/Receive a Grade of "W"
December	
11 Friday	Last Day of Classes for Main Campus
12-13 Saturday-Sunday	Reading Days
14-18 Monday-Friday	Final Examinations Main Campus
18 Friday	Residence Halls Close at 6 p.m.
20 Sunday	Term 3 Ends

Accelerated Degree Program Spring Semester 2020	
Term 4	
January	
13 Monday	Term 4 Begins
17 Friday	Last Day to Add/Drop a Term 4 Course Without a "W"
20 Monday	Dr. Martin Luther King, Jr. Day, University Closed, No Classes
February	
14 Friday	Last Day to Withdraw from a Term 4 Course with a "W"
16 Sunday	Application Date for Term 4 Graduation
17 Monday	Presidents' Day/University Closed, No Classes
March	
08 Sunday	Term 4 Ends
Term 5	
March	
09 Monday	Term 5 Begins
13 Friday	Last Day to Add/Drop a Term 5 Course Without a "W"
April	
10 Friday	Last Day to Withdraw from a Term 5 Course with a "W"
13 Monday	Application Date for Term 5 Graduation
May	
03 Sunday	Reading Day
	Term 5 Ends
Term 6	
May	
04 Monday	Term 6 Begins
08 Friday	Last Day to Add/Drop a Term 6 Course without a "W"
09 Saturday	Commencement Ceremonies
25 Monday	Memorial Day/University Closed, No Classes
June	
05 Friday	Last Day to Withdraw from a Term 6 Course with a "W"
14 Sunday	Application Date for Term 6 Graduation
28 Sunday	Term 6 Ends
Accelerated Degree Program Fall Semester 2020	
Term 1	
June	
29 Monday	Term 1 Begins
July	
03 Friday	July 4th Holiday Observed, University Closed
	Last Day to Add/Drop a Term 1 Course without a "W"
31 Friday	Last Day to Withdraw from a Term 1 Course/Receive a Grade of "W"
August	
23 Sunday	**Term 1 Ends**
Term 2	
August	
31 Monday	Term 2 Begins
September	
04 Friday	Last Day to Add/Drop a Term 2 Course without a "W"
07 Monday	Labor Day, University Closed
21 Monday	Application Date for Term 2 Graduation
October	
2 Friday	Last Day to Withdraw from a Term 2 Course/Receive a Grade of "W"
25 Sunday	Term 2 Ends

Term 3	
October	
26 Monday	Term 3 Begins
30 Friday	Last Day to Add/Drop a Term 3 Course Without a "W"
November	
16 Monday	Application Date for Term 3 Graduation
26-27 Thursday-Friday	Thanksgiving Recess, University Closed
28 Saturday	Regular ADP & Regional Site Class Schedule
30 Monday	Last Day to Withdraw from a Term 3 Course with a "W"
December	
20 Sunday	Term 3 Ends

1.3 State Licensure and Accreditation
Post University is licensed by the state of Connecticut through the Office of Higher Education. The purpose of licensure is to ensure that an institution and its academic programs (traditional classroom and online) comply with the quality standards required to operate in the state. The regulations and standards used by the Connecticut Office of Higher Education can be found at www.ctohe.org. In addition to licensure, the state of Connecticut also ensures through its accreditation process that Post University continues to meet the quality standards established by the state. Accreditation by the state of Connecticut carries with it authorization to award specified degrees. The Connecticut Office of Higher Education licensure information can be found at the following link: http://www.ctohe.org/HEWeb/CollegesList.asp

1.4 Regional Accreditation
Post University is accredited by the New England Commission of Higher Education (formally the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the New England Commission of Higher Education indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied though a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Commission of Higher Education is not partial, but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Commission of Higher Education should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: info@neche.org

The New England Commission of Higher Education membership page is located at
https://www.neche.org/institutions/connecticut-institutions/.

1.5 Programmatic Accreditation
Accreditation Council for Business Schools and Programs
The following degree programs taught within The Malcolm Baldrige School of Business are programmatically accredited by the Accreditation Council for Business Schools and Programs. Accreditation Council for Business Schools and Programs was established in 1988 and is the only business program accrediting agency that offers programmatic accreditation for associate, baccalaureate, and graduate degree programs. Its mission is to promote continuous improvement and recognize excellence for the business programs it programmatically accredits. For more information, visit www.acbsp.org. Accreditation Council for Business Schools and Programs membership page is located at https://www.acbsp.org/page/our_members.

Degree Level	Program
Associate of Science	Accounting
	Management
	Marketing
Bachelor of Science	Accounting
	Business Administration
	Finance
	Management
	Marketing
	Sport Management
Master of Science	Accounting
Master	Business Administration

Commission on Collegiate Nursing Education
The Bachelor of Science in Nursing (RN to BSN) program at Post University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). The Commission on Collegiate Nursing Education membership page is located at http://directory.ccnecommunity.org/reports/accprog.asp.

The names of associations, agencies, or governmental bodies that accredit, approve, or license Post University and its programs may be accessed at https://post.edu/about/accreditation-and-recognition. This site lists licensure and institutional information as well as programs that hold additional programmatic accreditation. If you are unable to locate the information you need from the links above regarding accreditation, approval, or licensing for specific programs, you may contact the appropriate department listed in the Post University Directory. For information about the procedure for obtaining or reviewing documents describing accreditation, approval, or licensing for Post University, and accreditation in general, you may address inquiries to the Chief Regulatory Officer at eneely@post.edu.

National Association for the Education of Young Children Programmatic Accreditation
The Bachelor of Science in Child Studies program is programmatically by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, 1313 L Street, NW, Suite 500 Washington, D.C. 20005, (202) 232-8777. The accreditation term for the Bachelor of Science in Child Studies program runs from March 2019 through March 2026.

The Associate of Science in Early Childhood Education program is programmatically accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, 1313 L Street, NW, Suite 500 Washington, D.C. 20005, (202) 232-8777. The accreditation term for the Associate of Science in Early Childhood Education program runs from March 2019 through March 2021.

1.6 State Approvals
Post University is an institutional participant in the National Council for State Authorization Reciprocity Agreements (SARA). As a participating institution, it adheres to a common set of standards for offering postsecondary distance education among member states, districts, and territories. The Agreement establishes comparable national standards for the interstate offering of postsecondary distance education courses and programs. Post University continues to monitor developments in the relevant laws in each state. If authorization or licensure is necessary or becomes necessary, the necessary steps will be taken to gain approval. The chart below lists all current participating SARA states, as well as the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

Alabama	District of Columbia
Alaska	Nevada
Arizona	New Hampshire
Arkansas	New Jersey
Colorado	New Mexico
Connecticut	New York
Delaware	North Carolina
Florida	North Dakota
Georgia	Ohio
Hawaii	Oklahoma
Idaho	Oregon
Illinois	Pennsylvania
Indiana	Rhode Island
Iowa	South Carolina
Kansas	South Dakota
Kentucky	Tennessee
Louisiana	Texas
Maine	Utah
Maryland	Vermont
Massachusetts	Virginia
Michigan	Washington
Minnesota	West Virginia
Mississippi	Wisconsin
Missouri	Wyoming
Montana	Puerto Rico
Nebraska	U.S. Virgin Islands

Information on SARA states is available at http://nc-sara.org/sara-states-institutions. Some states require additional information be provided to online students. The states that require this additional information are listed below. Certain states require

Arkansas: The student should be aware that Post University credits may not transfer.

California: Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution who is or was a California resident while enrolled or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student who is a California resident in an educational program or are enrolled in a residency program and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program. It is important that you keep copies of your financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916.431.6959 or 888.370.7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Maryland: Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state. Please be aware that, if you live in Maryland and are enrolled in the B.S. in Child Studies, the program meets the education standards for the Connecticut State Department of Education's Early Childhood Teaching Credential and that those anticipating to seek licensure in the State of Maryland should consult with the Maryland State Department of Education to determine licensure requirements and eligibility. Also, due to state regulations, Post University offers Maryland residents an amended refund policy. If you are a student in Maryland, please contact student accounts aid at 800.345.2562 for more information regarding Maryland's refund policy.

Minnesota: Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state. Please note Minnesota's general education requirements are different from the state of Connecticut. Please contact admissions@post.edu for information on how to satisfy these requirements.

New Mexico: New Mexico Higher Education Department (NMHED) will receive complaints that were unable to be resolved through the institution's internal complaint process. To file a complaint with NMHED, you must have already filed with and received a response from the institution that you are complaining against. If you have legitimate reasons preventing you from filing a complaint with the institution, you must provide supporting documentation to that regard. Please visit this website for additional information at http://hed.state.nm.us/Complaint.aspx.

North Carolina: North Carolina students seeking licensure are responsible for contacting the following North Carolina organizations for requirements: North Carolina Board of Licensed Professional Counselors (NCBLPC) and NC Substance Abuse Professional Practice Board (NCSAPPB). Licensure in the Human Services field is a professional process that varies from state to state and area of specialization. Post University's Master of Science in Counseling and Human Services affords students the opportunity to take additional coursework toward licensure eligibility, but it is not a licensure program.

Ohio: The following online degree programs that contain on-ground components to be completed in Ohio have been authorized by the Ohio Board of Regents: Associate of Science in Early Childhood Education, Bachelor of Science in Child Studies, Bachelor of Science in Sport Management, Bachelor of Science in Counseling and Human Services; and Master of Science in Human Services.

Oregon: Post University has received approval from the Office of Degree Authorization to offer online courses, certificates, and degree programs to students in Oregon and includes approval to place students at appropriate sites in Oregon. Due to state regulations, Post University offers Oregon residents an amended refund policy.

Texas: After exhausting Post's University grievance/complaint process, current, former, and prospective students may initiate a complaint with Texas Higher Education Coordinating Board (THECB) by sending the required forms either by electronic mail or by mail to the THECB. Information regarding THECB's process can be found at:
http://www.thecb.state.tx.us/index.cfm.

To register a complaint in a student's state of residency, please visit our website for a complete listing of state-by-state information at https://post.edu/about/student-satisfaction-and-performance/state-by-state-complaint-process/.

1.7 Institutional Governance
Post University is an independent, for-profit institution of higher education.

1.8 Board of Trustees
The Board of Trustees is responsible for ensuring Post University is managed in a way that enhances its effectiveness in accordance with the mission. Members of the Board of Trustees include the following individuals.

1.9 Executive Leadership Team

Under the direction of the Chief Executive Officer and President, the Executive Leadership Team is responsible for strategic planning and daily oversight of Post University in accordance its mission. The Executive Leadership Team is comprised of seasoned professionals from academics and business who are committed to developing and delivering innovative higher education solutions that not only meet the needs of traditional students, but also address the higher education needs of working professionals looking to complete their degrees in a fully online format. The executive leadership team includes the following individuals.

John L. Hopkins	Chief Executive Officer and President
Bobby L. Reese	Chief Operating Officer
Scott Allen	Chief Financial Officer
Mark A. Chesney	Vice President
Elizabeth Johnson	Provost and Chief Academic Officer
Elaine Neely	Chief Regulatory Officer
Greg Theisen	Chief Information Technology Officer
Vicki Whisenhant	Chief Experience Officer

1.10 Post University Ownership

Since 2004, Post University is a wholly owned subsidiary of Post Education, Inc., a Delaware corp. which includes the following officers.

Andrew Hertzmark, MBA Chairman and CEO

Andrew Hertzmark is a Managing Partner at Generation Partners, which he joined Generation in 2004, and is a Trustee at Post University. Prior to joining Generation in 2004, Mr. Hertzmark was an Associate at Galen Partners, and an Analyst and Associate in the Investment Banking divisions of Dillon, Read & Co and UBS AG, respectively. Additionally, Mr. Hertzmark worked in the Business Development Group at Pfizer, Inc. as well as the National Economic Council within the Executive Office of the President of the United States. Mr. Hertzmark earned a Bachelor of Arts in Economics and Political Science from the University of Pennsylvania and an MBA from The Wharton School of Business. Mr. Hertzmark served as Chairman of the Board of The Wholesome Wave Foundation for over 10 years and is a former Board Member of The New York League for Early Learning. Mr. Hertzmark is originally from Waterbury, CT., where Post University's Main Campus is located.

Louis Marino, Secretary

Louis Marino is a Senior Vice President and the Chief Financial Officer at Generation Partners, which he joined in 2003. Previously, Mr. Marino was a Senior Associate in PricewaterhouseCoopers' Audit and Business Advisory Services group for four years. Mr. Marino earned a Bachelor of Science in Accounting from Boston College and is a Certified Public Accountant in the State of Connecticut. Mr. Marino is a native of Monroe, CT.

1.11 Policy of Nondiscrimination

Post University does not discriminate on the basis of sex, race, color, religion, age, disability, status as a veteran, national or ethnic origin, sexual orientation, gender identity, or gender expression, or any other category protected by applicable law, in the administration of its educational policies, admissions and recruitment policies, or other school administered programs.

For additional assistance related to civil rights under Title IX, contact:
Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202
1-800-USA-LEARN
TDD 1-800-437-0833
FAX (202) 401-0689
E-mail: CustomerService@inet.ed.gov

2.0 Main Campus Admissions

*Post University Main Campus applicants will be permitted to enroll by providing an attestation confirming high school graduation. Post University will accept students based on attestation when all other admission requirements are met. Prospective Main Campus students for fall 2020 will be provisionally accepted based on an attestation of high school cumulative grade point average. Once high schools can provide transcripts, we will confirm their acceptance and scholarship package for the fall 2020 semester and adjust if necessary.

2.1 Main Campus Undergraduate Admissions Requirements

Applicants seeking to apply for admissions to a Main Campus undergraduate program must provide a completed admissions application and proof of high school graduation or equivalent. An admissions interview is strongly recommended.

The following are examples of proof of high school graduation or equivalent:

- *An official high school transcript.
- A copy of Graduate Equivalency Diploma (GED), including scores, or certificate issued by the State.
- A copy of service members' DD214 or Enlisted Records Brief (ERB), indicating graduation from high school or equivalent.
- A copy of service members' Joint Services Transcript (JST), for applicants not applying for federal Title IV aid. Service members applying for federal Title IV aid must provide applicable proof of high school graduation, listed within these requirements.
- An official home school transcript.
- An official associate degree transcript.

One of the following forms of documentation will also be accepted as proof of high school graduation or equivalent:

- Official documentation of successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in an associate degree but is acceptable toward a bachelor's degree at any institution.
- Official documentation of enrollment in a bachelor's degree program in which at least 60 semester or trimester hours or 72 quarter credit hours have been successfully completed, including credits transferred into the bachelor's degree program.

An applicant whose transcript shows less than a 2.00 cumulative grade point average must submit a personal statement for review by the Provost. High school seniors in courses still in progress must provide current transcripts of work through the date of application.

*Under certain circumstances an unofficial transcript or alternative documentation may be accepted if approved by the Registrar and/or the Chief Regulatory Officer. Other forms of acceptable documentation include but are not limited to an unofficial high school transcript or an unofficial associate degree transcript.

Admissions Interview
It is recommended that applicants visit the campus and meet with an Admissions Counselor in person. If a visit cannot be arranged, the Admissions Counselor will schedule a telephone interview with the applicant.

Scholastic Aptitude Test (SAT) or American College Testing (ACT) Submission
Post University recommends, but does not require, that freshman applicants submit the results of an official SAT or ACT test. However, athletes planning to participate in a NCAA Division I or II athletic program **are required** to submit SAT or ACT test scores.

English and Math Course Placement: Main Campus Students
Post University recommends that all incoming, first-year Main Campus students complete math and English placement exams prior to registering for classes. Their achievement on the placement exams helps to identify the appropriate level course into which students need to be placed. If a student has transferable credits that will take the place of their introductory math and/or English classes, they do not have to take a placement test.

Main Campus Honors Program Admissions Requirements
Admission to the Honors Program is highly selective. To be considered for the Honors Program, applicants must have a high school or college GPA of at least 3.25. In addition, applicants must complete the Honors Program Application as well as submit a short writing sample and provide two written recommendations from teachers, counselors, coaches, and/or employers.

2.2 Main Campus Graduate Admissions Requirements

Post University offers an on-campus graduate degree in Master of Business Administration. The program is offered in an accelerated format and is taught by scholarly practitioners. Classes will run provided there is a minimum enrollment for each program.

Applicants seeking to apply for admission to the Main Campus Graduate program must provide a complete admissions application and proof of undergraduate graduation or equivalent. Post University strongly recommends an admissions interview.

All graduate applicants for admission (e.g., freshman, transfer, Military, international) must submit an application to the Office of Admissions and return other required materials to the address below. Along with submitting an application, applicants will need to:

- Have official transcripts from all colleges/universities sent to address below.
- If an applicant's GPA is below a 3.0, they will be asked to provide a personal statement describing qualifications for Post's graduate program (250-500 words typed).
- Submission a letter of recommendation; this can be academic or professional.
- It is recommended that applicants visit our campus and meet with an Admissions Counselor in person.
- A recommendation from an admissions counselor and Program Chair are required for admittance.
- International Graduate applicants are required to submit TOEFL or IELTS scores. TOEFL scores should be 80 or higher. IELTS scores should be 6.5 or higher.
- Transfer applicants may be eligible to transfer in up to 9 credits from an accredited graduate program.

Please send the completed application and all other required materials to:

Post University Main Campus Graduate Admissions
800 Country Club Road
Waterbury, Connecticut 06723-2540
Telephone: 800-345-2562 Fax: 203.841.1161 Email: MCGraduate@post.edu

2.3 Main Campus Post Eagle Program Additional Admissions Requirements (Military Program)

Post University military benefits extend to active, reservists, and veterans of the Army, Army National Guard, Army Reserves, Air Force, Coast Guard, Marines, and Navy and their eligible family members as well as civilian employees of the Department of Defense. Online and on campus requirements are as follows:

- Active duty service members must provide a Joint Service Transcript (JST) or active duty orders.
- Honorably discharged veterans must provide a DD214 including honorable discharge or a general discharge under honorable conditions.
- Eligible dependents of active and honorably discharged services members 24 years of age and under who are not married or have children must provide qualifying service members JST/Active Duty orders or DD214 and a copy of their birth certificate to prove relationship.
- Eligible spouses of active and honorably discharged service members who are currently married must provide qualifying service members JST/Active Duty orders or DD214 and marriage certificate.
- Department of Defense civilians must provide employment verification or a current paystub.

2.4 International Admissions Requirements

Post University welcomes international applicants. Prospective international applicants must submit an application and copies of official secondary and college transcripts. All foreign documents must be in English and receive an evaluation to ensure the applicant meets United States educational standards. Submit documentation of proficiency in the English language, such as TOEFL or IELTS scores. The TOEFL score for the undergraduate program should be a 75 or higher and for the graduate program it should be an 80 or higher. The IELTS score should be 6.0 or higher for the undergraduate program and a 6.5 or higher for admission to the graduate program. Submit all documentation to the Office of International Admissions.

Student Visa Requirements and F-1 Process

To obtain a student visa the applicant must provide a copy of their passport information page with photograph, complete the Declaration of Finances form, and provide proof of financial resources through bank statements, a letter of government scholarship award, or letter of employer sponsorship. Documentation must be dated within six months of the time of application.

F~1 Visa Process
Upon admissions acceptance and receipt of the Declaration of Finances, Post University will issue a Form I~20/Certificate of Eligibility, which the applicant uses to apply for a United States F~1 student visa. Post University is enrolled in the Department of Homeland Security (DHS) Student and Exchange Visitor Information System (SEVIS) for electronic tracking of international students. Please note that applicants must pay the SEVIS I~901 fee and the DS~160 visa application processing fee to DHS prior to applying for a visa. The process of applying for and receiving a F~1 visa varies from country to country and may take as long as three months.

The issuance of Form I~20 and F~1 student visa constitutes a legal agreement with the United States. The definition of an F~1 student is a non-immigrant who is pursuing a full course of study towards an educational or professional objective at an institution in the United States. Once the educational or professional objective has been attained, the F~1 student is expected by the United States to return to their residence abroad.

The F~1 student agrees to comply with the following requirements:

- Always maintain full--time enrollment except during the summer vacation period. Full~time enrollment is a minimum of 12 credits per semester.
- Maintain enough financial support for the duration of the course of study.
- Follow the procedures to transfer schools, change educational levels and/or majors, or extend their program.
- Engage in employment in the United States only with the express authorization of a designated school official (DSO). Employment is restricted to Post University or its contracted services.
- Report all changes in status, including address, within 10 days to Office of International Admissions.

Upon completion, the applicant must mail (or email) the application, with all documentation to:

Post University
Admission Department, Office of International Admissions
800 Country Club Road, Box 2540
Waterbury, CT 06723~2540
Telephone: 203.591.5234 Fax: 203.841.1118 Email: hstranscipts@post.edu

2.5 Admissions Decision Policy
The Office of Admissions makes every effort to notify candidates of their admission decision within three weeks after receiving a completed application with all supporting documents. In some cases, the Office of Admissions may defer making a final decision until it has received a report of the applicant's high school midterm grades, or until a personal interview takes place. Applicants are asked to contact the Office of Admissions to determine the status of the application.

2.6 Readmission
Former Post University students who have been absent for six or more terms and who now wish to continue their studies must apply for readmission by filing an Application for Admission with the Admissions Office. Former Post University students who have been away from the University for more than two years will also be required to fulfill the degree requirements of their selected major as stated in the current catalog. If, for any reason, the University dismissed a student, the Admissions Committee will review the application for readmission, and the applicant may be required to submit an appeal form and documentation.

2.7 Undergraduate Certificate Programs Admissions Requirements
Applicants to an undergraduate certificate program must meet and maintain the same admissions criteria appropriate to the program of study that grants the certificate.

3.0 Accelerated Degree Program Admissions

3.1 Accelerated Degree Programs Admissions Requirements
Applicants seeking to apply for admissions to an Accelerated Degree Program online undergraduate program must be a high school graduate or meet one of the following requirements:

- Possess a General Education Development (GED) certificate or state-specific equivalent diploma.
- Possess a home study certificate or transcript from a home study program that is equivalent to high school level and recognized by the applicant's home state, and they must be beyond the age of compulsory attendance in that state.

Post University will accept attestation as proof of graduation. In addition to attestation Post University will request any proof of graduation as outlined by the U. S. Department of Education and will evaluate the students that are not able to produce documentation. Post University relies on the students' attestation of high school completion and will not mandate a separate document for all students. Additional acceptable forms of attestation may include proof of graduation included on the federal financial aid, or any document deemed acceptable by the US Department of Education.

If for any reason, the attestation of high school graduation or GED completion is found to be false or untrue, the student will not have met an admissions requirement and will not be considered a regular student and will be subject to immediate dismissal from Post University. Further, if the attestation is found to be false or untrue, all Title IV financial aid and state or institutional financial aid that was disbursed on the student's behalf must be refunded to the appropriate source. The student will be responsible to Post University for all money refunded.

3.2 ADP Campus Post Eagle Program Additional Admissions Requirements (Military Program)
Post University military benefits extend to active, reservists, and veterans of the Army, Army National Guard, Army Reserves, Air Force, Coast Guard, Marines, and Navy and their eligible family members as well as civilian employees of the Department of Defense.   Online and on campus requirements are as follows:

- Active duty service members must provide a Joint Service Transcript (JST) or active duty orders.
- Honorably discharged veterans must provide DD214 including honorable discharge or a general discharge under honorable conditions.
- Eligible dependents of active and honorably discharged service members 24 years of age and under who are not married or have children must provide qualifying service members JST/Active Duty orders or DD214 and a copy of their birth certificate to prove relationship.
- Eligible spouses of active and honorably discharged service members who are current married must provide qualifying service members JST/Active Duty orders or DD214 and marriage certificate.
- Department of Defense civilians must provide employment verification or a current paystub.

3.3 Bachelor of Science in Nursing Additional Requirements
Applicants of the Bachelor of Science in Nursing (RN to BSN) program must provide prior to admission the following additional information:

- Official transcripts as proof of graduation from an approved registered nurse (RN) program.
- Proof of an unencumbered license that is verified through the National Council of State Boards of Nursing (NCSBN) to practice as a registered nurse.

Admissions and retention in the nursing program requires the following:

- Maintaining an unrestricted, unencumbered license to practice as an RN throughout the duration of the program.
- Students who do not maintain a current unencumbered, unrestricted RN license will be dismissed from the program.
- Verification of a valid RN license is required to receive PLA credit for RN licensure (30 credits).

3.4 International Admissions Requirements (ADP online students only)
Post University welcomes international applicants. Prospective international applicants seeking enrollment into a master's level program must submit an application and copies of official secondary and college transcripts. Official college transcripts are a requirement. Prospective international applicants seeking enrollment into an undergraduate level program may provide either official transcripts from the secondary school or an attestation of high school completion. Submit documentation of proficiency in the English language, such as TOEFL or IELTS scores. The TOEFL score for the undergraduate program should be a 75 or higher and for the graduate program it should be an 80 or higher. The IELTS score should be 6.0 or higher for the undergraduate program and a 6.5 or higher for admission to the graduate program. The student must submit all documentation to the Office of International Admissions.

3.5 Accelerated Degree Program Graduate Admissions Requirements

Applicants to the graduate programs must submit the following:
- A graduate application.
- An official transcript with a conferred bachelor's degree in a related field. (See Chart Below for Details)
- An official graduate degree transcript will be permitted in lieu of a bachelor's degree transcript.

In addition to the above requirements, applicants with an undergraduate CGPA of 3.0 or higher must provide the following:
- One letter of recommendation required, 2 suggested.

In addition to the above requirements, applicants with an undergraduate CGPA of less than 3.0 must provide the following:
- One letter of recommendation required, 2 suggested.
- A personal statement.
- Permission from the Dean.

Program specific prerequisites:

Program Name	Program Specific Requirements
Master of Business Administration	Bachelor of Science in business-related subject. A student with a Bachelor of Science in a non-business related field must take BUS501 – Economic Foundations of Accounting and Finance or ACC111, ECO201, FIN201 and LAW204. BUS501. BUS501 will be waived for students with a Bachelor of Science in a business related field. Please contact a Graduate Admissions Representative for details.
Master of Science Accounting	Bachelor of Science in Accounting or a Bachelor of Science in a non-accounting field and the successful completion of 3 semester credits in Financial or Managerial Accounting. Students interested in becoming a CPA, please contact a graduate Admissions Representative for details.
Master of Science in Counseling and Human Services	For applicants with an undergraduate CGPA of 3.00 or higher: one year of full-time work and/or volunteer experience. For applicants with an undergraduate CGPA of 2.50-2.99: three years or more of full-time experience. For applicants with an undergraduate CGPA ocf 2.00-2.49: five years or more of full-time experience

In addition to the requirements stated above, the programs listed in the chart below have additional experiential admissions requirements. Post University feels strongly that students possessing real world experience elevate course and program dialogue and lead to a more meaningful learning experience. Relevant experience encompasses anything from part- or full-time employment to internships, research projects, and publications. Applicants with less work experience but otherwise exceptional applications will be considered for admission. Students are required to provide resumes, transcripts, or other acceptable documentation to support the experiential requirements. Your Admissions Representative will provide additional information on the types of experiential experiences that are acceptable.

Program Name	Years of Experience
Master of Business Administration	Three Years
Master of Science in Project Management	Three Years
Master of Science Accounting	None
Master of Public Administration	Three Years
Master of Education	One Year
Master of Science in Higher Education Leadership	One Year
Master of Science in Counseling and Human Services	One Year

3.6 Graduate Certificate Programs Admissions Requirements
Applicants to a graduate certificate program must meet and maintain the same admissions criteria appropriate to the program of study that grants the certificate. Applicants may not transfer any credits into a certificate program.

4.0 Tuition and Fees

4.1 Main Campus Tuition and Fees
Tuition and fees for Main Campus undergraduate programs may be subject to change with notification.

Full-Time Main Campus Students
Full-time Main Campus students are those who register for courses starting in the fall and/or spring semester and who take at least 12, but no more than 18, credit hours per semester. Any student taking more than 18 credits will be subject to a $945 per credit hour fee.

Annual Tuition and Fees	2020-2021
Tuition	$28,250/year
Okinaga*	$12,400/year
West, South, Paparazzo*	$11,600/year
Middle, East*	$10,600/year
Student Service Fee**	$1,100/year
Technology Fee***	$200/year
Laboratory Fee****	$200/year
Art Supply Fee *****	$150/year

*The Post University Board plan consists of 19 meals per week. Students living off campus may also participate in the plan.
** The Student Service Fee supports extracurricular experiences. This includes the Student Government Association's various clubs, organizations and programs, the Programming Board and additional services that support students outside the classroom. There is no Student Service Fee charged for Main Campus summer courses.
***The Technology Fee is paid by full-time students for technological accommodations and equipment provided.
****The Laboratory Fee is paid by full-time students for science classes that require laboratory accommodations and supplies.
*****The Art Studio Fee is paid by full-time students for art classes that require studio sessions and supplies.

Part-Time Main Campus Students
Students enrolled for fewer than 12 credit hours per semester are classified as part-time students. The tuition for part-time students is as follows:

Annual Tuition and Fees	2020-2021
Main Campus Course Tuition	$945.00/credit
Auditing Fee	$472.50/credit

Online Summer Courses
Students who elect to take online courses during the summer term will be charged tuition as follows:

Annual Tuition and fees	2020-2021
Online Course Tuition	$570/credit

Main Campus Graduate Programs

School and Degree Program	Tuition Per Credit
Malcolm Baldrige School of Business Master of Business Administration (MBA)	$730
Annual Tuition and Fees	2020-2021
Tuition	Varies by Program of Study
Okinaga*	$12,400/year
West, South, Paparazzo	$11,600/year
Middle, East	$10,600/year
Student Service Fee**	$1,100/year
Technology Fee***	$200/Year
Laboratory Fee****	$200/year
Art Studio Fee*****	$150/year

*The Post University Board plan consists of 19 meals per week. Students living off campus may also participate in the plan.
**The Student Service Fee supports extracurricular experiences. This includes the Student Government Association's various clubs, organizations, and programs, the Programming Board, and additional services that support students outside the classroom.
***The Technology Fee is charged at a rate of $100 per semester. The stated fee is based upon enrollment in 2 consecutive semesters for the academic year. This fee is for technological accommodations and equipment provided.
****The Laboratory Fee is charged at a rate of $100 per semester. The stated fee is based upon enrollment in 2 consecutive semesters for the academic year. This fee is for science classes that require laboratory accommodations and supplies.
*****The Art Studio Fee is charged at a rate of $75 per semester. The stated fee is based upon enrollment in 2 consecutive semesters for the academic year. This fee is for art classes that require studio sessions and supplies.

4.2 Additional Main Campus Fees

Books and Supplies

The cost of books and supplies depends on the program of study. Studio, laboratory, and Electronic Course Material fees may be applied to a course. In lieu of hardcover textbooks, Post University has transitioned many of its course materials to Electronic Course Materials. In many courses, students are charged a $90 fee for these materials. Electronic Course Materials are course materials that are available in a completely electronic format, and may include electronic versions of textbooks, narrated PowerPoint presentations, articles, case studies, access codes to additional content, and materials that are developed and gathered by faculty to address specific program and course outcomes.

Books and Supplies	
Annual Estimate	$1,200

Returned Check Fee

The following returned check fee will be applied for any declined check(s):

Returned Check Fee	
Declined	$25

Annual Health Insurance Fee

All full-time Main Campus undergraduate and graduate students must have health insurance coverage. Students will automatically be enrolled in Post University's insurance plan unless a waiver of personal insurance coverage is submitted, verified, and approved by the fall 2020 deadline date of September 14, 2020. Students who are not enrolled for the full academic year will pay a pro-rated health insurance fee. There is no health insurance fee charged for Main Campus summer courses.

Annual Health Insurance Fee (August 14, 2020 – August 13, 2021	
Health Insurance Fee* (Full Year 2020-2021)	$925.00

*Fee is updated on an annual basis

Late Payment Fee

A late payment fee is applied to accounts if full-time tuition and fees are not received by the specified due dates.

Late Payment Fee	
Late Payment Fee	$25

Orientation Fee (Undergraduates)

New, full-time undergraduate students pay an orientation fee during their first semester.

Orientation Fee (Undergraduates)	
Orientation Fee (Undergraduates)	$100
Orientation Fee (Undergraduate International Students)	$375

SEVIS Fee

The SEVIS fee is a nonrefundable fee paid to the United States Government for F-1 students.

SEVIS Fee	
SEVIS Fee	$200

Transcript Fees

The following fees apply for transcript requests:

Transcript Fees	
Official Transcript Fee	$10
Unofficial Transcript Fee	$3

Graduation Fee

The following graduation fee will apply:

Graduation Fee	
Undergraduate & Graduate	$90

4.3 Payment Information

Payment Schedule

A payment plan agreement can be obtained from the Office of Student Accounts. Payments are due beginning July 15th for the fall semester and December 15th for the spring semester. Subsequent payments are due on the 15th of each month.

Late Payments

Payments are due as established by the monthly payment plan agreements. Payments must be made on, or before, the set due date(s) or late payment fees will apply. If circumstances are such that payments cannot be made by the scheduled due date(s), students must contact the Office of Student Accounts to make special payment arrangements. These arrangements must be made in writing and agreed to by the student and the Office of Student Accounts no later than one week prior to the payment due date(s). An account that is not current could result in removal from classes or athletic activities, denial of registration for courses, withholding transcripts and diplomas, and assessment of interest equal to 1.5% monthly of the balance due, equal to 18% annually of the balance due. Students who are removed from classes may be administratively withdrawn from Post University.

Monthly Statements

Monthly statements explain the current balances and activity on students' accounts for the prior month. Students on monthly payment plans must follow the terms of their agreements. Any balances not covered by monthly payment plans are due and payable within 30 days.

4.4 Accelerated Degree Program Tuition and Fees

Undergraduate Program Tuition

School and Degree Programs	Credit Hour Tuition
Malcolm Baldrige School of Business	
Certificate, Associate or Bachelor's Degree	$570
John P. Burke School of Public Service and Education	
Certificate, Associate or Bachelor's Degree excluding the Associate of Science in Early Childhood Studies degree program or the Bachelor of Science in Child Studies degree program	$570
Associate of Science in Early Childhood Studies degree program or the Bachelor of Science in Child Studies degree program	$505
School of Arts and Sciences	
Bachelor of Science in Nursing (RN to BSN)	$440
Certificate, Associate or Bachelor's Degree	$570

Graduate Program Tuition

School and Degree Programs	Credit Hour Tuition
Malcolm Baldrige School of Business	
Master of Business Administration	$730
Master of Science in Accounting	$625
Master of Science in Project Management	$625
John P. Burke School of Public Service and Education	
Master of Education	$570
Master of Science in Higher Education Leadership	$570
Master of Science in Counseling and Human Services	$570
Master of Public Administration	$570

4.5 Post Eagle Program (Military Programs) Tuition for Service Members, Veterans, and Eligible Family Members

Through Post University's Accelerated Degree Program, all active, reservists and veterans of the Army, Army National Guard, Army Reserves, Air Force, Coast Guard, Marines and Navy, and eligible family members, as well as civilian employees of the Department of Defense can earn certificates or degrees entirely online. Post University offers reduced tuition, has eliminated most fees, and covers the cost of most books and required course materials so military students can earn their degrees at a substantially reduced cost. The tuition and fees reflected below are for military service members, veterans, and eligible family members.

ADP Military Program Tuition Rates	
ADP Military Undergraduate Tuition	$250/Credit
ADP Military Graduate Tuition	$399/Credit

Main Campus

The military tuition reduction of $11,529 is available to full-time active, reservists and veterans of the Army, Army National Guard, Army Reserves, Air Force, Coast Guard, Marines and Navy, and their eligible family members, as well as civilian employees of the Department of Defense attending the Main Campus.

Post University military benefits extend to active, reservists and veterans of the Army, Army National Guard, Army Reserves, Air Force, Coast Guard, Marines and Navy, and eligible family members, as well as civilian employees of the Department of Defense. To receive the military program tuition, fees, and book cost reductions as reflected above, eligibility must be established. Please see 5.14 for eligibility requirements.

4.6 Electronic Course Materials and Technology Fees

Technology is important in delivering a high level of quality in the Accelerated Degree Program. A Technology Fee of $50 is charged on a per term basis to students enrolled in courses for technology provided by Post University. Electronic Course Materials are course materials that are available in a completely electronic format, which may include electronic versions of textbooks, narrated PowerPoint presentations, articles, case studies, access codes to additional content, and materials that are developed and gathered by faculty to address specific program and course outcomes. For courses requiring Electronic Course Materials, a $90 fee will be charged per course. Students in the Bachelor of Science in Nursing (RN to BSN) Program will also be charged a one-time simulation fee of $600.

4.7 Tuition Refunds

To drop or withdraw from an online course, students must send emails to online@post.edu. No other form of communication will be accepted for drops or withdrawals. Tuition refunds will be processed according to the following schedule:

1. 100% of tuition is credited for online courses if notice of the drop is received prior to the start of the term.
2. $150 per course is charged for online courses if notice of the drop is received by 5:00 PM EST of the first Friday of the term.
3. Students who fail to participate and are administratively removed from the courses will not be charged.

Military Program students must send emails to onlline@post.edu and drop or withdraw coursework through their respective military tuition assistance providers (GoArmyEd, etc.). No other forms of communication will be accepted for drops or withdrawals. Tuition refunds will be processed according to the following schedule:

1. 100% of tuition will be credited for online courses if notice of the drop is received within the Add/Drop period.
2. r by the third Friday of the term.
3. Students who fail to participate and are administratively removed from their courses will not be charged.

Tuition Assistance Refund Schedule		
From	**To**	**Refund Percentage**
0	6	100%
7	13	50%
14	End	0%

Unearned TA Policy: Military Tuition Assistance (TA) is awarded to a service member under the assumption that the service member will attend school for the entire period for which the assistance is awarded.

If a service member withdraws on or before the 60 percent portion of the term, the service member will no longer be eligible for the full amount of Military TA funds originally awarded. To comply with the policy of the Department of Defense, Post University will return any unearned Military TA funds on a pro-rata basis through at least the 60 percent portion of the term for which they were provided.

Any unearned Military TA funds will be returned directly to the military service, not to the service member. The calculation of the return may result in the service member owing a balance to the University. If the service member withdraws due to military service obligation, the University will work with the service member to identify a solution that will not result in a student debt for the returned TA portion.

A student's official withdrawal date or the last date of attendance will be used to calculate earned percentage of TA. A student's official withdrawal date is determined by using the last date of attendance that is documented and submitted to the Registrar's Office. Once the last date of attendance has been determined, Post University will recalculate a student's TA eligibility based on the following formula:

Numbers of days completed/Total days of the course = Percent of TA earned

Post University reserves the right to make changes to tuition or tuition policies at any time.

4.8 State Specific Refund Policies
Certain states require specific policies regarding refunds of tuition and fees charged for students from those states taking online courses. If the students taking online courses are residents of Kentucky, Maryland, Nevada, New Mexico, or Oregon, the following refund policy applies:

Kentucky, Maryland, Nevada, New Mexico, and Oregon	
Weeks Attended	**Refund for 8-Week Term**
Week One	100%
Week Two	80%
Week Three	65%
Week Four	50%
Week Five	40%
Weeks Six-Eight	0%

If the students taking online courses are residents of Wisconsin or Iowa, the following refund policy applies:

Wisconsin and Iowa	
Days Attended	**Refund for 8-Week Term**
Days 0-7	100%
Days 8-14	86%
Days 15-21	73%
Days 22-33	61%
Days 34-56	0%

If students are not residents of the aforementioned states, Post University's tuition refund policy applies.

5.0 Financial Aid

5.1 Free Application for Federal Student Aid (Federal Financial Aid)
All applicants interested in applying for federal aid should do so by completing the Free Application for Federal Student Aid (FAFSA) as early as possible during the application process. The US Department of Education makes the FAFSA available at https://studentaid.ed.gov/sa/fafsa. Students must complete a FAFSA annually. The FAFSA is the only application necessary to apply for federal financial aid.

Post University's school code is **001401** and must be included on the FAFSA for the University to receive the students' information. The University will receive an Institutional Student Aid Report (ISIR) within 3-5 days. After a review, the University will determine award information for those who qualify.

5.2 Applying for Financial Aid
Students, and parents, if applicable, must create an FSA ID to complete and electronically sign the FAFSA. If students or parents don't already have a FSA ID, they can create one by visiting https://studentaid.ed.gov/sa/fafsa/filling-out/fsaid. The authentication allows access not only to the FAFSA on the web, but also to other student aid websites.

The FAFSA allows the Office of Student Finance to determine eligibility for federal, state, and institutional aid.

Once the students submit the FAFSA electronically, they can expect to receive a Student Aid Report (SAR) within 3 -5 days. Students must review the SAR and follow any instructions for making corrections or updates. Should students need assistance with the SAR, Financial Aid Advisors are available to help.

The U.S. Department of Education will randomly select students for a process known as verification. Students receive notification of selection by a message on their SAR and a communication from their Financial Aid Advisor. The verification process must be complete before disbursement of any federal funds. Please note this process is time sensitive. The financial aid process is not complete until the receipt and approval of all necessary documents.

Students who elect to accept Federal Direct Stafford Loans must complete or have valid Master Promissory Notes (MPNs). The MPNs contain information on students' rights and responsibilities for borrowing from the federal student loan programs. The students sign the MPNs electronically using the FSA ID and is available at https://studentloans.gov.

Students who choose to accept a Federal Direct Stafford Loan and are first time borrowers must complete Entrance Loan Counseling. The students complete the Entrance Loan Counseling electronically using the FSA ID available at https://studentloans.gov.

5.3 Financial Aid Award Information
The University's Office of Student Finance determines financial aid award information for eligible students who successfully complete and submit a FAFSA. Students can view their award information on their student portal. If they wish to reduce or decline any portion of their award, they must reach out to their Financial Aid Advisor. Loans are an obligation that must be repaid, we encourage students to borrow responsibly and only borrow the amount they need for their tuition and fees. Additionally, borrowing can result in the students reaching their aggregate loan limit before they complete their education, causing them to rely on provide funding to finish paying for college.

Students typically use a combination of funds to finance their education and manage their living expenses while attending classes:

1. Federal Student Aid
2. Institutional Aid
3. Scholarships*
4. Alternative Loans/Private Loans
5. Payment Plans
6. Other Resources

*The University recommends and encourages students to research and apply for external scholarships. Apply for financial aid early as some funds are awarded on a first come, first served basis.

Students may find that federal aid is not enough to cover all their educational expenses. Payment plans are available to cover out-of-pocket expenses. Federal Parent PLUS Loans and private student loans may be available for those who qualify. Additional information on the Federal Parent PLUS loan is available at https://studentaid.ed.gov. Private loan information can be found at https://www.elmselect.com.

5.4 Types of Federal Aid

General Eligibility Requirements

To receive federal student aid, students must:

1. Enroll as regular students in an eligible program
2. Have a high school diploma, GED, or home school certificate
3. Be U.S. citizen or eligible noncitizen
4. Maintain Satisfactory Academic Progress (SAP)
5. Maintain half-time enrollment*
6. Not be in default on a federal loan or owe repayment on a federal grant
7. If male, between the ages of 18 and 25, have registered with Selective Service

*Half-time enrollment is not a requirement for Federal Pell grants

Federal Pell Grants
A Federal Pell Grant, unlike a loan, does not have to be repaid. The students' financial need determines eligibility for this grant and the grant is limited to undergraduate students who have not earned a bachelor's or professional degree. Students cannot receive Federal Pell Grants at more than one institution concurrently. The amount of Federal Pell Grant funds students may receive over their lifetime is limited to the equivalent of six full-time years of Pell Grant funding.

Federal Supplemental Educational Opportunity Grant (FSEOG)
The Federal Supplemental Educational Opportunity Grant (FSEOG) is a need-based program for students with exceptional financial need. FSEOG funds are extremely limited and available only to undergraduate students who have not earned a bachelor's or professional degree.

Federal Direct Student Loans
Federal Direct Loans are available for eligible students who are enrolled on at least a half-time basis. The definition of half-time enrollment for undergraduate students is a minimum of 6 credit hours per payment period. The definition of half-time enrollment for graduate students is a minimum of 3 credit hours per payment period. The credits must count toward the students' programs of study. Loan repayment begins six months after the student either graduates, leaves school, or is enrolled less than half-time.

Subsidized Student Loans
Federal Direct Subsidized Loans are available to undergraduate students who demonstrate financial need. The U.S. Department of Education subsidizes interest while students are enrolled at least half-time or during grace or deferment periods. For the total amount a student is eligible to borrow, please review https://studentloans.gov.

Unsubsidized Student Loan
Federal Direct Unsubsidized Loans are available to undergraduate and graduate students. Loan limits are greater for independent undergraduate students than for dependent students. Graduate students are only eligible to receive unsubsidized student loans. Students are responsible for interest charges over the course of the loan(s). For the total amount a student is eligible to borrow, please review https://studentloans.gov.

Dependent students have lower unsubsidized annual loan limits than independent students. If the parent(s) of dependent students Direct PLUS Loans, the students may apply for additional unsubsidized annual loan amounts.

Parent Plus and Graduate Plus Loans
Direct PLUS Loans are loans for eligible graduate or professional students and eligible parents of dependent undergraduate students. Graduate or professional students should exhaust unsubsidized loans before borrowing Direct Graduate PLUS Loans.

Federal Student Loan Limits
Federal Direct Loans have both annual and aggregate limits. Annual loan limits apply to the academic year whereas aggregate limits apply to the students' entire borrowing histories. Annual loan limits may increase as students progress to higher grade levels. Loans are subject to proration for undergraduate students whose remaining length of the program of study is less than one academic year. Additional information on loan limits can be found at https://studentloans.gov.

Maximum Eligibility Period for Federal Direct Subsidized Loans
There is a limit on the maximum period (measured in academic years) that students can receive Federal Direct Subsidized Loans. Federal Direct Subsidized Loans are limited to 150% of the published length of the program of study. This is considered the maximum eligibility period. For example, if students are enrolled in a four-year bachelor's degree program, the maximum

period for which they can receive Federal Direct Subsidized Loans is six years (150% x 4 years = 6 years). If students enroll in two-year associate degree programs, the maximum period for which they can receive Federal Direct Subsidized Loans is three years (150% x 2 years = 3 years). The maximum eligibility period can change if students change to programs with different lengths of study. Also, if students receive Federal Direct Subsidized Loans for one program and then change to another program, the Federal Direct Subsidized Loans they receive for the earlier program will count toward the new maximum eligibility period.

Use of Funds for Educational Expenses
Federal financial aid may only be used to pay for educational expenses. Educational expenses include tuition, fees, room and board, and indirect expenses such as books, supplies, equipment, dependent childcare expenses, transportation, and rental or purchase of a personal computer.

5.5 Disbursement of Federal Funds
The disbursement of federal funds to students' accounts occurs upon the receipt and review of all necessary documents. The disbursement of funds typically occurs the second week of a semester or term after the end of the add/drop period and the active verification of participation in courses.

Disbursement of Federal Funds to the Accelerated Degree Program Only
Eligible students can expect to receive a disbursement of their financial aid funds every term in which they are enroll and are eligible. For questions concerning the disbursement of financial aid funds, students should contact their Financial Aid Advisors. The University disburses aid each term that a student attends and no disbursement is made during periods of non-attendance.

5.6 Default Prevention and Management
The University provides financial literacy and repayment advising to help students throughout the repayment process for federal student loans. This service provides students a resource to answer any questions or concerns about student loan repayment. Regardless of the status of the loans or students' periods of attendance at the University, this resource is always available. Borrowers who default on student loans face serious consequences. Federal Stafford Loans are in default after 270 days of delinquency or non-payment. If loans go into default, it is reported to national credit bureaus and can negatively impact the borrower's credit ratings.

The University is a partner with Inceptia, a division of the National Student Loan Program, to provide borrowers with an additional resource concerning their federal student loan obligations to ensure successful loan repayment. Inceptia's customer representatives contact students about loan repayment options if they fall behind on payments and become delinquent. Inceptia is not a collection agency. Inceptia assists with alternative repayment plans, deferment, consolidation, discharge, forgiveness, and forbearance options. They will stay in touch via phone calls, letters and/or emails to help students find answers to questions and solutions to issues. For additional resources, including information on repayment options, please visit Inceptia's Federal Student Loan Overview at https://www.heroknowl.org/.

The Department of Education's guarantors and loan servicers engage in several methods of outreach to prevent borrowers from defaulting. To ensure that students are receiving the most current communications and notifications, they need to ensure they update their contact information with both Post University and their loan servicers. Students can also sign up for account access on their loan servicers' website(s).

It is important for students to maintain relationships with their federal loan servicers to remain informed about the statutes of their loans. It is the responsibility of students to track the amounts of money they borrow at all institutions to understand the total they must repaid when entering the repayment period. Students can access their financial aid history on the NSLDS website https://studentaid.gov by logging in with their FSA ID.

Post University Financial Literacy and Repayment Advising
Department Contact
Telephone: 800.345.2562 ext. 2752 or 203.591.5578
Fax: 203.841.1137 Email: Postdefaultprevention@post.edu
Social Media: Facebook.com/PostFLRA or Twitter.com/PostFLRA

5.7 Exit Counseling Policy
If students withdraw, take less than half-time classes, or graduate (even if planning to transfer to another school), regulations require they complete exit counseling for their Federal Stafford Direct loans. During exit counseling students can review the terms and conditions of their federal loans, how to understand and repay loans, how to avoid late payments and default, and how to prioritize finances.

The University will notify all recipients of federal student loans to complete exit counseling. The students will receive this reminder within 30 days of the determination date that they were no longer in attendance at the University or went below half-time enrollment.

Students will need the following information to complete exit counseling:
1. FSA ID
2. The outstanding balance of their federal student loans. (This information can be found at https://studentaid.gov/fsa-id/sign-in/landing)
3. Names, addresses, email addresses, and phone numbers of their closest relatives, two references who live in the United States, and the name of the students' employers or future employers (if known)

The students will be provided with their rights and responsibilities and receive contact information for their assigned loan servicers. Additional information about the following will also be provided:
1. Avoiding delinquency and default
2. Loan repayment by plan and amount
3. Deferment and forbearance (postponement options)
4. Loan consolidation
5. Payment of interest and capitalization
6. Money management
7. Conditions for canceling or forgiveness

The US Department of Education (ED) provides borrowers with information in the Direct Loan Exiting Counseling Guide at: https://studentaid.gov/sites/default/files/loan-exit-counseling.pdf. This guide gives a general overview of the information students need for successful repayment of their federal student loans. The students' Master Promissory Notes or Borrower's Rights and Responsibilities Statements provide additional information. Students can access this information at https://studentaid.gov/ using their ED Federal Student Aid ID to complete the exit counseling session.

5.8 Repayment Plan Options
There are various types of repayment plans available to borrowers. Students can choose the repayment plan that best works for their financial situation. For more information on payment options, visit the following link: https://studentaid.gov/manage-loans/repayment/plans.

Forms of Payment Relief

Changing Payment Plans
Different payment plans may be necessary to accommodate borrowers' financial situations. Under the Federal Family Education Loan Program, repayment plans may change once a year. Under the Federal Direct Student Loan Program, repayment plans may change at any time if the maximum repayment periods under the new plans are longer than the time the loans have already been in repayment.

Deferment or Forbearance
Federal loan servicers also offer deferment or forbearance options for situations when students may be having trouble making payments. If borrowers meet certain requirements, deferments allow the borrower to temporarily suspend payments on loans. If borrowers do not meet the eligibility requirements for deferments but are temporarily unable to make loan payments, then (in limited circumstances) forbearance allows the borrower to temporarily stop making payments on their loans, temporarily make smaller payment, or extend the time for making payments. Students are responsible for applying for these options with their loan servicers and must continue making payments until receiving notification that the request has been granted. For more details visit the loan servicers' websites or the Federal Student Aid website at https://studentaid.gov.

Loan Consolidation
The ED allows borrowers to consolidate (combine) multiple federal student loans into one loan. Consolidation extends the repayment period, resulting in a lower monthly payment which may make repaying the loans easier. The interest rate for consolidation is fixed for the life of the loan, and there is flexibility to repay the loan in full or in part, without penalty, at any time during the life of the loan. Borrowers can find out more information about consolidation by visiting: https://studentaid.gov/manage-loans/consolidation.

5.9 The National Student Loan Data System (NSLDS)

Students are responsible for monitoring all federal student loans they receive and outstanding balances. This information is available through the https://studentaid.gov/ website. The Student Access Website is available 24/7. It provides information on the amounts of Pell or loan funds, loan statuses, outstanding balances, the students' loan servicers, and disbursements. Students can access their financial aid history through https://studentaid.gov/ by logging in with their FSA ID.

5.10 Return of Title IV Funds (R2T4)

Federal student aid (Title IV) fund awards to students occur under the assumption that students will complete the periods for the federal student aid awards. The US Department of Education (ED) requires the University to determine, when students are no longer in attendance (or withdrawn) and if the students have earned the amount of federal aid they have received. The University meets this obligation by calculating a Return of Title IV Funds (R2T4). The University considers students withdrawn if they are administratively withdrawn, officially withdraw, or receive an academic or judicial dismissal.

For Federal Student Aid purposes, the University considers students withdrawn from payment periods if the students do not complete all the scheduled days. This includes students who fail to earn grades or withdraw from all courses and do not confirm future enrollment.

The University will return students' Title IV financial funding if the withdrawals occur before they complete 60% of the payment period. The formula is a calculation of the number of days attended divided by the number of total days in the payment period. The resulting percentage is used to determine aid earned.

If students earn less than the amount disbursed, The University must return a portion of those funds to ED. The University makes the return of funds in the following order:

1. Unsubsidized Direct Stafford Loans
2. Subsidized Direct Stafford Loans
3. Direct PLUS Loans
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants (FSEOG)

If students are eligible for additional disbursements of Title IV funds, also known as post-withdrawal disbursements, notifications will be sent to the students. Unless the students decline, the University will credit Pell and FSEOG grant funds from post-withdrawal disbursements to the students' accounts to pay for tuition, fees, and room and board, or will make a disbursement directly to the students If post-withdrawal disbursements include loan funds. The students must authorize the University to release all or a portion of the loan amounts within 14 days of the University's notification. Students may also authorize the University to apply the funds to any prior outstanding balances that are greater than $200. For the students to receive post-withdrawal disbursements, all eligibility requirements must have been met. Any excess funds remaining after a return of Title IV funds or post-withdrawal disbursement will be refunded to the students.

5.11 VA Benefits & Military Federal Tuition Assistance

VA Benefits: The University has a team of specialists who work exclusively with military students. According to the University's Memorandum of Understanding (MOU) with the US Department of Defense, these specialists are not permitted to advise students on which benefits to use. This discussion and decision are best made between the veteran students, the eligible family member students, and the Veterans Administration. For more information on determining which benefit to use, please visit www.va.gov.

Military-eligible students receiving acceptance into programs of study with US Department of Education approval must supply their Certificates of Eligibility and complete VONAPPs, 22-1990 (New Benefits), 22-1995 (Change of Benefits), 22-5490 (Dependents, Chapter 35), or 28-1905 (Vocational Rehabilitation) documents to their Military Finance Specialists for certification by the VA for the student's first term. Once students enroll in their second terms, they must notify the University's VA Certifying Official. All future enrollment changes must be sent to the University's VA Certifying Official.

Dependent children and spouses of veterans who are the beneficiaries of military Veteran Affairs educational benefits may apply for these benefits by completing VA Form 22-1990e. Family members will complete and submit the form to Veteran Affairs only after approval by the Department of Defense for the request for the transfer of educational benefits.

Paper versions of the VA forms are available from the University's VA Certifying Official or via email request. Veterans receive benefits for actual credit hours in attendance. Veterans must report any changes of status after registration to the University's VA Certifying Official.

Determination of eligibility for VA benefits is on a term-by-term basis. Veteran students who do not make satisfactory academic progress (their cumulative grade point averages fall below 2.0) will receive notice if they are on probation by the VA. They will have one term in which to meet satisfactory academic progress standards or the VA will terminate their veteran benefits.

Yellow Ribbon Program: The University is a proud participant in the Yellow Ribbon Program.

Effective August 1, 2019, in accordance with Title 38 US Code 3679 subsection (e), The University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. The University will not:

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

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

5. Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the University on VA Form 28-1905 by the first day of class.
    (Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot obtain a complete VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the University)
6. Provide written request to be certified
7. Provide additional information that may be part of the University's policies to certify the enrollment

In a case in which an individual is unable to meet a financial obligation to the University due to a delay in disbursement of a payment by the Secretary under Chapter 31 or 33 of such title and the amount of such disbursement is less than amount foreseen, nothing in section 3679(e) of such title, as added by subsection (a), shall be construed to prohibit the University from requiring additional payment or imposing a fee for the amount that is the difference between the amount of the financial obligation and the amount of the disbursement.

Military Federal Tuition Assistance: The US Department of Defense has various tuition assistance programs. For active duty military members, military tuition assistance may cover up to 100% of tuition costs for all courses. It is important to understand that each branch of the service manages tuition assistance differently, and each branch has specific eligibility requirements. The military service members must refer to their specific branches of service for current information regarding military tuition assistance policies and procedures.

5.12 For Questions Regarding Financial Aid or Payment Contacts

Main Campus Financial Aid
Office of Student Finance
Post University
P.O. Box 2540
800 Country Club Road
Waterbury, CT 06708-2540
Telephone: 800.345.2562
Fax: 203.841.1157
Email: FinAidDept@post.edu

Main Campus Student Accounts
Office of Student Finance
Post University
P.O. Box 2540
800 Country Club Road
Waterbury, CT 06708 -2540
Telephone: 203.596.4527
Fax: 203.841.1131
Email: PostStudentAccounts@post.edu

Accelerated Degree Program Military Financial Aid
Post University
P.O. Box 2540
800 Country Club Road
Waterbury, CT 06708-2540
Telephone: 203-596-4601
Fax: 203.841.1092
Email: MilitaryFinance@post.edu

Accelerated Degree Program Financial Aid
Office of Student Finance
Post University
P.O. Box 2540
800 Country Club Road
Waterbury, CT 06708-2540
Telephone: 800.345.2562
Fax: 203.841.1092
Email: PostADPFinancialAid@post.edu

Accelerated Degree Program Student Accounts
Post University
P.O. Box 2540
800 Country Club Road
Waterbury, CT 06708-2540
Telephone: 800.345.2562
Fax: 203.841.1119
Email: PostADPStudentAccounts@post.edu

Accelerated Degree Program Military Student Finance
Post University
P.O. Box 2540
800 Country Club Road
Waterbury, CT 06708-2540
Telephone: 800.345.2562
Fax: 203.841.1205
Email: MilitaryBilling@Post.edu

5.13 Scholarships
In addition to its participation in federal financial aid programs, the University offers several scholarships to Main Campus Students. Scholarship awards have no repayment obligation. Merit scholarships are renewable if students maintain satisfactory academic progress. For more details on scholarships and qualification requirements, please see your Admissions Counselor.

Main Campus Merit Scholarships for Incoming First-Time Freshmen

Academic Merit Scholarship Merit 18*	**$18,000**
The Merit 18 Scholarship is available to full-time, incoming freshmen with a high school cumulative grade point average of 3.50 or higher. Students who receive this scholarship are eligible to participate in the Honors Program and we recommend they do so.	
Academic Merit Scholarship Merit 15*	**$15,000**
The Merit 15 Scholarship is available to full-time, incoming freshmen with a high school cumulative grade point average of 3.00-3.49. Students who receive this scholarship and have a GPA of at least 3.2 are eligible to participate in the Honors Program and we recommend they do so.	
Academic Merit Scholarship Merit 12*	**$12,000**
The Merit 12 Scholarship is available to full-time, incoming freshmen with a high school GPA of 2.50 - 2.99.	
Academic Merit Scholarship Merit 9*	**$9,000**
The Merit 9 Scholarship is available to full-time, incoming freshmen with a high school GPA of 2.00 - 2.49.	

*Scholarships awards are made to students whose admission application arrives before the March 1st priority date, depending upon funds available.

Main Campus Merit Scholarships for Transfer Students

Academic Merit Scholarship T14*	$14,000
The Merit T14 Scholarship is available to full-time, incoming transfer students who have at least 15 college credits with a cumulative grade point average of 3.50 or higher.	
Academic Merit Scholarship T12*	**$12,000**
The Merit T12 Scholarship is available to full-time, incoming transfer students who have at least 15 college credits with a cumulative grade point average of 3.00 - 3.49. Students who receive this scholarship and have a cumulative grade point average of at least 3.25 are eligible to participate in the Honors Program and we recommend they do so.	
Academic Merit Scholarship Merit T10	**$10,000**
The Merit T10 Scholarship is offered to full-time, incoming transfer students with a cumulative grade point average of 2.50-2.99.	
Academic Merit Scholarship Merit T8	**$8,000**
The Merit T8 Scholarship offered to full-time, incoming transfer students with a cumulative grade point average of 2.00-2.49.	

*Scholarships are awarded to students whose admission application is received before the March 1st priority date, depending upon funds available.

Other Scholarships

Post Housing Scholarship	$2,000
The Post Housing Scholarship is available to students who confirm their intention to live on campus by May 31, 2020 during the 2020-2021 academic year.	
Principal to President Scholarship	**$15,000 - Each Four Years**
Participating high school principals will nominate qualified students based on academic abilities rather than academic achievements. Candidates will be students who, for a multitude of reasons, did not achieve their full academic potential yet will benefit from an education at Post University. Candidates must be high school graduates and submit all scholarship information.	

Malcolm Baldrige School of Business Scholarship
Each year, the University awards full-tuition scholarships to two outstanding students who wish to pursue degrees in business from the Malcolm Baldrige School of Business on the University's Main Campus. Students must enroll as full-time residential students, have high school cumulative grade point averages of at least 3.65, and SAT scores of at least 1160 (composite score) or ACT of 24, and meet eligibility requirements. The applicant must submit an essay as part of the application process. Academic excellence and a commitment to quality are the factors the Admissions Committee and Business Faculty Readers use to determine the recipients.

Malcolm Baldrige School of Business Scholarship Through the Connecticut Community Foundation
The Malcolm Baldrige School of Business Scholarship is a $1,000 annual scholarship award through the Connecticut Community Foundation to an incoming freshman with the interest of pursuing a degree in business through the Malcolm Baldrige School of Business.

Post College Foundation Scholarships
Post College Foundation, Inc. accepts annual scholarship applications from students residing in northwest Connecticut and carrying a minimum cumulative grade point average of 2.0 entering any year of an undergraduate or graduate degree program in business or the arts and sciences. An application and essay are requirements. Applications and details are available from the Office of Student Finance.

Grant in Aid
Grant in Aid is given to students demonstrating the greatest financial need. The Student Financial Office determines the amount of the award on a case-by-case basis, based on the applicant's FAFSA.

Athletic Scholarships
The University awards scholarships to student-athletes in many of its NCAA Division II programs. Students should contact the head coach of their sport of interest for more information on athletic awards. To maintain this scholarship, student-athletes must meet NCAA requirements.

Post University Scholars Scholarship
Students who demonstrate outstanding academic excellence by earning a cumulative grade point average of at least 3.90 upon graduation receive the designation of Post University Scholars and are eligible to receive an additional 10% tuition reduction beyond the 10% alumni reduction on a master's degree program. The Post University Scholars tuition grant is contingent on the student maintaining a cumulative grade point average of 3.50 or better as a graduate student. Students who receive the designation of Post University Scholars who drop below a 3.50 cumulative grade point average in any given term will forfeit the additional 10% tuition reduction.

Returning Student Scholarships

Returning Student Scholarships in the amount of $500 are available to students who demonstrate high scholastic achievement throughout their enrollment at the University. Students must make application each year. Applications are available the second week of March and are due by the date noted on the annual application. Applications can be obtained from the Office of Student Finance.

Scholarships	
Alumni Association Scholarship	Joseph & Christin Alix Scholarship
Charles H. Zwicker Scholarship	Louis D. Traurig Scholarship
Christopher Love Scholarship	Maureen A. Gouldin Scholarship
Damon Palladino Scholarship	Max Traurig Scholarship
Edward/Rose Traurig Scholarship	Phyllis DeLeo & Jay Alix Scholarship
Edwin Angevine Scholarship	Post Family Scholarship
Equine Resource Scholarship	Raymond A. LaMoy Athletic Scholarship
J.P. Morgan Chase Scholarship	Rose Traurig Female Athlete Scholarship

5.14 Tuition Reductions

Students who qualify for more than one reduction will only receive the single reduction that is most beneficial to them.

Alumni Reduction (Main Campus)

A 10% tuition reduction is available to Main Campus students whose parent or stepparent is a graduate of the University.

Post Eagle Program Tuition Reduction (Military Program, Main Campus and ADP)

To qualify for the Military Program tuition and fee schedule, the following conditions must be met:

1. Students who are military service members or veterans, must provide a copy of the service member's DD-214, or if the service member is still serving in the military, the University military admissions office will obtain an official copy of the member's Joint Service Transcript.
2. Students who are family members of a service member or veteran, must provide a copy of the service member's DD-214 to the University's military admissions office, or if service members are still serving in the military, the service members must provide their active duty orders to the University.
   o Students who are spouses must provide copies of marriage certificates/licenses verifying the dependency and relationships to the veterans or service members.
   o Students who are dependents must provide copies of their birth certificates verifying the dependency and relationships to the veterans or service members. To be a dependent the student must be under the age of 24, unmarried, and have on children of their own.

Family Reduction

The family reduction makes education more affordable for families who have multiple students attending the University. Siblings, children, grandchildren, spouses, or domestic partners who currently attend the Main Campus and/or are in an Accelerated Degree Program receive a 10% tuition reduction per student. This reduction applies per semester or term if they are attending together.

Corporate Partnership Reduction

The University partners with organizations to support the educational needs of their employees and members. The Partners in Education Program provides a flexible, convenient way for working professionals to earn college credits at a reduced tuition rate. School districts, police departments, high-tech companies, not-for-profits, and many other organizations are partnering with the University to offer their employees or members a valuable benefit that improves their workforce skills and opens the door to career advancement. The Corporate Partnership Reduction is available for students and may extend to the employees' immediate families (spouse and children). Applicants should consult their Human Resource Departments for specific information. Eligible applicants must provide proof of employment when requesting the Corporate Partnership Reduction.

Senior Citizens Reduction

Senior Citizens pay a rate reduction of $300 per course. A senior citizen (a person 62 years of age or older) may enroll in one or more credit courses on a space-available basis. Students must provide proof of age when requesting the senior citizen reduction.

Graduate Alumni Reduction

A 10% reduction on graduate tuition is available to students who successfully complete a Post University undergraduate degree and continue their education by pursuing a graduate degree from the University.29

6.0 Student Life

6.1 Student Government Association

The Student Government Association is the official vehicle for student expression. Four executive officers, along with the senators, are elected each year in April, represent various Post University constituencies and all clubs and organizations. Executive officers must maintain a 2.5 cumulative grade point average and senators a 2.25 cumulative grade point average. The Student Government Association oversees all student organizations and provides funding for active clubs. An appointed administrative advisor, who is a member of the Student Life Staff, along with appointed associate advisors, oversees the Student Government Association. All students are invited to attend meetings. Visit http://www.Post.edu/student-services/student-affairs/student-government/ for a list of current officers and advisors.

6.2 Student Clubs and Organizations

A variety of social and educational clubs and organizations are available for participation for students. These organizations are designed around the needs and interests of the student population. Students are encouraged to join campus organizations as a means of meeting new friends and obtaining experiential learning opportunities outside of their regular classroom programs. All clubs are organized and run by students with the aid of an advisor. The following clubs and organizations eagerly welcome all students.

Student Clubs and Organizations	
Accounting Society	Equine Club
Avis Gaming Association	Honors Club
Billiards Club	International Students Club (ISC)
Black Student Union (BSU)	Limitless STEM Club
Business Society	Los Latinos Club
Campus Activities Board	Newman Club
Criminal Justice Club (CJC)	Psychology & Human Services Club
Dean's Cup	RHA (Residence Hall Association)
Emergency Management & Homeland Security (EMH) Club	Student Athletic Advisory Council
EPIC (Empowering Peers Inspiring Community)	

6.3 Student Activities & Diversity Programs

The Office of Student Activities & Diversity Programs provides information and assistance that allows students to seamlessly transition to college life. The Office focuses on introducing students to various support services, providing training for academic success, and providing opportunities to connect with and become a member of the campus community. Through its programs, the Office provides students with the opportunity to understand how to interact and communicate with their peers with and without the use of technology. All programs are designed to embrace all cultures, develop knowledge and acceptance of different races, religions, ages, gender identities or expressions, ethnic and cultural backgrounds, national origins, sexual identities and orientations, and disabilities.

The Office of Student Activities & Diversity fulfills its commitment to students by providing the following assistance and oversight:

1. Supervision of the Student Government Association.
2. Advisement of the campus student activities.
3. Guidance, coordination, and implementation of club and student-sponsored events.
4. Coordination and facilitation of training and leadership development workshops.
5. Overseeing student leadership opportunities including new student orientation.
6. Support, recognition, and celebration of the student leaders at Post University.

Contact Information

Scott A. Towers, M.S.

Director of Student Activities and Diversity Programs

203.596.4513

6.4 First-Year Experience – Main Campus and Accelerated Degree Programs

The mission of the Post University First-Year Experience Program is to provide students with the foundation to become successful Post community members, career professionals, and life-long learners. The First-Year Experience provides extraordinary and personalized mentoring and instruction through Admissions and Financial Aid assistances, one-on-one Academic Success Counseling and Support Services, Community Club and Organization opportunities, and engaging academic courses. This mission aligns to Post University's overall mission of creating personal and extraordinary pathways for learners to become leaders in their chosen careers and in their communities.

The First-Year Experience Program is designed to provide encouragement and support to first year students, both Main Campus and Accelerated Degree Program, as they transition into life at Post University. The Program promotes intellectual curiosity and camaraderie, academic integrity, and social networking. To facilitate and enhance the process, student peers aid with providing information on the resources that enable students to be successful in their programs. For students choosing to live in the dormitories, adjusting to being away from home and to a new environment may be a challenge. To make the transition to dormitory life an experience that is socially and academically rewarding, Resident Assistants partner with students to welcome them into the Post University family.

Students in the Accelerated Degree Program bring with them varying experiences. Post University realizes that online students may face unique challenges such as familiarity with technology, time constraints, and various personal and professional responsibilities. The First-Year Experience Program provides new online learners the resources, support mechanisms, and educational skills necessary to navigate their new learning environment.   Faculty members are aware of these challenges and partner closely with students to build rapport, which includes discussion board engagement, frequent announcements, quick and personalized feedback, proactive outreach, and the leveraging of technology in the classroom to increase student success.

Student Learning Outcomes of First-Year Experience:
1. Career Discovery: First-year students will investigate and construct an individualized career path.
2. Personal and Social Growth and Development: First-year students will construct an individualized plan for personal and social growth and development.
3. Academic Growth and Development: First-year students will explore, connect, and apply concepts of academic growth and development.
4. Knowledge of Community and University Resources: First-year students will identify and locate community and University resources.

6.5 Campus Dining
Post University offers a variety of food choices in its dining hall, which is in the Leever Student Center. For more information, please visit http://www.dineoncampus.com/post/.

6.6 Campus Safety and Emergency Management
The Office of Campus Safety and Emergency Management at Post University is dedicated to protecting the safety and security of students, faculty, and staff. Your safety is their number one priority, which is why Campus Safety Officers are available 24 hours a day, 7 days a week by calling 203.596-4502.   Campus safety can also be reached through any of the number of emergency "Blue Light Phones", strategically located across the campus. The Office of Campus Safety works closely with all campus departments and various student groups. Students, faculty, and staff can help campus security be effective by doing the following:

1. "See something, say something!" Immediately report any unusual or suspicious individuals or activity to the Office of Campus Safety.
2. Carry and display your Post University ID badges at all times while on campus.
3. Take advantage of the crime prevention programs offered by the Office of Campus Safety.
4. Schedule a meeting with the Director of Campus Safety if you have any safety-related concerns.

6.7 Uniform Crime Reports
In accordance with the State of Connecticut Campus Safety Act of 1990, Post University annually participates in the Connecticut Uniform Crime Reporting program and utilizes its reporting methodology. The Office of Campus Safety maintains annual statistics, broken down by semester, on campus crime. The crime rate is derived from dividing the number of reported incidents by the total number of students, faculty and staff. The continuing goal and commitment to the students, faculty, and staff is to eliminate crime on campus. The Post University Annual Security and Fire Report is available online at https://post.edu/student-services/campus-safety/security-report/#. A printed copy of the report is available, upon request, at the Office of Campus Safety.

6.8 Vehicle Registration
All vehicles operated or parked on campus must be registered with the Office of Campus Safety. To park on campus, student vehicles must have a Post University decal displayed in the lower left side of the driver's front window. All students must register their vehicles within 72 hours after their first class begins. There is no charge for parking on campus. First year resident students may have a vehicle on campus. Student, staff, or faculty vehicles not displaying a valid parking permit are subject to a $25 fine. Students who wish to appeal parking tickets may do so by contacting the Director of Campus Safety either by phone or in writing.

Contact Information
Office of Campus Safety
Okinaga Hall
800 Country Club Road
Waterbury, CT 06708
Telephone: 203.596.4502
Fax: 203.841.1352
Director of Campus Safety: 203.596.4501 (9 a.m. – 5 p.m.)

6.9 Photo Identification Badges

Post University photo identification badges (ID) are an essential part of our safety and security program. Students, faculty, and staff are required to not only carry, but always display their ID badges while on campus. ID badges give students access to campus events and facilities, including the dining hall. Students are responsible for their ID badges at all times and must report lost badges to the Office of Campus Safety at once. The lending or alteration of ID badges is considered a serious violation of policy.

6.10 Residence Life

Post University's Office of Residence Life focuses on creating a strong and involved community of learners. By living on campus, it is our sincere hope that students will fully embrace their development inside and outside the classroom. Living in a community can come with unique challenges, but amazing rewards of friendship, growth, and connection. The Office of Residence Life seeks to help students reach their full potential, by striving to foster a healthy and safe living and learning community. The Office of Residence Life embraces diversity and promotes its vision through individual enrichment and leadership development opportunities. The Office of Residence Life is located on the lower level of the Leever Student Center. There are six residence halls of varying sizes available to students. Each residence hall contains standard-sized windows, access to cable television at no additional cost, wireless Internet access at no additional cost, hallway phones available for local/emergency calls, emergency blue light phones throughout campus for student safety, well-lit parking lots, and kitchen and laundry facilities. All residence halls are a short walk from classrooms, the cafeteria, the library, administration offices, student services, and sports playing fields. Whether students live in West Hall, East Hall, South Hall, Middle Hall, Paparazzo Hall, or Okinaga Hall, it is within the residence halls that they will find a safe and encouraging environment to grow academically and socially.

Residence Hall Guest Policy

Post University permits residents to host guests in the residence halls. Guests are defined as individuals who are not residents of the residence hall they are visiting. Residents are strongly encouraged to communicate with their roommate(s) prior to hosting guests. Post University reserves the right to refuse guest entry and revoke guest privileges for a residence hall, specific floor, and/or individuals at any time. Residents may sign in no more than two guests at the same time. All guests must sign-in at the South Gate security kiosk. Failure to do so may result in a Post University and/or police action.

Residents can have short-term guests seven days a week between the hours of 7 a.m. and 11:59 p.m. Guests who are still on campus after 12 a.m. are considered overnight guests and the following requirements must be honored:

1. Residents must sign-in all guests at the South Gate Security Kiosk.
2. Residents may not have an overnight guest for more than three nights in a seven-day period. In addition, residents may host overnight guests no more than six nights per calendar month. This includes other Post University residents and outside guests.
3. Hosts must always accompany guests .
4. Guests must always carry the issued guest pass and present it when requested.
5. Guests under the age of 16 are not permitted in the residence halls overnight.
6. Guests under the age of 14 are not permitted in the residence halls at any time without the presence of their parent or legal guardian.
7. Guests must abide by all University policies, procedures, and regulations as outlined in the University Catalog and Student Handbook. Residents are responsible for the actions of their guest(s) on campus.
8. There is a no-guest policy in effect during 24-hour quiet hours (this includes, but is not limited to, final examinations and all Post University academic breaks).

6.11 Campus Mailroom
The mailroom is in East Hall on the first floor in the Post University Services Department.   The mailroom is the place to pick up and send mail, including UPS packages. Students are required to pay standard mailing and shipping charges. Shipping costs vary depending upon the size, weight, and estimation of the package. Family and friends are to address all mail as follows.

Student Name and Room Number
Post University
800 Country Club Road
Waterbury, CT 06708-2450

To find out the mailroom's current hours of operation, please visit: http://www.post.edu/resources-for-current-students/residence-life/campus-mailroom.

6.12 Campus Store
The Post University Campus Store's mission is to provide essential goods and services to support students and the campus community. The Campus Store is in the Leever Student Center. Post University apparel and items can be purchased directly at the store or online at https://www.mybrandmall.com/postuniversity.

Contact Information
Phone: 203.596.4688
Email: campusstore@post.edu

6.13 Policy Governing Information Technologies (IT) Information, Communication, and Technology (ICT) Support
For detailed information on the many IT support services available to all students, please visit www.post.edu/ICT. IT support is available 24/7 by calling 888.458.7678 or from the homepage at www.post.blackboard.com.

If assistance is needed with televisions, phones, computers, or the network, members of the ICT staff may be reached directly by dialing 888.458.7678 potion 2, between the hours of 7 a. m. - 6:00 p.m. For any afterhours calls, students are asked to leave clear and accurate messages stating their needs and requests, a daytime phone number, and their residence hall room number so that every attempt can be made to address reported issues in a 24-hour time frame. Questions may also be submitted to the Help Desk at help@post.edu. 1The residence halls are equipped with basic cable access through a contract with the local cable company. Premier channels are not included in the package, nor are they available for an additional cost. Students must provide their own television set with coaxial connectors and a coaxial cable to access cable service.

Students must accept the following terms and conditions by logging onto and using Post University's Local Area Network computers or using the Post University email system and the Internet with a personally owned computer:

1. Users must operate within the appropriate federal or state laws and Post University policies and must not engage in any conduct that presents a risk to the operating integrity of the systems and their accessibility to other users.
2. Users must abide by the terms of all software licensing agreements and copyright laws.
3. Users must not share or make copies of, download or make available on the network, any copyrighted material, unless permitted by a license.
4. Users must not share any material, software, data, document, sound, picture, or any file that is specified as illegal by any federal or state law, statute, proclamation, or decree.
5. Users must not share any material software, data document, sound, picture, or any file that is considered to be proprietary, privileged, private, or otherwise vital in the operation of Post University including, but not limited to, personnel, student, financial, strategic records and documents, or any material governed by federal and state regulations.
6. Users must not use the network resources of Post University to gain or attempt to gain unauthorized access to remote computers, networks, or systems.
7. Users must not use Post University networks to access, produce, or distribute pornography either on the Internet or on Post University networks.
8. Any network traffic exiting Post University is subject not only to provisions of this policy, but also to the acceptable use policies of any network through which, or into which, it flows.
9. Users must notify the ICT Office, system administrators, and the appropriate authorities about violations of computer laws and policies, as well as about potential loopholes in the security of its computer systems and networks by sending an email to itdepartment@post.edu.
10. Users must respect the rights of other users, including their rights as set forth in other Post University policies for students, faculty, and staff. These rights include, but are not limited to privacy, freedom from harassment, and safety of tangible and intellectual property.

11. Users must not place on any Post University-owned computer system any type of information or software that infringes upon the rights of another person or gives unauthorized access to another computer account or system.
12. Users must not misrepresent themselves or their data on the network.
13. Users are responsible for the use of their own accounts. No user may give anyone access to their accounts or use a Post University computer account assigned to another user. A user must not attempt to obtain a password for another user's computer account.
14. Users are responsible for the security of their passwords. This includes making sure no one knows it. Users who suspect someone knows their passwords must contact ICT by calling 888.458.7678 to have the passwords changed
15. Users must not attempt to monitor other users' data communications, nor read, copy, download, change, or delete other users' files or software without permission of owner(s).
16. Users must not attempt to circumvent data protection schemes or exploit security loopholes.
17. Users must not deliberately perform acts that are wasteful of computing resources or that unfairly monopolize resources to the exclusion of other users.
18. Users must not deliberately perform acts that will seriously impair the operation of computers, terminals, peripherals, or networks. This includes, but is not limited to, tampering with components of a local area network (LAN) or the high-speed network, otherwise blocking communication lines, or interfering with the operational readiness of a computer.
19. Users must not run or install, or give to another user, a program that could result in the eventual damage to a file or computer system and/or the reproduction of itself on any of the computer systems of Post University. This is directed towards, but not limited to, the classes of programs known as computer viruses, Trojan horses, and worms.
20. Users must not use Post University computer systems or networks for solicitation of funds or for commercial purposes. This includes solicitations for charitable or community organizations.
21. Users must not use Post University networks to distribute chain letters.

Post University treats policy violations of computing facilities, equipment, software, information resources, and network privileges seriously. All violations must be reported to Residence Life staff or directly to ICT by stopping by the ICT Office in Hess Hall or sending an email to itdepartment@post.edu. Failure to comply with this policy will result in disciplinary action, including loss of computing privileges, fine/restitution, and other sanctions deemed necessary. Alleged violations of the policy shall be processed according to judicial processes outlined in the Student Handbook. Post University may also prosecute abuse under the Computer Fraud and Abuse Act of 1986 or other appropriate laws.

All students are given a username and password to access the Local Area Network. This username and password will remain in effect throughout the student's tenure at Post University and is deleted upon termination (withdrawal, dismissal, or graduation). Each year, prior to the start of fall classes, Post University reviews student mailbox use and storage limits. A user account may be deleted if the student is not registered prior to the first week in August. If the student re-enrolls, a mailbox will be reestablished on the network for campus use. Post University reserves the right to access user mailboxes and deactivate or restrict use of campus email accounts at any time.

Each residence hall room is equipped with a network jack. Students are encouraged to purchase personal computers and to use them in their residence hall rooms. It is the responsibility of the students to ensure that proper care is taken in protecting their computer and the data stored therein. If users are found to have knowingly violated a network responsibility, their network access may be suspended. Depending on the seriousness of the violation, users may also be subject to other disciplinary actions. Violations of federal or state laws will result in referral to the appropriate legal authorities. Students who violate these conditions face judicial action.

6.14 Policy Statement Regarding Anti-Virus Software
Because of the inherent dangers associated with the introduction of viruses into computer systems, Post University requires that all students who are authorized to attach their personal computers to the network have virus protection software. This means that students must have current anti-virus software installed and running on their computers and that new virus definition files are downloaded daily. Expired software or out-of-date definition files is equal to having no anti-virus protection.

Students are responsibility for purchasing, installing, and updating their own anti-virus software. Post University reserves the right to check a student equipment via manual or automated processes for compliance with this requirement and block access to the network until verification of anti-virus software with up-to-date definitions. Post University reserves the right to block access to the network if it is believed that a student's computer is infected, the student is running software that has the potential to disable the network, the student is exhibiting malicious behavior such that the campus network is compromised, or if the student is performing actions that are illegal under federal, local, or state law. Post University also reserves the right to take a single or series of computers off-line to ensure the protection of the system.

6.15 Student Health Services

At Post University, student health is taken very seriously. The Health Services Office is staffed by a nurse, and the Post University physician is available on a weekly basis. Students wishing to make individual appointments with the physician should do so through the Health Services Office. The medical staff is here to provide students with access to first aid, education, and information related to health and wellness, and information on other health specialists and facilities near the campus. The Health Services Office is in the East Hall Annex and is open Monday through Friday during the academic year. Summer hours and semester break hours are posted well in advance. The office can be reached via telephone at 203.596.4503 or email at **HealthServices@post.edu** or **Kbrown@post.edu**. Paperwork can be faxed to 203.841.1179 or mailed to Health Services Office, 800 Country Club Rd, Waterbury, CT 06708, and PO Box 2540.

6.16 Immunization Requirements

Full-time students are required to have a complete physical examination, signed by a physician, along with an updated immunization record on file in the Health Services Office prior to beginning classes each year. Students who have not met Connecticut state immunization requirements will not be able to attend classes. All students are required by the State of Connecticut to show proof of the following immunizations:

Residents:

Required
- Two MMR (Measles, Mumps, Rubella) vaccine dates or blood results showing immunity.
- Two Varicella (chicken pox) dates or date of disease or blood results showing immunity.
- Tuberculin skin exam (PPD), or qualified test, with results within the year prior to the beginning of classes. If positive results, must have proof of negative chest x-ray, or completed treatment. See school health TB assessment page for further instructions.
- Meningitis vaccine within the five years prior to the beginning of classes.

Recommended
- Tetanus/Diphtheria
- Hepatitis B series vaccination dates (three dates)
- Polio immunization dates
- Meningitis B

Commuters:

Required
- Two MMR (Measles, Mumps, Rubella) vaccine dates or blood results showing immunity.
- Two Varicella (chicken pox) dates or date of disease or blood results showing immunity.
- Physical exam within the year prior to the beginning of classes.
- Tuberculosis skin exam (PPD), or qualified test, with results within one year prior to the beginning of classes. If positive results, must have proof of negative chest x-ray, or completed treatment. See school health TB assessment page for further instructions.

Recommended
- Tetanus/Diphtheria
- Hepatitis B series vaccination dates (three dates)
- Polio immunization dates
- Meningitis
- Meningitis B

Online Students with Site Courses:

Required
- Two (2) MMR (Measles, Mumps, Rubella) vaccine dates or blood results showing immunity.
- Two (2) Varicella (chicken pox) dates or date of disease or blood results showing immunity.

Additional Requirements for Student Athletes
- First time freshmen and incoming transfer students must provide results of a sickle cell test.

*Athletics Department has additional requirements for medical information and testing (please see athletics for more information).
**Students will not be able to register without the proper health information turned into the nurse.
***Residents will not be allowed to move into their rooms without the proper health documentation.

Connecticut state law requires that university students residing in University-owned housing be vaccinated against meningococcal meningitis as a condition for living in the University's residence halls and apartments. Students will not be allowed in residence halls if these records are not on file.

Public Act No.04-221 requires all college-aged individuals to know the risk of contracting Hepatitis B. For more information on Hepatitis B, go to our webpage at the following link: https://post.edu/student-services/health-services. Health Services can be reached by phone at (203) 596-4503 or via fax at (203) 841-1179.

6.17 Insurance Requirements

All full-time Main Campus undergraduate and graduate students must have health insurance coverage. (Note: Online students are not eligible for the Student Health Insurance Plan.) Full-time, Main Campus undergraduate and graduate students who do not have insurance must enroll in Post University's Student Health Insurance Plan prior to starting classes. Full-time, Main Campus students will be billed for and automatically enrolled in the Student Health Insurance Plan unless they complete a waiver on or before September 14, 2020, the deadline date. The level of benefits provided through students' own health insurance plans must be fully-compliant with the Affordable Care Act and meet or exceed the benefits provided through the Student Health Insurance Plan. Coverage is considered comparable if it provides students with access to local providers and a range of services in and around the Waterbury area while attending Post University. If Full-time, Main Campus students' personal insurance plans do not meet the Affordable Care Act standards, or their plan is not comparable to the Student Health Insurance Plan, the student waiver will be denied, and the student will be enrolled in the Student Health Insurance Plan. Students may sign into their Post University Student Account and be brought directly to the "Waive Insurance" link which will immediately connect them to the Gallagher website to initiate the waiver process.

To obtain additional information about the fall and spring semester deadline dates and/or important Student Health Insurance Plan information, please review the material located at:
www.post.edu/maincampus/healthservices.shtml and www.gallagherstudent.com/post.

6.18 Students with Disabilities

Post University welcomes students with disabilities and provides reasonable access and accommodations, to maximize student potential for success.

Post University offers students with disabilities an interactive process within which to discuss their needs, and then assesses requests for disability accommodations on a case-by-case basis. Disability accommodations may include time extensions, testing outside the classroom, assistive technology and the like. The Title IX and Disability Coordinator works closely with students and their instructors to provide and implement reasonable accommodations. In order to evaluate reasonable accommodation requests, the Title IX and Disability Coordinator and the student MUST discuss three factors: the needs of the student, the requirements of the course or academic program, and the format in which the course is delivered.

Students with disabilities are not required to inform Post University or any of its offices of their disability. However, if students wish to receive accommodations, they must contact the Title IX and Disability Coordinator at their earliest convenience, as accommodations are not retroactive. Ideally, this should occur at the time the student enters the University. The Title IX and Disability Coordinator is the only University officer authorized to address these special needs, and accommodations can only be granted through the Title IX and Disability Coordinator. Students who request consideration for academic accommodations must present official documentation of their disability on letterhead from a licensed medical practitioner. The documentation must: identify the disability, list the limitations caused by the disability, and suggest appropriate learning accommodations based on modality of learning. In lieu of medical documentation, IEP or 504 plans can also be submitted.

This information is confidential. The Title IX and Disability Coordinator will only share the necessary accommodation information with the student's instructors, unless more permission is given by the student or if disclosure is required by law. No other information will be revealed to any element of the University without the student's consent, which may be necessary to implement the accommodation. Many students, however, choose to allow the Title IX and Disability Coordinator the opportunity to speak about the student's disability with other University Support Services, so that the student is provided resources from other areas, including: Academic Affairs, Athletics, Counseling Center, Center for Academic Success, and Residence Life. Students are responsible for notifying the Title IX and Disability Coordinator at the beginning of every term/semester regarding requests for accommodation renewals.

If a student has a question or complaint about a disability accommodation determination, the student should first try to work out the issue with the Disability Coordinator on an informal basis. If not satisfied, the student can appeal the determination in writing, via Post University email address, to the Chief Regulatory Officer. The student should forward all supporting documentation to the Chief Regulatory Officer for review. The Chief Regulatory Officer should respond in writing to the student, via Post University e-mail address, with the final decision within fifteen (15) calendar days of the student's appeal. The decision of the Chief Regulatory Officer is final. For additional information, please contact Title IX and Disability Coordinator Jennifer Labate at 203.596.6027 or Jlabate@Post.edu.

6.19 Counseling Center

The mission of the Counseling Center is to provide professional counseling services to students so that they can achieve their full potential in their personal, academic, and professional lives. The Counseling Center provides Main Campus students with an opportunity to explore their problems and concerns with a professional psychotherapist in a confidential setting. In addition, through the Counseling Center, students have access to psychiatric services. The Counseling Center offers individual, couples, and group services. Outreach is also available to student organizations, residence halls, faculty, and staff. Off-campus referral information is available upon request.

College is a time of inner and interpersonal change, challenge, and growth. This is a wonderful, yet stressful time of life. The Counseling Center offers a safe place to talk about your life and anything that may be painful or confusing. We explore your thoughts, perceptions, reactions, behaviors, and emotions in order to gain insight and make positive changes in your life. Appointments may be made by visiting the Counseling Center in the Leever Student Center, or by calling 203.596.4585 or emailing us at Counseling@post.edu.

Counseling Center Confidentiality

Communication and interactions with the Counseling Center will be confidential. The student's right to privacy will be respected and will not be divulged to Post University administration, faculty, staff, friends, family members, or others without the student's written consent. Federal confidentiality laws and regulations prohibit Counseling Center clinicians from complying with any request for information or even acknowledging whether or not an individual is or ever was in counseling without the individual's written consent.

There are situations and circumstances that will result in exceptions to the policy being made which are as follows:

1. If information is shared that someone is suicidal or homicidal.
2. If there is suspicion of physical, emotional, sexual abuse, or neglect involving a child under the age of 18 or an adult over the age of 65, or of anyone who is disabled.
3. If a court order authorizes us to release information. A subpoena does not authorize us to release information unless it is accompanied by a court order or proper written authorization to release information provided by the client.

Counseling Center Location and Hours

The Counseling Center is located on the first floor of the Leever Student Center, the last door on the left before the stairs that lead to the Eagle's Nest. Our second office is on the lower level of Leever Center, just past the Eagle's Nest Conference Room. The Counseling Center is open five days a week. The door will be closed if we are not in the office or if we are seeing a student. If the door is open, feel free to drop in. **In a crisis situation, please call 203.228.8706.**

Day	Associate	Hours
Monday:	Lisa Antel	8:00 a.m. – 5:00 p.m.
	Glenn Xavier	4:00 p.m. – 8:00 p.m.
Tuesday:	Lisa Antel	8:00 a.m. – 4:00 p.m.
	Aubry Fappiano	10:00 a.m. – 6:00 p.m.
Wednesday:	Lisa Antel	8:00 a.m. – 4:00 p.m.
	Aubry Fappiano	10:00 a.m. – 8:00 p.m.
Thursday:	Lisa Antel	8:00 a.m. – 2:00 p.m.
	Aubry Fappiano	10:00 a.m. – 6:00 p.m.
	Glenn Xavier	8:00 a.m. – 4:00 p.m.
Friday:	Aubry Fappiano	11:00 a.m. – 4:00 p.m.

Counseling Center Staff

Lisa Antel, LCSW, is the Director of the Counseling Center. She has been working with Post University students since the spring of 2001. Lisa received her B.A. from Bates College and her M.S.W. from Smith College. Lisa can be reached at 203.596.4585.

Aubry Fappiano, LCSW, works full-time for the Counseling Center and has worked in mental health and higher education settings since 2010. Aubry received her B.A. and M.S.W. from Boston College. She can be reached at 203.596.4658.

Glenn Xavier, MSW, is a part-time counselor who has worked for over 20 years in the helping profession. Glenn has coached track and football at the high school and collegiate level. He received his B.S. and M.S.W. from Southern Connecticut State University. Glenn can be reached at 203.591.7417.

Dr. Robert McWilliam provides psychiatric services to Post University students in his office in Woodbury, CT, which is a short drive from campus. Dr. McWilliam holds a B.A. and an M.D. from the University of Vermont. Psychiatric appointments with Dr. McWilliam can be arranged through the student's counselor.

Visit www.post.edu/counseling for additional information on common questions, confidentiality, services and resources, making a referral, and the brochure *Students in Distress: A Guide for Faculty and Staff*.

While the Counseling Center does not provide counseling services to Accelerated Degree Program students, we offer numerous resources. Online students who are looking to engage in counseling for their mental health concerns may be able to find a local provider using Help PRO, which is accessible through the Counseling Center webpage. This service helps students find a provider who matches their unique needs, location, and insurance provider.

YOU@Post is a user-friendly platform that takes a holistic approach to student wellness and success. It links you to hundreds of multi-media, self-help resources as well as on campus resources. In addition to searching for different topics, you can set up a profile, set goals, log achievements toward your goals, and take reality checks to personalize your feed.
https://you.post.edu/

Nine confidential online mental health screenings are available for students. Designed to provide a safe and anonymous way individuals can check in on their mental health, these self-assessments allow users to screen for mood and anxiety disorders, eating disorders, and alcohol use disorders. The online screenings provide an assessment of the user's mental health, information on whether the user's assessment results are consistent with a mental health disorder, an overview of the signs and symptoms of treatable mental health disorders, and access to local, quality treatment options.

In addition, students have access to hotline numbers, mental health and wellness resources, including phone apps. Go to https://post.edu/student-services/counseling/online-students to access these useful resources.

6.20 Gender Identity Policy
Post University supports all students' rights to express their gender identity in an environment free from harassment and discrimination. Students may opt to identify themselves with a preferred name rather than their legal one. Preferred names may be used in class, on identification badges, and via email addresses. However, legal names may be required on transcripts, as well as documentation regarding financial aid, employment, insurance, and the like. Please contact the Office of the Registrar at 203-591-7123 for assistance. Most Post University buildings are equipped with unisex bathrooms and/or single bathrooms, and students may also choose to utilize the bathroom specified for their gender identity. Transgender students may also select housing options based on their gender identity. Please contact Residence Life at 203.828.3075 for assistance.

6.21 General Student Complaint Procedures
Post University takes pride in providing a high quality education and exceptional student support. We also understand that students may be concerned about decisions or outcomes and may seek a means to get these concerns resolved. Students are welcomed and encouraged to bring all complaints or grievances to the attention of the Administration. Please follow these procedures when filing a complaint.

First
Many complaints or grievances can be addressed and resolved through an open and honest conversation. Students with a complaint are welcomed and encouraged to request an individual conference with their instructor or any staff member to discuss their concern.

Second
If a satisfactory resolution is not reached, students can follow one of the following appropriate procedures:

> For concerns regarding academic dismissal, academic or financial petitions, or grade appeals, students are referred to: https://post.edu/about/student-satisfaction-and-performance/student-complaints, for instructions on how to file a formal grievance, complaint, or appeal.
> Or
> Seek guidance from the Director or Dean who oversees the Department or School in which the concern originated. A list of Departments and contact information is located at: https://post.edu/directory.

Third
If the student is not satisfied with the resolution provided by the Director or Dean, the concern should be addressed in writing to the Provost or the Vice President who will address the concern promptly and may request to meet or speak by phone with the student. They will communicate the final decision to all concerned.

Provost (all concerns related to Academics): Dr. Elizabeth Johnson (lgaj@post.edu)
Vice President (all other concerns): Mark Chesney (pjennings@post.edu)

Complaints relative to Post University activities or personnel should first be resolved with the Student Complaint Procedure as described above. If the complaint is not answered to the student's satisfaction, the student should send a written complaint to Bobby Reese, Chief Operating Officer (COO) (Mkochera@post.edu), who will review the documentation and decide within seven (7) business days.

If after following the procedures above, the student feels the complaint or concern has not been adequately addressed, the student may contact the state of Connecticut Office of Higher Education. A student wishing to contact the State of Connecticut Office of Higher Education is referred to the following site for instructions on filing a complaint: https://www.ctohe.org/studentcomplaints.shtml.

A student may also contact the New England Commission on Higher Education using the following information.

3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4512
(781) 425-7785
E-Mail: cihe@neasc.org

6.22 Voter Registration Information
The Department of Education requires Post University to provide students with information on registering to vote. Information on registering to vote can be found at the following link:
https://www.usa.gov/register-to-vote

7.0 Athletics

7.1 Post University Athletics

The mission of intercollegiate athletics program at Post University is to focus on career development through academic preparation and to play an integral role in fostering self-awareness, leadership skills, and personal development. The athletics program subscribes to the National Collegiate Athletic Association's (NCAA) stated belief in and commitment to the student-athlete – *The collegiate model of athletics in which students participate as an avocation, balancing their academic, social, and athletics experiences.* The athletics program creates an environment that enhances an individual's personal and academic development, builds competitive spirit and excellence in performance, and emphasizes teamwork and leadership, which are all important characteristics identified in the overall mission of Post University.

The Department of Intercollegiate Athletics competes in the NCAA at the Division II level. Post University is also a member of the Central Atlantic Collegiate Conference (CACC). Competition within the CACC occurs within the New England Mid-Atlantic states. The Post Eagles compete in the Collegiate Sprint Football League against Army, Navy, Penn, Cornell, Franklin Pierce, Chestnut Hill, Caldwell, Mansfield University, and Saint Thomas Aquinas. Post University also has a cheerleading team. Further information is available on the athletics website at www.posteagles.com.

Eligibility

Any student who participates as a member of an NCAA program must meet all applicable NCAA and institutional requirements for initial and continuing eligibility. For more information about eligibility and NCAA compliance please contact AJ McNamara, Associate Director of Athletics, Compliance (ajmcnamara@post.edu) or Karin Mann, Senior Associate Director of Athletics, Compliance (KMann@post.edu). If Mr. McNamara and Ms. Mann are not available, students may reach out to Ronnie Palmer, Athletic Director (rpalmer@post.edu) with eligibility and/or compliance questions.

Students can also contact the NCAA Eligibility Center (NCAA Eligibility Center) for additional information. Students are advised that SAT or ACT scores are required for student-athletes planning to participate in an NCAA Division II athletic program.

7.2 Student Athlete Advisory Committee

Student-athletes have a voice in the NCAA through advisory committees at the campus, conference, and national level. Each committee is made up of student-athletes assembled to provide insight on the student-athlete experience and offer input on the rules, regulations, and policies that affect student-athletes' lives on campus. Additional information can be found at the NCAA website at www.ncaa.org. The functions of the campus Student Athlete Advisory Committee include the following:

1. Promoting communication between athletics administration and student-athletes.
2. Disseminating information.
3. Providing feedback and insight into Athletics Department issues.
4. Generating a student-athlete voice within the campus athletics department formulation of policies.
5. Building a sense of community within the athletics program involving all athletics teams.
6. Soliciting student-athlete responses to proposed conference and NCAA legislation.
7. Organizing community service efforts.
8. Creating a vehicle for student-athlete representation on campus-wide committees (e.g., student government).
9. Promoting a positive student-athlete image on campus.

7.3 Athletic Facilities

Drubner Center

The Post University Drubner Center is a fully operational sport facility which includes a gymnasium/basketball court, two tennis courts, a weight room, a batting cage, a cardiovascular workout room and a rehabilitation area. The Drubner Center is the home site for volleyball games in the fall, as well as men's and women's basketball in the winter.

Lamoy Field

Post University is very proud of this field which features a synthetic turf surface field. The multi-purpose field also serves as the home site for Sprint football, men's and women's soccer, men's and women's lacrosse, and softball.

Other Facilities

Hop Brook Lake and Park, run by the U.S. Army Corps of Engineers, provides an ideal locale for Post University cross country meets. The 536-acre park has recreation opportunities, abundant wildlife, and a peaceful atmosphere, all within walking distance of our campus. The more than seven miles of hiking, biking, and running trails are meticulously maintained. It is a rich resource for every student. Post University's baseball team plays home games at nearby Waterbury Municipal Stadium. The men's and women's tennis teams utilize the Edgewood Bath & Tennis Club. The Rinks of Shelton is the men's and women's home ice. The men's and women's golf teams' home course is the Country Club of Waterbury.

7.4 Athletic Programs

All teams compete for conference championships within the CACC except for women's ice hockey which competes in the New England Women's Hockey Alliance (NEWHA), men's ice hockey which competes in the Northeast-10 (NE10), and sprint football which competes as a member of the CSFL. Winning a conference championship in the CACC and NEWHA results in a trip to the NCAA Tournament. The 2020-2021 academic year will mark the first season for men's rugby to compete in the New England Wide Collegiate Rugby Conference (NEWCRC) and women's rugby to compete in the National Intercollegiate Rugby Association (NIRA).

Athletics routinely participate in post-season play. Each coach strives to develop student-athletes who will graduate as experienced team players with an understanding of the value of shared efforts and the role of outstanding leadership. Coaches push players up and down the lineup to accomplish their best both on and off the field. This attentive and focused preparation allows student-athletes to graduate equipped with the tools and skills needed to realize their ambitions.

NCAA Division II Sports at Post University

NCAA Division II Sports at Post University		
Fall Sports	**Winter Sports**	**Spring Sports**
Volleyball	Men's Basketball	Baseball and Softball
Men's and Women's Soccer	Woman's Basketball	Men's and Women's Golf
Men's and Women's Cross Country	Men's ice Hockey	Men's and Women's Lacrosse
Women's Tennis	Women's Ice Hockey	Men's and Women's Track
Sprint Football	Men's and Women's Indoor Track	Men's Tennis
Men's and Women's Rugby		

8.0 Center for Career and Professional Development

8.1 Center for Career and Professional Development Mission

The mission of the Center for Career and Professional Development is to assist students with making informed career decisions using its diverse and comprehensive services. The use of these services and interactions with the staff could lead to successful internships and/or employment. The Center for Career and Professional Development also reinforces the soft skills of interpersonal communications, critical thinking, collaboration, and creativity which are vital to be successful in any career.

The Center for Career and Professional Development helps with career portfolio building, resume writing, interview skill development, grooming, networking skills, and effective job search training. This is accomplished through one-on-one meetings, group sessions, and in-class workshops and presentations, and is facilitated using handouts, audio and/or visual teaching aids, and online tools.

Online career tools by AWATO include career planning, resume building, and a job board. Other tools are located on the Center for Career and Professional Development website at www.post.edu/ccpd. Career workshops as well as job/internship fairs provide students with additional opportunities to interact with prospective employers.

The Center for Career and Professional Development provides students with the capability to explore websites specifically related to their majors. Information on these sites include related career titles, job research resources, salary information links, job search engines specific to each major, and links to professional associations in their major. While the objective and goal of the Center for Career and Professional Development is to assist students with securing employment, the services provided are not to be construed to mean Post University guarantees employment. It is ultimately the responsibility of graduates to gain employment.

The Center for Career and Professional Development is a member of the National Association of Colleges and Employers (NACE), National Cooperative Education and Internship Association (CEIA), Connecticut Cooperative Education and Internship Association (CCEIA), and Eastern Association of Colleges and Employers (EACE). All memberships provide the Center for Career and Professional Development's staff with updated resources that help deliver comprehensive career coaching services to students.

8.2 Internships
Internships are a vital opportunity for students to gain valuable work experience before graduation. Internships are part-time positions that are generally 10-20 hours per week and occur during a semester or during the summer. Students gain valuable experience and build their resumes while still enrolled in a degree program.

Requirements for Student Internships
The internship must be completed in the student's major. To participate in student internships, a student must be at least junior status and have achieved a minimum cumulative grade point average of 2.5.

Academic Internship Process
The process of finding an approved internship site will take place one semester or two terms before a student can register for the internship course and start work. In addition to speaking with the Program Chair and the Center for Career and Professional Development, students should meet with an Academic Advisor or speak with an Academic Success Counselor to confirm the internship course fits into the academic schedule. Specifics to discuss during the preparation for an internship procures must include the following: (1) preparing a resume and cover letter to apply for an internship, (2) securing an internship site (3) meeting with the Program Chair to get site approval and a copy of the syllabus, and (4) completing the Internship Eligibility Form and secure all authorized signatures by the Add/Drop deadline.

Contact Center for Career and Professional Development with any questions at 203.828.2989 or careerdev@post.edu.

9.0 Academic Affairs

Academic Affairs

The Academic Affairs Office works with faculty, staff, and students to maintain and enhance the quality of students' educational experiences and academic support services. The office also serves as the focal point for dialogue in the formulation and maintenance of policies, procedures, and guidelines for all academic affairs of Post University. The goals of Academic Affairs include the following:

1. Providing leadership in creating a dynamic learning environment committed to a remarkable student experience that successfully prepares graduates to meet their academic and career goals.
2. Developing a culture of learning excellence and professionalism that attracts and retains students, faculty, and staff.
3. Assessing student learning outcomes to continually improve the student learning experience and promote accountability across the Post University.
4. Fostering student achievement and development by committing to individualized advising, career and learning support services, curricular enrichment, and international experiences.
5. Promoting the advancement of faculty by providing professional development opportunities and supporting scholarly contribution and intellectual engagement.

9.1 Learning Environments

The graduate and undergraduate curricula are designed to prepare students for a successful career. Post University is organized into two major divisions – the Main Campus and Accelerated Degree Programs. The Main Campus students generally attend classes as full-time students in two 16-week semesters (undergraduate) or six, 8-week terms (graduate). Students may live on campus or commute to campus for their classes.

Students in the Accelerated Degree Program take accelerated online courses scheduled in six, 8-week terms each year. Depending on the degree program they are pursuing, Accelerated Degree Program students have the option of fulfilling their course classes completely online or during evening and weekends at of Post University's regional site. Degrees cannot be completed at the regional sites.

9.2 The Academic Degree

Major

A major is an academic program of study offering both depth and breadth in a particular discipline or field of study. The requirements and the curriculum for a major are determined by Academic Affairs and approved by the state of Connecticut. Students must have a declared major on file with the Office of the Registrar. Students may change their major at any time by filing a request through the Office of the Registrar. Students should consult with their Academic Advisor or Academic Success Counselor prior to changing their major as it may impact the length of time needed to complete a degree.

Double Major

Students who fulfill the requirements for two majors within a single degree (BS or BA) at the baccalaureate level may graduate with a double major. Students choosing to complete a double major must have both declared majors on record with the Office of the Registrar prior to applying for graduation. Students who complete a double major earn only one degree. Both majors appear on the students' official transcripts or diplomas. Completion of a double major may increase the length of time necessary for a student to graduate. Prior to graduation, students must complete the Application for Graduation and pay the graduation fees for each degree.

Dual Degrees

Students who fulfill the requirements for two degrees (BS and BA) simultaneously at the baccalaureate level may graduate with a dual degree. Students who complete a dual degree have fully met the requirements of both degrees- which includes at least 39 additional credits specific to the second degree, for a minimum of 159 credits in total. In order to earn two degrees simultaneously, students must obtain permission from their Academic Advisors or Academic Success Counselors and the Provost. Students choosing to earn a dual degree must have both declared majors/degrees on record with the Office of the Registrar prior to applying for graduation. Prior to graduation, the student must complete the Application for Graduation and pay the graduation fee for each degree. The students will receive diplomas for each degree.

Minors
A minor is a program of study in a particular discipline or field of study that is less in-depth (typically 15 credits) than a major. A minor is typically completed to complement or supplement a major in a subject area outside of a student's major. The requirements and the coursework in a minor are determined by the Program Chairs. Students are not required to complete a minor. Students who wish to declare a minor may do so by contacting their Academic Advisors or Academic Success Counselors and filing with the Office of the Registrar. Students choosing to earn a minor must have their declared minors on record with the Office of the Registrar prior to applying for graduation.

En Route Associate Degree
Associate degree recipients who continue to complete a baccalaureate program, regardless of how much time has passed between degrees, are considered to have taken an "en-route" associate degree. Their cumulative grade point average from their associate degree will be carried forward to their baccalaureate work.

Single Concentrations for Undergraduate Students
Certain baccalaureate degree programs require students to choose a concentration to complete their degree. The concentration courses are included within the 120-credit degree requirement. If enrolled in programs that require a concentration, students must identify their concentrations with their Academic Advisors or Academic Success Counselors prior to graduation.

Dual Concentrations for Graduate Students
Some graduate programs permit students to complete more than one concentration within their degree program. Students must complete all coursework required in both concentrations to fulfill the requirements for dual concentrations. The only exception is the concentration capstone course, which may count towards both concentrations if the topic studied includes substantive elements from both concentrations. Interested students should contact their Academic Advisor or Academic Success Counselor to learn the specific requirements around this opportunity. Financial Aid limitations and increased workload may apply to dual concentrations. Students should speak with their Financial Aid Advisor and discuss the alternate option of pursuing a graduate certificate with their Academic Success Counselor.

Residency Requirements
Candidates for a baccalaureate degree must earn at least their last 30 credits at Post University and must satisfy all degree requirements for the program. This must include at least 15 credit hours in the major. Candidates for an associate degree must earn at least their last 15 credits at Post University and must satisfy all degree requirements, including at least 9 credit hours in the major.

The residency requirement can be waived if a student is participating in a Post University articulated academic partnership with another accredited college or university, wherein the agreement between Post University and that other institution states that the student will complete the last portion of the program at the other institution.

Taking Courses at Another University
Post University students must have permission from the Office of the Registrar prior to taking courses at another accredited college or university, if they intend to transfer those credits back to Post. Transferring courses in from another institution may earn students credit towards their degree, but grades earned for those transferred courses will not impact the student's cumulative grade point average. If a student completes a course at another institution that has been previously failed at Post, the course may transfer to Post, but the "F" earned at Post will remain in the student's cumulative grade point average. A minimum of "C" will be accepted for the transfer of credit.

To authorize Post University's Office of Admissions to request transcripts from other universities, students must complete, sign, and submit a Post University Transcript Request Form, which is available for download at:
https://post.edu/wp-content/uploads/2019/02/transcript-request-form.pdf

Course Syllabus
Students are expected to familiarize themselves with the current syllabus posted for each course in which they are enrolled. The requirements and procedures outlined in the instructor's syllabus are in effect as governing policies for that course.

9.3 Honors Program

The mission of the Honors Program is to provide both Main Campus and Accelerated Degree Program talented and motivated students a challenging program that fosters intellectual growth, inspires leadership, and builds a foundation for lifelong learning. The Honors Program provides an especially rich and ambitious set of academic offerings. Participants work closely with distinguished faculty, guest lecturers, and other academically talented students in endeavors that emphasize critical thinking, analysis, research, writing, communication, creativity, and problem-solving skills. The Honors Program provides advanced courses, active learning, and individualized research opportunities, along with personalized academic advising. In addition to the enriched academic opportunities, students are encouraged to participate in professional development lectures, seminars, and internships; cultural enrichment events; and community engagement experiences. About half of the students in the main campus Honors Program are student athletes. Post University sponsors numerous NCAA Division II athletic programs, as well as CSFL sprint football.

Main Campus Honors Program Admissions Requirements

Admission to the Honors Program is highly selective. To be considered for the Honors Program, applicants must have a high school or college GPA of at least 3.25. In addition, applicants must complete the Honors Program Application, submit a short writing sample, and provide two written recommendations from teachers, counselors, coaches, and/or employers. Students interested in being considered for the Honors Program should contact their Post Admissions Counselor or the Director of the Honors Program at honorsprogram@post.edu.

Honors Program Scholarships – Main Campus

Honors Program Scholarships – Main Campus	
First-Time Freshmen	
Scholarship	**Amount**
Academic Merit Scholarship Merit 18	$18,000
The Merit 18 Scholarship is offered to full-time, incoming freshmen with a high school GPA of 3.50 or higher. Students who are awarded this scholarship are eligible to enroll in the Honors Program and are encouraged to do so.	
Scholarship	**Amount**
Academic Merit Scholarship Merit 15	$15,000
The Merit 15 Scholarship is offered to full-time incoming freshmen with a high school GPA of 3.00 – 3.49. Students who are awarded this scholarship and have a GPA of at least 3.25 are eligible to enroll in the Honors Program and are encouraged to do so.	
Transfer Students	
Scholarship	**Amount**
Academic Merit Scholarship T14	$14,000
The Merit T14 Scholarship is offered to full-time, incoming transfer students who have completed at least 15 college credits with a college GPA of 3.50 or higher. Students who are awarded this scholarship are eligible to enroll in the Honors Program and are encouraged to do so.	
Scholarship	**Amount**
Academic Merit Scholarship T12	$12,000
The Merit T12 Scholarship is offered to full-time, incoming transfer students who have completed at least 15 college credits with a college GPA of 3.00 – 3.49. Students who are awarded this scholarship and have a GPA of at least 3.25 are eligible to enroll in the Honors Program and are encouraged to do so.	

Benefits of the Honors Program – Main Campus

Small Honors Classes	Students work closely with distinguished faculty and other academically accomplished and highly motivated students in a more robust learning experience as they explore and satisfy their intellectual curiosity through interaction, discussion, and individualized study.
Priority Course Registration	Honors Program students receive priority registration, ensuring first choice in their selection of courses and instructors. Priority registration provides added flexibility in that it facilitates the development of individualized academic program plans for Honors Program students who want to maximize the Honors academic experience that supports their personal and career goals.
Professional Development, Résumés, and Conferences	The Honors Program experience helps students build a powerful résumé to be more competitive in the job market. Students are invited to Honors activities (on-campus and virtual) and are alerted to live-streamed professional development events that lead to new discoveries and greater personal achievement. Post is a member of both regional and national collegiate Honors councils that host annual conferences. Selected Honors Program students have had the opportunity to attend and present at these conferences.

Developing in Honors	Honors Program students enrich their learning through cultural events at theaters and museums, business dinners, field trips, recognition banquets, and more. Whether on-campus or virtually, opportunities abound. Personalized academic Honors advising, career coaching, mentoring from distinguished faculty for research, capstone projects, and specialized internships, as well as ongoing support from the Honors Program leadership team, are all integral components of the Honors Program. As students develop in Honors, they are formally recognized for their achievements, celebrate their success, and enjoy the prestige they richly deserve.
Community	During their freshman year, resident Honors Program students can request to live in Honors housing, designed to support the academic interests and goals of the Honors Program. Students also have the option of living in Honors housing beyond their freshman year. All Honors students build community through the small Honors classes where lasting friendships are born, through Post's social media, the Honors LinkedIn group, and more. On-campus and virtual Honors events provide great networking venues where students get to know and enjoy each other outside of the classroom. Students share their pride in Honors with the free Honors Program branded swag.
Graduate School Preparation	Although Post University is career-driven, Honors courses use a graduate school format, emphasizing the skills and abilities necessary for successful advanced study for those students who choose to continue their education after graduation. Guidance is available for writing personal statements and navigating the graduate school application process.

Graduating with Honors Program Distinction – Main Campus
To graduate with Honors Program Distinction, students must:

1. Complete at least 24 credits of Honors-level courses.
2. Maintain a cumulative GPA of at least 3.25.
3. Participate in specialized Honors Program professional development and enrichment activities.
4. Complete community engagement requirements.

Accelerated Degree Program Honors Program Admissions Requirements
Admission to the Honors Program is highly selective. To be considered for the Accelerated Degree Program Honors Program, applicants must have a high school or college GPA of at least 3.25 or have completed at least six credits at Post University with a cumulative GPA of at least 3.25. In addition, applicants must complete the Honors Program Application. Students interested in being considered for the online Honors Program should contact their Post Admissions Counselor or the Director of the Honors Program at adphonors@post.edu.

Benefits of the Honors Program – Online

Small Honors Classes	Students work closely with distinguished faculty and other academically accomplished and highly motivated students in a more robust learning experience as they explore and satisfy their intellectual curiosity through interaction, discussion, and individualized study.
Professional Development Résumés, and Conferences	The Honors Program experience helps students build a powerful résumé to be more competitive in the job market. Students are invited to Honors activities (on-campus and virtual) and are alerted to live-streamed professional development events that lead to new discoveries and greater personal achievement. Post is a member of both regional and national collegiate Honors councils that host annual conferences. Selected Honors Program students have had the opportunity to attend and present at these conferences.
Developing in Honors	Honors Program students enrich their learning through cultural events at theaters and museums, business dinners, field trips, recognition banquets, and more. Whether on-campus or virtually, opportunities abound. Personalized academic Honors advising, career coaching, mentoring from distinguished faculty for research, capstone projects, and specialized internships, as well as ongoing support from the Honors Program leadership team, are all integral components of the Honors Program. As students develop in Honors, they are formally recognized for their achievements, celebrate their success, and enjoy the prestige they richly deserve.
Community	Honors students build community through the small Honors classes where lasting friendships are born, through Post's social media, the Honors LinkedIn group, and more. On-campus and virtual Honors events provide great networking venues where students get to know and enjoy each other outside of the classroom. Students share their pride in Honors with the free Honors Program branded swag.

Graduate School Preparation	Although Post University is career-driven, Honors courses use a graduate school format, emphasizing the skills and abilities necessary for successful advanced study for those students who choose to continue their education after graduation. Guidance is available for writing personal statements and navigating the graduate school application process.

Graduating with Honors Academic Distinction – Online
To graduate with Honors Academic Distinction, students must:

1. Complete at least 24 credits of Honors-level courses.
2. Maintain a cumulative GPA of at least 3.25.

Students are encouraged (but not required) to:
1. Participate in virtual professional development and enrichment activities.
2. Participate in Honors virtual community building activities.
3. Engage in volunteer service.

9.4 Honorary Organizations

Alpha Chi National College Honor Society
Post University sponsors the Connecticut Gamma Chapter of Alpha Chi, a national college honor society. Students from all disciplines may qualify for admission. Membership is limited to the top ten percent of an institution's juniors, seniors, and graduate students. In addition, juniors and seniors must have earned a minimum of 24 credits at Post University. Graduate students must have completed a minimum of 15 credits at the graduate level at Post University. Eligibility is determined twice per year.

Phi Theta Kappa
Post University sponsors the Omega Rho Chapter of Phi Theta Kappa, the national honor society for associate degree seeking students. Membership is offered when a minimum cumulative grade point average of 3.50 on a 4.00 scale is achieved of 24 credits has been earned at Post University. Eligibility is determined twice per year.

Tau Upsilon Alpha
The National Organization of Human Services honor society (Tau Upsilon Alpha) was created with the purpose of honoring academic excellence and fostering lifelong learning. Tau Upsilon Alpha promotes excellence in service to humanity as well as learning, leadership, and development in the field of human services. Membership is offered to undergraduate and graduate students who have shown a commitment to working in and advancing the field of human services. Students must have completed at least 12 credits in their program of study and demonstrated academic excellence. Potential inductees are selected based on academic and professional eligibility once they have met the criteria outlined above.

Alpha Phi Sigma – Iota Psi Chapter (National Criminal Justice Honor Society)
In 2008, Post University established the Iota Psi chapter of Alpha Phi Sigma, the nationally recognized honor society for students majoring in Criminal Justice. The honor society recognizes academic excellence in undergraduates in criminal justice. Eligibility is determined in the spring semester and/or Term 4. To become a member, students must declare a major or minor in Criminal Justice or a related field, have completed three full-time semesters or equivalent at Post University, and have achieved a minimum grade point average of 3.20 on a 4.00 scale and rank in the top 35% of their class. A minimum of four courses of the above course work shall be in the criminal justice field.

Delta Mu Delta International Honor Society
In 2014, Post University established a chapter of the Delta Mu Delta Honor Society, the internationally recognized society honoring outstanding academic achievement among students earning degrees in business. Candidates for Delta Mu Delta are students seeking bachelors' or masters' degrees and who have completed 75% or more of the work required for their degrees with a cumulative GPA of 3.75 of better, and who are in the top 10% of their college class. Twenty-four credits must be completed at Post University. Once accepted into the Society, membership is for life.

Chi Alpha Sigma
In 2017, Post University established Chi Alpha Sigma, The National College Athlete Honor Society. Chi Alpha Sigma is an organization of college athletes with high academic achievement, exemplary character, and positive attitudes. Membership is offered to undergraduate and graduate students who have earned a letter in a varsity intercollegiate sport(s) sponsored by the NCAA or NAIA, have achieved at least a junior standing by their 5th semester or 7th quarter, have achieved a minimum grade point average of 3.40 (on a 4.0 scale), have endorsement from his or her head coach, and are of good moral character. Once accepted into the society, membership is for life.

National Society of Leadership and Success
In 2018, Post University established a chapter of the National Society of Leadership and Success. The Society is the nation's largest leadership honor society. Students are selected by their college membership based on either academic standing or leadership potential. Candidacy is a nationally recognized achievement of honorable distinction. The Society provides a step-by-step program for members to build their leadership skills through participation at their campus or online. Upon completion of the program, members receive their leadership certificate and take their place among the top student leaders at their campus and across the country.

9.5 Honors

President's List: Full-Time Students
Matriculated undergraduate students who demonstrate exceptional academic excellence by earning a grade point average of at least 3.75, while carrying a minimum of 12 credits in one semester or two terms, will be named to the President's List for that period. Students earning a grade less than C, IN, or W during this period are not eligible. To be eligible for the President's List, a student must be in a degree program.

Dean's List: Full-Time Students
Matriculated undergraduate students who demonstrate excellence by earning a grade point average of at least 3.50-3.74 in a degree program, while carrying a minimum of 12 credits in one semester or two terms, will be named to the Dean's List for that period. Students earning a grade less than C, IN, or W during this period are not eligible. To be eligible for the Dean's List, a student must be in a degree program.

Post Scholars: Full-Time Students
Matriculated undergraduate students who demonstrate outstanding academic excellence by earning a grade point average of at least 3.90 upon graduation are named Post University Scholars and are eligible to receive an additional 10 percent tuition reduction beyond the 10 percent Alumni grant within a master's degree program at Post University. The Post University Scholars tuition grant is contingent on the student maintaining a GPA of 3.50 or better as a graduate student. Post University Scholars who drop below a 3.50 GPA in any given term will forfeit the additional 10% tuition grant.

Baccalaureate Degree Honors
To qualify for honors, baccalaureate candidates must have earned a minimum of 60 credit hours in residence at Post University and achieved a cumulative grade point average of at least 3.50.

Summa Cum Laude:	3.90 to 4.00
Magna Cum Laude:	3.75 to 3.89
Cum Laude:	3.50 to 3.74

Associate Degree Honors
To qualify for honors, associate degree candidates must have earned a minimum of 30 credit hours in residence at Post University and achieved a cumulative grade point average of at least 3.50.

Highest Honors:	3.90 to 4.00
High Honors:	3.75 to 3.89
Honors:	3.50 to 3.74

Master's Degree Honors
To qualify for honors, a candidate for a master's degree must have achieved a cumulative grade point average of 4.00, with a maximum of nine (9) transfer credits. A master's degree candidate earning a 4.00 will earn their degree with a *with distinction* designation.

10.0 Academic Policies and Procedures

10.1 Credit Hour Policy

This policy defines a credit hour in accordance with applicable federal and state regulations. This policy describes the relationship between instructional contact hours and credit awards, as well as defines engaged academic time.

Post University offers a variety of learning modalities including Main Campus semester-based courses and accelerated courses, accelerated online courses, hybrid site courses, blended courses, independent studies and internships, and experiential learning. Regardless of modality or type of course, students are responsible for engaging in 45 contact hours of academic learning time for each credit of a course during a semester or term.

16-Week Semester

In a 16-week semester, a credit hour is an academic unit earned for 55 minutes per week of classroom instruction coupled with two hours per week of outside study. Typically, for a three-credit-hour semester course, there is an expectation of three hours of in class learning and six hours of outside study for a total of nine hours of academic work per week. For a blended 16-week course, there is an expectation for in class and outside study to total nine hours per week. Over the course of 45 sessions, there are 136 hours of engaged academic time per three-credit-hour semester course.

8-Week Term

In an eight-week, 3 credit-hour course, there is an expectation of 17 hours of engaged academic work per week. In an eight-week 3 credit-hour site course, there is an expectation of three hours of in class learning and 14 hours of outside study for a total of 17 hours of academic work per week. For a blended 8-week course, there is an expectation for in class and outside study to total 17 hours per week. Over the course of 8 weeks, regardless of modality, there are 136 hours of engaged academic time per three-credit hour accelerated course.

Independent Study, Internship, or Prior Learning Assessment

In either an independent study or internship, there is an expectation that students will engage in academic work totaling 136 hours per 3-credit course, regardless of modality. At its discretion, Post University may award credit hours for learning acquired outside the institution, such as Prior Learning Assessment. When such credit is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.

10.2 Grade Point Average Computation

A student's term grade point average is calculated by dividing the total quality points by the total number of graded credit hours attempted with an earned grade of A-F. The cumulative grade point average is based on all course work completed to date.

10.3 Grading Policies

The following grades are used on academic records and carry the quality points indicated.

Grade	Quality Point Value	Approximate Numerical Equivalent
A	4.00	95-100
A-	3.70	90-94
B+	3.30	87-89
B	3.00	83-86
B-	2.70	80-82
C+	2.30	77-79
C	2.00	73-76
C-	1.70	70-72
D+	1.30	67-69
D	1.00	63-66
D-	0.70	60-62
F	0.00	Below 60
P	0.00	Pass Option
F	0.00	Fail Option
T	0.00	Transfer Credit
W	0.00	Withdrawal
CR	0.00	Alternate Credit
UF	0.00	Unearned F
AU	0.00	Audit
IN	0.00	Incomplete

Pass/Fail Option

Main Campus undergraduate students may take one elective course with a pass "P" or fail "F" option. Students must declare their intention to take a course Pass/Fail when registering for the course. They have until the Add/Drop deadline to revoke this decision and take the course for a grade. A grade of Pass/Fail will count when determining a student's pace of completion. A grade of "P" is not included in the calculation of a students' cumulative grade point average. A grade of "F" is included in the calculation of a student's cumulative grade point average.

Transfer Credit

A grade of "T" represents the transfer of credit from another institution. A grade of "T" does no calculate into a student's cumulative grade point average but does count toward pace of completion. Please see the Transfer of Credit Policy for further information.

Alternate Credit

A grade of "CR" represents credit awarded by optional methods such as CLEP and DANTES exams, portfolio, or prior work experience. A grade of "CR" does not calculate into a student's cumulative grade point average nor does it count toward the pace of completion. Please see the Optional Credit Policy for further information.

Unearned F

For Accelerated Degree Programs, faculty members will assign a grade of "UF" (Unearned F) to a student that does not complete graded academic activity after the midpoint of a course. When a student receives an "UF" grade, the faculty member will determine the date the student submitted his or her last graded academic activity and this will be considered the student's withdrawal date from the course.

As a result of receiving an "UF", a student's enrollment status may be modified to withdrawn and Post University may be required to perform a calculation to determine how much financial aid the student has earned for the term. This calculation may result in the return of unearned financial aid to the U.S. Department of Education or other third parties and the student may be obligated to pay for charges originally paid by the unearned financial aid and/or return any excess funds paid to the student. Receiving an "UF" may also impair future course registrations and financial aid availability. "UF" grades also count as failing grades in the student's cumulative grade point average and pace of completion. In addition, please see the policy on Satisfactory Academic Progress.

Audit

Undergraduate students who wish to enroll in a course, without receiving academic credit, may audit the course. Audit status must be declared at the time of registration and requires the permission of the instructor. Audit status, once declared, may not be changed. The cost to audit a course is half the current rate of tuition. Audited curses will appear as an "AU" on the student's transcript and not impact cumulative grade point average or pace of completion.

Incomplete

A grade of "IN" (Incomplete) may be requested by a student if the student has completed at least 60% of the required coursework in a course and has a compelling reason for not being able to complete the remainder of the coursework by the end of the term. The decision on granting an incomplete will be at the instructor's discretion if the student meets the criteria as stated above.

If an "IN" is granted, the student must complete the missing coursework in the timeframe indicated on the incomplete contract, not to exceed eight (8) weeks from the end of the prior term. It is the student's responsibility to complete and submit the missing course work within the indicated time frame. Once completed, the course grade will be changed from an "IN" to the earned letter grade by the course instructor. An "IN" grade that is not rectified within the specified time frame will be automatically changed to the default grade entered by the instructor on the incomplete contract. The default grade is the grade originally earned by the student at the time that final grades for the term were due.

The student should include their Academic Advisor or Academic Success Counselor on all communication to instructors when requesting an incomplete, so the Academic Advisor or Academic Success Counselor is aware of the approval or denial, and can assist the student if the approval is granted

Withdrawal

A grade of "W" is assigned when a student withdraws, or is administratively withdrawn, from a class. The "W" grade is not included in the calculation of a student's cumulative grade point average but is calculated in the student's pace of completion progress toward completing the program of study.

10.4 Grade Appeal Process

The following policy addresses final course grade appeals only. This grade appeal policy does not address complaints about specific class assignment grades. There is no separate process to address questions or complaints about individual grades. All emails must be sent from/to Post University email addresses, with a copy to the Office of the Assistant Provost for tracking purposes.

Informal Grade Appeal

If a student has a question or complaint about a final course grade, then the student should first attempt to resolve the issue with the instructor on an informal basis. This informal process should be pursued immediately following the posting of final course grades (the dates are identified in the Academic Calendar). Communication used should include only Post University email addresses and should be retained by both parties.

Formal Grade Appeal

Claims made at each step of the following process and the response to those claims must address the previous claims/response directly with documented evidence to support it as indicated and appropriate. All communications and documentation will be copied to the Office of the Assistant Provost for tracking purposes.

Step 1 of Appeal: If the issue is not resolved via the Informal Grade Appeal, then the student can formally appeal the final course grade by notifying the instructor of the question/grievance IN WRITING using the "Student Grade Appeal" form via the student's Post University email address within seven (7) business days from the date the semester and/or term final grades are due, as indicated on the Academic Calendar. Supporting documentation must be included at this time. A copy must be forwarded to the Office of the Assistant Provost by the student for tracking purposes. The Assistant Provost may forward a notification of the appeal to the appropriate Program Chair or Dean for their information; unless the instructor is not available for the review, this is for information purposes only.

Step 2 of Appeal: The Instructor must respond to the student in writing, via Post University email address, within seven (7) business days of receipt of the appeal with a grade change or an appropriate explanation of the original grade given. The instructor's response must directly address all claims made by the student. A copy should be sent to the Office of the Assistant Provost, for tracking purposes, who will forward a copy of the documents to the appropriate Dean or Chair for their information. If the appeal results in a change of grade, the instructor will complete the Change of Grade form, and forward it to the Registrar and the Office of the Assistant Provost.

Step 3 of Appeal: If the matter is still not resolved, then the student should appeal in writing, via Post University email address, to the Office of the Assistant Provost, within seven (7) business days of receiving the results of the Step 2 appeal. The Assistant Provost will forward the appeal to the appropriate Program Chair or Dean. All supporting documentation, including any forms, etc., should be included. The Program Chair's response must directly address all claims made by the student. The Program Chair may also refer any medical issues to the Title IX and Disability Coordinator if absolutely required.

Step 4 of Appeal: Having reviewed all supporting material, including the justification by the instructor, the Program Chair will respond to the student's concerns within seven (7) business days via Post University email, with a copy to the Office of the Assistant Provost for tracking purposes. If the appeal results in a change of grade, the Program Chair will complete the Change of Grade form and forward it to the Registrar and the Office of the Assistant Provost (for tracking).

Step 5 of Appeal: If the student is still not satisfied, he/she should appeal in writing within seven (7) business days via Post University email of receiving the result of the Appeal in Steps 3 and 4 to the Office of the Assistant Provost, who will forward all materials accumulated during the appeal process to the appropriate Dean. The Dean should respond in writing, via Post University email address, to the student with the final decision within seven (7) business days of being notified by the Associate Provost. If the appeal results in a change of grade, the Dean will complete the Change of Grade form, and forward it to the Registrar and the Office of the Assistant Provost (for tracking). **The decision of the Dean is final.**

10.5 Repeating a Course
Students may repeat courses already taken under the following circumstances:

1. A student seeks to repeat the class after passing the course previously. Most often this is requested so the student may improve a previously-earned grade or to gain additional knowledge in the subject area. Students may repeat a course with a previously-earned passing grade one time. Students who have passed a course and wish to retake the course may be eligible for federal financial aid through Title IV for retaking the course. Please check with a financial aid associate regarding qualifications.
2. A student repeats a class after receiving a failing grade. Students are limited to repeating a failed course taken at Post University an additional two times (for a total of 3 attempts at the course). Students who wish to retake a course a fourth time must obtain permission from an Academic School Dean. Students may be eligible for federal financial aid through Title IV for each course that is repeated. Please check with a financial aid associate regarding qualifications.
3. A student retakes a failed Post University course at another institution. Students must obtain prior permission from the Program Chair for their degree program, using the "Permission to Take an Outside Course" form to be permitted to retake a failed course at another accredited institution. The grade for a course taken at another institution will not appear on the student's Post University transcript or be calculated into their cumulative grade point average. If the course is successfully completed at another accredited institution, the failed Post University course will remain on the transcript but will not calculate into their cumulative grade point average.

When a course is repeated, the repetition appears on the transcript, but only the most recent grade is included in the cumulative grade point average. Students may only earn credit once for a course that is successfully repeated.

Graduate Students
All courses in the graduate program of study that result in the student receiving a grade of less than a "C-" must be retaken. Upon successful completion of the retaken course, original grade of less than" C-" will be dropped from the student's cumulative grade point average and replaced with the passing grade.

A record of all failed classes will remain on the student's transcript, even though the attempt is not counted in the cumulative grade point average. Students may retake a course after failure or withdrawal up to two (2) times (total of three attempts). Students wishing to attempt the course for a fourth time after failure or withdrawal must receive written permission from the School Dean. Students who fail their capstone courses will not be eligible to graduate. Students are allowed (2) attempts to pass their capstone with a grade of "C" or better. Students must petition the Dean or Director of the program to take the capstone course(s) for a third time.

10.6 Final Exam Policy
Main Campus students are required to attend all end-of-semester final exams and/or other required final grade activities (e.g., in class presentation) at their scheduled times during final exam week. Final exam week for the fall and spring semesters are identified on the academic calendar and is available to students at the beginning of the academic year (July). Students will not be granted early release and early access to final exams without presenting a compelling reason (e.g., a previously scheduled surgical procedure) with documented evidence to substantiate the reason (e.g., medical orders). The student's request, rationale and documentation for early release and early access to final exams must be submitted to the Dean of the student's degree program no less than 14-days prior to the start of finals week. The Dean will review and rule on the student's request.

Pre-arranged travel plans (e.g., air flight booking) do not constitute a compelling reason by itself. Travel plans must accommodate final exam week. All students are required to be on campus during this final week of the semester.

10.7 Assessment and Surveys
Post University is committed to the development and delivery of the highest quality academic and instructional experiences. To achieve this and other quality-related educational objectives, Post University applies a variety of tools and studies to monitor and continuously assess the performance of its academic programs, faculty teaching, and student outcomes. The tools include an outcome-based assessment process to test the effectiveness of our program curriculum, and a variety of student surveys and performance indicator tools to evaluate our course performance and teaching practices.

As part of the assessment process, a random sample of student work may be anonymously collected and assessed by assigned faculty and outside professionals. The consolidated score of that assessment is reviewed by the Assessment Committee and other stakeholders and acted on by the Deans and Program Chairs as necessary for program improvement. The consolidated assessment data will also be used as part of informing the public about Post University and will not affect student grading. Students are expected to complete the course evaluation for every class in which they are enrolled.

10.8 Satisfactory Academic Progress Standards

In order to verify academic progress and to determine eligibility for federal financial aid funds as outlined in the Federal Student Aid Handbook, Post University has established minimum academic standards for measuring students' academic progresses.

A review of Satisfactory Academic Progress (SAP) is conducted for both Main Campus and Accelerated Degree Program students after each term/payment period. A term/payment period consists of one semester or two consecutive terms. Students who fall below the required academic standards shall be placed on warning for the next eligible term/payment period. Students on warning are required to retake two failed courses during the warning period. For undergraduate-level students, this includes courses with a grade of F or UF. For graduate-level students, this includes courses with a grade of D+, D, D-, F, or UF. If satisfactory improvement is not achieved by the end of the warning period, the students' aid eligibilities will be suspended, and they will be dismissed from Post University. Each case is reviewed and, whenever possible, students are given the opportunity to continue their education.

Qualitative Standards

Qualitative standards measure students' cumulative grade point averages.

Post University uses the following escalating scale that undergraduate students must satisfy in both the Main Campus and Accelerated Degree Program programs in order to remain in good academic standing:

Academic Degree Progress Standard (Associate Programs)	
Total Credits	Cumulative Grade Point Average
0-12	1.50
13-30	1.70
31-60	2.00

Academic Degree Progress Standard (Bachelor's Programs)	
Total Credits	Cumulative Grade Point Average
0-12	1.50
13-30	1.70
31-60	1.85
61+	2.00

New undergraduate students who have a cumulative grade point average of 0.00 in their first term/payment period, regardless of number of credits attempted, will have their federal financial aid eligibilities suspended and will be dismissed from Post University without first being placed on warning.

Post University uses the following escalating scale that graduate students must satisfy in both the Main Campus and Accelerated Degree Program programs in order to remain in good academic standing:

Academic Degree Progress Standard (Masters' Programs)	
Total Credits	Cumulative Grade Point Average
0-52	3.00

In graduate programs, an earned course grade below a C- (i.e., D+, D, D- and F) is considered a failing grade. Students who receive grades lower than C- will be required to repeat the courses and obtain passing grades (i.e., C. - or better). Failure to do so will result in federal financial aid eligibility being suspended and being dismissed from Post University. In addition, graduate students must maintain the required 3.00 cumulative grade point average to register for programs' capstone courses. If they fall below the minimum requirement, they will need to repeat course(s) in the program(s) in which they earned lower grades to increase their cumulative grade point averages

The required cumulative grade point average will vary depending on whether the certificate being pursued is undergraduate or graduate:

Academic Degree Progress Standard (Certificate Programs)	
Total Credits	Cumulative Grade Point Average
0-12	1.50 or 3.00
13-30	2.00 or 3.00

Course incompletes, withdrawals, and transfers of credit from other institutions are not used as part of the calculation. Once course incompletes have been converted into earned grades, they will retroactively be used as part of the calculation.

Pace of Completion Standards
Pace of Completion measures students' progresses towards completing their programs of study. Pace of Completion is calculated by dividing the cumulative number of credit hours the students have successfully completed by the cumulative number of credit hours the students have attempted. The calculation is performed for both the coursework attempted at Post University as well as overall attempted coursework, including course incompletes, withdrawals, repetitions, and transfers of credit from other institutions. In making this calculation, the institution is not required to include remedial courses.

Post University uses the following escalating scale that undergraduate students must satisfy in both the Main Campus and Accelerated Degree Program programs in order to remain in good academic standing:

Academic Degree Progress Standard (Associate Programs)	
Total Credits	Pace of Completion
0-12	50%
13-30	60%
31-60	67%

Academic Degree Progress Standard (Bachelor's Programs)	
Total Credits	Pace of Completion
0-12	50%
13-30	60%
31-60	67%
61+	67%

Post University uses the following escalating scale that graduate students must satisfy in both the Main Campus and Accelerated Degree Program programs in order to remain in good academic standing:

Academic Degree Progress Standard (Masters' Programs)	
Total Credits	Pace of Completion
0-52	67%

The required Pace of Completion for all certificate programs is 67%:

Academic Degree Progress Standard (Certificate Programs)	
Total Credits	Pace of Completion
0-12	67%
13-30	67%

150% Maximum Timeframe
Students must complete their respective degree requirements by the maximum timeframe specified by Post University, which is set at no more than 150% of the published length of time of the programs as stated in credit hours.

For example: Certificate in Paralegal Studies = 45-49.5 credits (30-33 x 1.5)
Associate of Science in Accounting = 90 credits (60 x 1.5)
Bachelor of Science degree = 180 credits (120 x 1.5)
Graduate Certificate in Project Management = 18 credits (12 x 1.5)
Master of Business Administration = 78 credits (52 x 1.5)

Warning
Students who do not meet SAP as outlined above are placed on warning. Students on warning are required to retake two failed courses during the warning period. For undergraduate-level students, this includes courses with a grade of F or UF. For graduate-level students, this includes courses with a grade of D+, D, D-, F, or UF. Students on warning are eligible to receive federal financial aid for the next eligible term/payment period in which they are enrolled.

Financial Aid Suspension/Academic Dismissal
For students who are placed on warning, the University will conduct a review of academic progress at the end of the warning period. Students who do not meet the minimum SAP standards by the end of the warning period will have their federal financial aid eligibilities suspended, be removed from any current and future courses, and be dismissed from Post University. Students may appeal this decision by following the Appeal Process.

Appeal Process
Students whose federal financial aid eligibilities have been suspended and have been dismissed from Post University and wish to appeal must submit their appeals in writing to their respective Dean. The Dean will review the appeal, which includes a letter of explanation of the mitigating circumstances that caused the decline in academic performance, supporting documentation of those circumstances, and a plan for improvement.

Students may begin submitting appeal letters one week before the end of the term/payment period when they expect to have their federal financial aid eligibility suspended and be dismissed from Post University. Students must submit their appeal letters one week before the start of a term/payment period to be considered for return that term/payment period. If the students' appeals are submitted and approved before the end of the Add/Drop period of the term/payment period after they were dismissed from Post University, the students will be reenrolled in any current and future courses and be placed on probation.

Probation
Students whose federal financial aid eligibilities has been suspended, dismissed, and wish to appeal must submit their appeals in writing to their respective Dean. Students whose appeals are approved will be placed on probation. Students on probation have one term/payment period to raise their cumulative grade point averages and/or pace of completion above the minimum requirements outlined by the SAP policy. Students who are placed on an Academic Plan will have additional time to improve their cumulative grade point averages and/or pace of completion according to the requirements of the plan. All probations are reviewed at the end of each grading period. Students who fail to meet the conditions of their probation period will have their federal financial aid eligibilities suspended and will be dismissed from Post University. They must wait two terms/payment periods before submitting subsequent appeals. The subsequent appeals' explanations of mitigating circumstances and supporting documentation cannot be the same as previously approved appeals.

Repeating Coursework
Students are permitted to repeat courses for which they have already attempted, and the most recent grade is calculated into the students' cumulative grade point average. When calculating pace of completion, attempted credits will include all courses even though prior grades are excluded when calculating the cumulative grade point average. Students may only repeat failed courses taken at Post University a total of two times. Students who wish to retake courses a third time must obtain permission from their respective Dean.

With respect to federal financial aid, the following conditions must be observed:

1. Undergraduate students may receive financial aid for one repetition of a previously passed course in which they have earned grades of D- or above, or for any failed course until it is passed.
2. Graduate students may receive financial aid for one repetition of a previously passed course in which they have earned grades C- or above, or for any failed course until it is passed.

Review
Post University will review SAP at the end of each grading period. At the time of review, if the SAP criteria are not met, students are notified of their status for the following term/payment period. Post University notifies students by submitting information to the e-mail addresses maintained in the students' files. All periods of students' enrollments are counted in the Cumulative Grade Point Average and Pace of Completion calculations, except as noted above for students who change their programs of study.

Students are provided one term/payment period, hereafter referred to as the warning period, to meet the required academic standards. If students are not able to meet SAP by the end of the warning period, their federal financial aid eligibilities will be suspended, and they will be dismissed from Post University. Students who fail to enroll for their warning period will remain on warning until enrollment in their next eligible term/payment period.

Reestablish Aid Eligibility
Students may reestablish their federal financial aid eligibilities by reaching or exceeding the applicable minimum SAP requirements. Students who regain eligibility may receive their Federal Pell Grant and their Direct Loan funds for the term/payment period in which they become eligible.

10.9 Course Loads

Course Loads for Undergraduate Students
Main Campus students enrolled for 12 or more credits each semester are considered full-time students. Main Campus students registered for 11 or fewer credits are considered part-time students. The maximum course load is 18 credits per semester. Main Campus students wishing to register for more than 18 credits per semester must have a minimum cumulative grade point average of 3.00 and permission from the Provost. In no instance will a student be permitted to carry more than 21 credits.

Accelerated Degree Program students who want to register for nine credits per term must have a minimum cumulative grade point average of 3.00 and permission from their Academic Success Counselor. A request to register for twelve credits or more must receive the Provost's approval. Students should contact their Financial Aid Advisor about any additional costs associated with taking more than six credits per term.

Course Loads for International Students

Undergraduate Students
An International student attending in F-1 status is required by immigration regulations to be "pursuing a full course of study" to maintain their immigration status. For undergraduate students, "a full course of study" is full-time, or 12 credit hours. If a student wishes to reduce his or her course load to fewer than 12 credits, the student must first consult with the International Student Advisor and then his or her Academic Advisor. The student must obtain the Academic Advisor's signature on the "Add/Drop" form and submit a copy of the form to the International Student Advisor before the Add/Drop date.

The following are limited, but important, exceptions to the "full course of study" requirement:

1. Annual vacation.
2. Illness or medical condition – this is a medical, emotional or physical problem documented by a doctor or counselor.
3. Academic reasons – initial difficulties with the English language, initial difficulties with reading requirements, unfamiliarity with American teaching methods, or improper course level placement must be documented by the student's instructor or Academic Advisor.
4. International students in their final semester of study may take a reduced course load if fewer credits than the full-time status equivalent allows them to complete their degree. Any drop below a full course load will be reported to the Department of Homeland Security.

Graduate Students
International students pursuing a graduate degree with an F-1 Visa are required to maintain full-time status. Full-time status is defined as 6 credits in a period of enrollment (2 terms) in on-campus or hybrid classes. If a student is taking one on-campus course during a term, the student may take an additional course either on-campus or online, after consulting with their Academic Advisor. The student must maintain on-campus or hybrid courses equaling 6 credits in a period of enrollment and cannot substitute an online course to meet their full-time status. A student can only drop below full-time status temporarily, by filing a request with the assistance of the International Student Advisor and receiving approval from their Academic Advisor. There are limited exceptions to the "full course of study" requirement, as noted above.

Course loads for Graduate Students
For graduate students taking courses in 8-week term, 6 or more credits during two consecutive terms is considered full-time. Students attempting three credits during two consecutive terms is considered part time. Permission to take more than two courses per term may be granted, providing the student has maintained a minimum 3.00 GPA and receives approval from the Provost. Approval to exceed two courses per term will require the student to demonstrate that he or she is not currently employed (i.e., retired, leave of absence, summer break, on medical leave, unemployed, etc.). Students who are seeking financial aid are advised to contact the Financial Aid Office, as there may be a minimum number of courses/credits required to receive such aid.

10.10 Academic Integrity
Post University (including students, faculty, and administration) has the important responsibility to uphold and protect academic integrity and therefore will not tolerate academic dishonesty of any kind. Academic dishonesty includes, but is not limited to cheating, plagiarism, unauthorized collaboration, unauthorized use of digital materials (including paraphrasing software), purchasing or copying materials written by someone else, or falsifying information or documents. Intentionally assisting others in acts of academic dishonesty is also considered academic dishonesty.

Any cases of academic dishonesty will be reported to the appropriate Program Chair and other personnel as the situation dictates. Confirmed dishonesty may result in penalties up to, and including, dismissal and denial of any financial reimbursement. Students have the right to appeal decisions made through this policy up to the office of the Provost.

Intentional and Unintentional Definition of Plagiarism
Students are required to cite sources correctly according to APA Style, or other Post University approved citation formats, in order to avoid plagiarism. Resources to assist students with proper citation formats include the Center for Academic Success, the Traurig Library, and TutorMe.

Instructors monitor assignment submissions utilizing, but not limited to, plagiarism detection software. Intentional plagiarism occurs when a student purposefully presents someone else's words, ideas, or other original materials as their own with no attempt at giving credit to the original author. In cases of intentional plagiarism, students will receive one of the following:

> Strike 1: A zero on the assignment with no opportunity for a rewrite (first occurrence).
> Strike 2: F in the course in which the transgression occurred (second occurrence).
> Strike 3: Academic dismissal from Post University (third occurrence).

Unintentional plagiarism occurs when a student uses someone else's words, ideas, or other original materials as his or her own and provides some attempt to give credit to the original author. Self-plagiarism occurs when a student resubmits their own previously written papers, projects, or discussion board responses from a previous course, including one that a student has already taken, (at this or any other university) without prior permission from the instructor. In cases of unintentional plagiarism, students will receive a warning and a zero for the assignment. The assignment may be resubmitted after discussion on the unintentional plagiarism with the instructor. Both warning and strikes are documented in the Post University database.

Penalties for Academic Dishonesty
Penalties for other forms of academic dishonesty not addressed in the Academic Integrity policy may include a strike one, two, or three as described above based on the severity of the occurrence as determined by the instructor, Program Chair, and Dean. Post University generally employs a three-strike process for students found guilty of acts of academic dishonesty; however, a flagrant violation of academic integrity may involve immediate dismissal and denial of any financial reimbursements. The student may appeal the final grade or disciplinary action as stated in the Grade Appeal or Dismissal Policy.

Institutional Review Board
In accordance with federal guidelines, Post University has established an Institutional Review Board (IRB) process to decide on requests to conduct research using people as subjects. This review process is required of anyone who wants to conduct research on Post University property, in any virtual space managed by Post University (e.g., in a Blackboard classroom or online student lounge) or involving Post University students, staff, or faculty members as study participants or researchers themselves.

The IRB process requires the submission of a brief application that will be reviewed by the IRB Committee. Decisions of the IRB Committee are final.

Students who wish to submit an IRB application as part of a class assignment should follow up with their instructor and IRB Coordinator for guidance. All others who wish to submit an IRB application for review should contact the Post University IRB Lisa Chervenak at lchervenak@post.edu for further instructions.

10.11 Academic Civility Code
The Post University community is committed to practicing civility among the students, faculty, staff, and administration. Civility is defined as conducting oneself with respect for others and behaving in a manner that promotes and encourages a positive social and academic environment. Post University embraces the following convictions:

1. Showing respect for faculty, staff, students, guests, and school property, policies, rules, and regulations.
2. Promoting the exchange of ideas and diverse opinions through tolerance, integrity, dignity, and respect while upholding academic integrity to the highest standard.
3. Taking personal responsibility for individual choices and actions and accepting the consequences thereof.
4. Communicating in a professional and courteous manner across all platforms (verbal, non-verbal, written, or electronic).
5. Abstaining from actions that are intimidating, bullying, demeaning, or hostile to another person.

Post University's goal is to achieve and maintain a high standard of civility to increase students' capacities to achieve success while in attendance and in their future careers.

10.12 Schedule Changes
A schedule change consists of adding or dropping a course or changing from one course section to another during the Add/Drop period or withdrawing from a course during the withdrawal period.

The Add/Drop period is the time period from the start of the term through the Add/Drop deadline, as defined by the academic calendar. The Add/Drop deadline is typically 5 p.m. on the first Friday of the term. Beginning in the spring of 2018, Main Campus undergraduate courses have an atypical Add/Drop deadline, so students are advised to review the academic calendar for details.

The withdrawal period is the period between the Add/Drop deadline and the last day to withdraw, as defined by the Academic Calendar. The last day to withdraw represents the 60% mark in the term as follows:

Main Campus Undergraduate	5 p.m. on the 10th Friday of the Semester
Main Campus Graduate	5 p.m. on the 5th Friday of the Term
Accelerated Degree Program	5 p.m. on the 5th Friday of the Term

Students will only be permitted to add courses during the Add/Drop period if prerequisites have been met and there are openings in the course(s) they wish to add. Any change to the student's schedule should be discussed with the Academic Advisor or Academic Success Counselor, to ensure students have met prerequisites for the course and that the schedule change will keep the student on track to graduate.

Students receiving financial aid should consult with the Office of Student Finance to determine how their award package may be affected by adding, dropping or withdrawing from courses. The Office of Student Finance makes disbursements after the end of the Add/Drop period in order to determine a student's enrollment status and eligibility. Official notification occurs when the student informs the Office of the Registrar of their withdrawal.

Schedule Changes Main Campus Courses
Students taking Main Campus courses may make schedule changes through the Add/Drop deadline. Students may no longer add courses after the Add/Drop deadline. Students who wish to withdraw from a course after the Add/Drop deadline may do so during the withdrawal period. Students withdrawing from a course during the withdrawal period will have a "W" recorded for the course on their transcript. Students may not withdraw from a course after the last day to withdraw. Students wishing to withdraw from a course must submit a withdrawal form to the Office of the Registrar.

Schedule Changes Accelerated Degree Program Courses
Students taking Accelerated Degree Program courses may make schedule changes through the Add/Drop deadline. Students who change their schedule prior to 5 p.m. EST on the Friday before a Term starts will incur no additional fees and receive a full refund for tuition and fees charged. Students who choose to change their Accelerated Degree Program course schedule after this point, but prior to the Add/Drop deadline, will be charged an administrative fee of $150 for each course dropped. Students are responsible for confirming course drops with the Office of the Registrar prior to end of the Add/Drop period.

Students who wish to withdraw from an Accelerated Degree Program course after the Add/Drop deadline may do so during the withdrawal period. Students withdrawing from an online Accelerated Degree Program course during the withdrawal period will have a "W" recorded for the course on their transcript. Students may not withdraw from a course after the last day to withdraw. Students wishing to withdraw from an Accelerated Degree Program course must submit a withdrawal form to the Office of the Registrar.

Military students taking courses have an extended Add/Drop deadline (as defined above) and incur no drop fees if courses are dropped prior to the Add/Drop deadline. Military students who withdraw from a course in the first 7-13 days of the course are refunded 50% of tuition.

10.13 Course Substitutions
Course substitutions can be made with approval from the appropriate Main Campus advisor and Academic Success Counselor for Accelerated Degree program students, and Program Chair as documented on the course substitution form.

10.14 Auditing a Course
Undergraduate students who wish to enroll in a course, without receiving academic credit, may audit the course. Audit status must be declared at the time of registration and requires the permission of the instructor. Audit status, once declared, may not be changed. The cost to audit a course is half the current rate of tuition.

10.15 Academic Participation and Unearned F

Main Campus Course Participation
Regular class participation is essential to the educational process. Failure to participate in class or complete assignments may result in a failing grade. Even students who have an excused absence (either due to athletic games or absences approved via prior communication with the instructor) are responsible for all course materials missed or due on the date(s) class was missed. For additional details on the Main Campus Attendance Policy please see Section 10.22.

Online Academic Course Participation
Post University considers a student to have participated in a course if the student engages in an academic activity. Academic activity is defined as posting to a discussion board, submitting an assignment, taking a quiz or a test, or other measurable academic activity. Students that have not engaged in an academic activity by 11:59 p.m. on the 2nd Monday following the beginning of a term will be dropped from the course and will be charged a drop fee. After this date, student participation is subject to ongoing review. Students may be dismissed from their course(s) if they do not participate for two consecutive weeks. The first such review will take place on the Monday of Week 4 each term. The student's financial aid may also be impacted by not engaging in each enrolled course. If the student is enrolled in more than one course in the term, Post University will evaluate whether the student began each course and the student will be dropped only from those courses in which the student has not begun.

Unearned F
Faculty members will assign an Unearned F grade to a student that does not complete any graded academic activity after the midpoint of a course. When a student receives an Unearned F grade, the faculty member will determine the date the student submitted his or her last graded academic activity and this will be considered the student's withdrawal date from the course.

As a result of receiving an Unearned F, a student's enrollment status may be modified to withdrawn and a calculation may be required to be performed to determine how much financial aid the student has earned for the term. This calculation may result in the return of unearned financial aid to the U.S. Department of Education or other third parties. The student may be obligated to pay for charges originally paid by the unearned financial aid and/or return any excess funds paid to the student. Receiving an Unearned F may also impair future course registrations and financial aid availability. Unearned F grades also count as failing grades in the student's cumulative grade point average and pace of completion and may impact satisfactory academic progress.

10.16 Course Materials and the Online Bookstore

Post Online Bookstore
Course materials are available for purchase from the Post Online Bookstore at www.postbookstore.com. Students should plan to check for course materials two to four weeks prior to the start date of the course to ensure that textbooks will be available in time for class. Students can arrange for materials to be shipped to their homes or (for main-campus and local students) to Post University for pickup in the Mail Room in East Hall during normal business hours.

Electronic Course Materials
Electronic Course Materials (ECMs) are course materials that are available in a completely electronic format. ECMs are used exclusively in many courses. Materials may include electronic versions of textbooks, articles, case studies, YouTube videos, and electronic access codes that allow students to access customized publisher materials. A special fee covers the costs of these materials which are available to students on the first day of the term. Post University has worked with book publishers to negotiate the lowest possible prices. Students are strongly advised to take advantage of the automatic, day-one access to ECMs.

Students enrolled in these courses will automatically be provided access to the eBook and charged the fee, but they may choose to opt-out of some eBooks through a link on the Post Online Bookstore home page (www.postbookstore.com). The link can be accessed by clicking the "eBook Choice" button. Opt-out becomes available one week prior to the start of the term and must be completed by the Add/Drop date for the term. Not all courses use materials that can be opted out of.

Students who opt out of their eBooks will have the fee removed from their bill. Students who choose to opt-out, as described above, are responsible for purchasing the required course materials elsewhere, and they will not be eligible for an extension on course assignments while they wait for their course materials to arrive.

Textbook Refund Policy
Textbooks purchased from the online bookstore may be returned, provided the following stipulations are met.

- Print book returns are within 21 days of the start of the semester.
- Books are in original condition.
- Items are wrapped or sealed CD's are NOT opened.
- Books are accompanied by valid sales receipts.

Non-Shippable Course Materials Refund Policy
Electronic items purchased from the online bookstore may be returned, provided the following stipulations are met.
- eBook returns are within14 days from redemption date.
- Access codes and eResources: Please contact the Bookstore (click Contact at top right of the Online Bookstore) and request the return. Include the order number and any other relevant information in the request to expedite processing.

10.17 Graduation

Degree Audit and Application for Graduation
Post University awards degrees at the end of every term/semester. Commencement exercises are held once a year in May. Undergraduate students may participate in the graduation ceremony provided they are within 6 credits of their degree into which they are enrolled and have a minimum 2.00 grade point average. Students anticipating a December graduation must complete their degree requirements by the end of the fall term or second term.

Potential graduates must meet with their advisors prior to their last 15 credits to make sure they have completed all required courses. While faculty advisors may assist each student in the selection of courses, the responsibility for fulfilling the requirements of the program and all Post University academic requirements rests with the individual student.

Graduation Fees
Graduation application forms can be downloaded at http://www.go.post.edu/gradpacket/index.aspx. Graduation fees are non-refundable.

Undergraduate & Graduate	$90

Commencement Fees
Students who wish to participate in the commencement ceremony are responsible for purchasing their caps and gowns. Caps and gowns will be made available on the vendor website in early spring. The fees include shipping and are as follows:

Undergraduate	$35.50
Graduate	$59.00

Graduation Requirements
In order to receive a degree from Post University, students must:

1. Be matriculated in a program.
2. Satisfactorily complete all degree program requirements of at least 60 credit hours for an associate degree, at least 120 credit hours for a bachelor's, or the required number of credits for a master's degree.
3. Achieve a cumulative GPA of not less than 2.00 for undergraduate students and a 3.00 for graduate students.
4. Fulfill the residency requirement for the degree program they are pursuing.
5. Complete an Application for Graduation and pay a non-refundable graduation fee.

Please note: Diplomas or official academic transcripts cannot be issued if the student has an outstanding account balance with Post University.

For graduate students the Connecticut Office of Higher Education requires students to complete a culminating experience to exhibit adequate comprehension and acquisition of knowledge from pursuit of their masters' degrees. We have developed a series of capstone courses which meet this requirement. Students who fail their capstone courses cannot graduate. Students have a total of two attempts to pass the capstone course with a grade of C or better. If the course is not passed on the second attempt, a petition to the Dean or Program Director is necessary to take the class a third time.

Requirements to Walk in the Graduation Ceremony
Undergraduate Walking Candidates
In order to walk (participate) in the graduation ceremony a student must meet *all* the following requirements:

1. Have six credits or less to complete at the end of the spring semester and/or Term 5.
2. Have a minimum cumulative GPA of 2.00.
3. Indicate an intent to participate in the ceremony on the graduation application.
4. Be registered for their final courses.

Graduate Walking Candidates
In order to walk (participate) in the graduation ceremony a student must meet *all* the following requirements:

1. Have three credits to complete at the end of Term 5.
2. Have a minimum cumulative GPA of 3.00.
3. Indicate an intent to participate in the ceremony on the graduation application submitted by the deadline.
4. Be registered for their final course.

A diploma will not be awarded to undergraduate or graduate students until all credits are completed. Students with credits remaining who participate in the May ceremony are not officially graduated until all credit requirements are met. Diplomas will not be granted until all graduation requirements have been met.

10.18 Program Time Limit
Undergraduate students do not have a set program time limit. After two (2) years of non-attendance, students are readmitted under the new curriculum in the catalog at the time of readmission. If the original program of study is no longer offered, readmitted students are required to choose a new major. Coursework completed under the previous major may be transferred into the new major, based on course equivalencies and substitution policies.

Graduate students must complete a program of study within a five (5) year time limit from the date of admission to degree status. Should extenuating circumstances arise, students may petition for a one-time, one-year extension for completion of their programs of study. Such petitions must include the signed endorsement of the Program Chair and Dean. The Provost will rule on the petition and make the final decision.

10.19 Withdrawal from Post University

Active/Inactive Students
An active student is a student who is enrolled in a course in the current semester or term. An inactive student is a student who is not enrolled in the current semester or term. Upon enrolling in a course, an inactive student will be considered active.

Official Withdrawal (Withdrawal from Post University Initiated by Student)
A student wishing to officially withdraw from Post University must inform the Office of the Registrar. In turn, the Office of the Registrar will notify the student's Academic Advisor or Academic Success Counselor and Financial Aid Advisor. Should the student withdraw prior to the end of a term or semester, the official transcript will reflect a "W" (Withdrawal) grade for all attempted courses in that term.

A student who has officially withdrawn and would like to be readmitted within one year should contact their Academic Advisor or Academic Success Counselor. After a period of one year from the official withdrawal date, the student will need to go through the admissions process to be officially readmitted to Post University.

Administrative Withdrawal (Inactive Student Status)
Inactive students, those not currently enrolled in a course, will be administratively withdrawn. Administratively withdrawn students in satisfactory academic and civic standing are welcome to enroll in courses for a one-year period without going through the admissions process. Post University's Student Account's Department reports inactive students as administratively withdrawn, for purposes of Title IV financial aid.

Withdrawal for Military Leave
Military students who can no longer begin or continue their education due to a Military service obligation must do the following:

Notify their Academic Advisor for Main Campus students or Academic Success Counselor for Accelerated Degree Program students, and the Office of the Registrar and or Military Admissions that they have a Military service obligation that will prohibit them from continuing as a student in the current academic term.

Provide the Office of the Registrar with a copy of their military orders or other documentation that demonstrates a need to withdraw from the current academic term to meet the military needs of their branch of the service.

Students who meet the criteria listed above are eligible for the following:

If the request for withdrawal is during the first half of the Term/Semester, students will receive no grade for the courses in which they are enrolled, no course credit shall be awarded, and the term shall not be counted toward in the Pace of Completion for Satisfactory Academic Progress. A full refund of tuition and/or room and board will be granted.

If the request for withdrawal is after the first half of the Term/Semester, students can elect to:

1. Withdraw (W) from their classes and receive a full refund of tuition*, or,
2. Request to receive no credit or grade for the course, or,
3. Request an Incomplete (IN) from their instructors and make arrangements to complete all required course assignments within a specified timeframe. (See Incomplete Policy in the University Catalog). The term shall count as a term in residence.

*If students elect to take a W for the course, this may impact their Satisfactory Academic Progress in the future and should be discussed with their Academic Success Coordinator.

If a military student's absence will extend into multiple terms, the student will be granted a Military Leave of Absence while they are preforming their service obligation. The Military Leave of Absence will expire 5 years after the end of the service obligation. Students on a Military Leave of Absence will be able to resume their education without the need of reapplying to Post University by contacting the Office of Military Admissions and or the Office of Registrar.

Unofficial Withdrawal (No notice by student of intent to officially withdraw.)
If students stop attending or participating in class(es) and fails to notify the Office of the Registrar they are officially withdrawing, they will receive no charges for the first week. After the first week, they are considered active and enrolled, and will receive earned grades for the courses.

10.20 Dismissal from Post University

Academic Dismissal
Post University maintains the right to dismiss students from an undergraduate or graduate program under the following circumstances:

1. Failing to meet the satisfactory academic progress requirements.
2. Behaving in a manner prejudicial to the interests of Post University or hostile to the welfare of students or faculty in breach of the Civility Code.
3. Violating of the Academic Integrity Policy.

10.21 Readmission to the Post University
Students who have unpaid balances must resolve any outstanding issues prior to requesting readmission. Resumption of enrollment or readmission is at the discretion of Post University and is subject to any imposed conditions.

Readmission after Withdrawal
Students seeking readmission who have been inactive (not been enrolled in a course) for greater than one (1) year and military students who have exceeded the 6-month grace period after an approved military leave must reapply through admission and satisfy all current admission criteria for their program.

If a graduate student's cumulative grade point is less than a 3.00 the student must agree to an academic improvement plan that is satisfactory to the Program Director or Dean. Appeals of the Program Director's decisions may be made to the appropriate Dean.

Readmission after Dismissal
Students who have been dismissed for failing to meet satisfactory academic progress may apply for readmission one year from the date of dismissal or after one parent term. Please refer to the Academic Progress Standards for the Dismissal Appeal Process. Students seeking readmission in an undergraduate program must meet the current application requirements, provide all current documentation, and deliver a letter requesting readmission providing details as to why the student will be successful if allowed to return to study. Students seeking readmission to a graduate program of study will be evaluated on a case-by-case basis by the Program Director of the program with an appeal to the Dean if necessary. For programs without a Program Director, the readmission decision rests with the Dean and may be appealed to the Provost.

Readmitted students may be asked to participate in an academic improvement plan as designed by the Program Director of the program or Dean as part of the readmission process. The academic improvement plan will provide for conditional admission for the student's next 2 terms or one semester. If the student violates the academic improvement plan, the student will be dismissed from the program of study with no appeal process. Students who have been dismissed for breach of the Civility Code or the Academic Integrity Policy are not eligible to apply for readmission.

10.22 Main Campus Attendance Policy

At Post University, we recognize that attendance represents a key to student academic success. Our courses are designed to engage students and include them in the learning process. Main Campus students completing a 16-week semester, or an 8-week term are expected to attend every class meeting.

Missed classes are categorized as ether excused absences or unexcused absences.

- Excused Absence: An excused absence is an absence that is pre-approved between the student and instructor to warrant missing class. Examples of excused absences include student-athlete travel or games, Honors Program or other academic event attendance, family illness/death in the family, etc. In rare instances, an excused absence can also include an absence that is not pre-approved but has been defined as excused by the instructor. Students with excused absences will be granted extensions on in-class work missed during the absence. Unless specified in writing by the instructor, students with excused absences are still responsible for completing out-of-class assignments by the original due date.

- Unexcused Absence: An absence that is not an excused absence is consider an unexcused absence. As described below, unexcused absences may lead to course failure. Students with unexcused absences should consult the course syllabus and the instructor to determine if late work will be accepted.

All students are expected to inform their instructor of an illness or other reason for missing class prior to the class session. It is the practice of Post University that instructors strive to support students' observance of their religious traditions by allowing absence from classes for such purposes and providing ample opportunities for students to make up work without penalty for such occasions. Students with an excused or unexcused absence from class are responsible for making up any missed work and learning missed class content.

Course instructors are responsible for documenting accurate records of student attendance at each class meeting. Main Campus attendance is assessed in two ways:

1. By Course: Students are expected to attend every class meeting. If a student exceeds four (4) unexcused absences in a single semester course or two (2) unexcused absences in a single 8-week term course, the student may be immediately assigned an F for the course grade.

2. By Semester: If a student does not attend any of their regularly-scheduled classes in a 14-day calendar period and the student has not communicated a date of return in the current semester, the student will be administratively withdrawn from the University as of their 14th consecutive calendar day of absence. Excused absences (see above) do not restart the 14-day attendance clock. If a student requires extended medical leave beyond 14-days, the student should contact his instructors and Main Campus Advisor. Financial Aid recipients who are administratively withdrawn from all courses may be responsible to repay their financial aid to the federal government. Students are encouraged to consult their financial aid advisors before withdrawing from the University.

Main Campus Attendance Policy Appeal Process

Attendance By Course

This appeal process is for students who have been found in violation of the Main Campus Attendance Policy (by course) and would like to appeal the course grade of F assigned by their instructor. **The student must submit the completed appeal within ten (10) calendar days of receiving communication from the instructor that he/she has been assigned a grade of F. Otherwise, the grade stands and is not eligible for appeal.** Post University highly recommends that students continue to attend class and completes assignments while the appeal is under review. The appeal form can be found at the following link: https://post.edu/about/student-satisfaction-and-performance/student-complaints/#c3

10.23 Intellectual Property Policies

Copyright Protection

Post University's courses contain copyrighted resources created by the University or licensed from various third parties. In compliance with U.S. Copyright Law, these resources may not be reproduced, revised, or distributed without the written permission of Post University. Individuals found to be in violation of this policy are subject to civil and criminal liabilities associated with the Federal Copyright Act. Students in violation of this policy risk dismissal from the University under the Academic Dishonesty policy. Unless otherwise noted, access to these materials are limited to the duration of the course. Individuals should contact the library (library@post.edu) for information on which resources can be printed.

Intellectual Property Protection

Post University requires all contracted Course Developers to sign an Intellectual Property Agreement which governs the rights to both arising and background intellectual property as well as copyright notice requirements. All developed course materials are the property of Post University.

11.0 Academic Support Services

11.1 Academic Advisors and Academic Success Counselors

Main Campus Academic Advisors
Undergraduate and graduate students attending the Main Campus are assigned to an Academic Advisor when they first enroll. The Advising Office works with students throughout the school year to ensure that they are meeting their goals both academically and personally. Advising is a great resource to all students and can provide them with the tools necessary to be successful in and out of the classroom. Advisors work closely with the faculty regarding student performance and concerns that may occur during the semester. Academic Advisors are the students' main point of contact and should expect regular communications regarding academic progress, registration, and related matters. Students are expected to connect with their advisor at least twice per semester to discuss their progress and go over any questions or academic concerns they may have. If students need immediate assistance e-mail campusadvising@post.edu. The Advising Office is located on the first floor of Torrance Hall.

Accelerated Degree Program Academic Success Counselors
Undergraduate and graduate students enrolled in online programs are assigned to New Student Academic Success Counselors when they first enroll. The New Student Academic Success Counselors work closely with the Admissions Team, as well as with the associates delivering the Frist Year Experience Program, to assist students who may face academic challenges. Once students complete their first 3 terms, they move to work with a program/school based Academic Success Counselor.

Transfer students work directly with their assigned Academic Success Counselors in their specific major or school. Academic Success Counselors are directly linked to different majors and are well-versed in the different program expectations. Students should consider their Academic Success Counselor their main point of contact and should expect regular communications regarding academic progress, registration, and related matters. Students are expected to connect with their Academic Success Counselor at least once per term to discuss their progress and go over any questions or academic concerns they may have. If students need immediate assistance, they can call 203.591.7112 or e-mail asc@post.edu.

11.2 Center for Academic Success

Tutoring Services
The Center for Academic Success offers individualized tutoring sessions to all students in a wide variety of subjects including mathematics, writing, accounting, finance, statistics, algebra, biology, sociology, and English. In addition to offering course-specific learning strategies, tutors also assist with organizational skills and study skills.

All services are provided in a welcoming environment (both in-person and remote) where students are encouraged to ask questions, seek out additional information, and challenge themselves to reach new academic heights. Peer Educators and Specialists are available for tutoring sessions at the Center for Academic Success during the normal operating hours. To guarantee a subject-specific Peer Educator or Specialist will be available, students can make an appointment by calling the Center for Academic Success on online at www.postcas.acuityscheduling.com.

Online Tutoring Services
The Center for Academic Success also provides one-on-one tutoring services through TutorMe in most subject areas and specific major-based content. These online services are available 24/7 and all students receive 12 hours of TutorMe each term. TutorMe is accessible via the Student Services tab on BlackBoard and in all courses.

Writing Services
Post University is dedicated to developing and improving the written communication skills of all our students. The Center for Academic Success works with students across all disciplines to advise and tutor them on professional and academic writing standards. The goal is to provide students with the necessary writing skills to become strong, academically successful, independent writers.

Students may seek the Center for Academic Success's writing services for the following reasons.

1. To brainstorm and generate ideas.
2. To understand differences in tone and style in differing disciplines.
3. To develop individualized writing strategies that work.
4. To seek strategies and methods for revising and proofreading written work.
5. To understand and use grammar correctly.
6. For help with a research paper for proper APA citation information.
7. For tips to avoid plagiarism.

Students may schedule an appointment for an individualized meeting to review an assignment by calling or stopping by the Center for Academic Success. Alternatively, students can submit an assignment for review via the following link: https://post.edu/student-services/center-for-academic-success/writing/. After submitting an assignment through this form, a student will receive feedback on his or her document, which will be returned via email within 24 to 48 hours.

Academic Webinars
The Center for Academic Success offers weekly webinars that are available to all students. These webinars focus on the skills and resources that build the academic and professional skills of a student outside of the classroom.

Contact Information
Center for Academic Success
North Hall Room 116
Fall and spring hours: Mon-Thurs 8 a.m.-8 p.m.; Fri 8 a.m.-5 p.m.; Sat 9 a.m.-1 p.m. Sun 4 p.m.-8 p.m. Summer: (May-August): Mon-Fri 8 a.m.-4 p.m.
Telephone: 203.596.4686
Email: CAS@Post.edu (Tutoring Requests) / Writing@Post.edu (Writing Questions)

11.3 English Language Institute
The English Language Institute provides an academic program to develop proficiency to English language learners who lack the foundational English skills necessary for academic success in university-level coursework. The English Language Institute is housed within the John P. Burke School of Public Service and Education and services students who wish to gain English proficiency before applying to a college in the United States, and students who are enrolled at Post University and need English language support. The English Language Institute is staffed by highly qualified instructors who have advanced certification and degrees in teaching English as a Second Language. They have lived or taught in other countries or have learned other languages. The program offers credit and non-credit courses designed to support the English-language learner in a variety of learning levels and content areas.

Placement
Students who apply to Post University whose native language is not English are given an English proficiency placement exam to determine language capabilities or exemption from program. Students placed in the English Language Institute program take English as a Second Language courses that range from beginner to advanced level. Students may take up to 12 credits of English as a Second Language courses towards their Post University degree. Additional courses are offered for students in need of further language training. Students who achieve advanced English language proficiency may begin taking regular courses upon completion of an English exit exam and upon recommendation by the English as a Second Language Director.

Post University TOEFL Score Requirement
Students with a Test of English as a Foreign Language (TOEFL) score of 75 on the Internet Based Test (IBT), or alternatively, a 6.0 on the International English Language Testing System (IELTS) may enroll in regular courses. Students with lower or no test scores will take the English placement test (described above) to determine whether and where they should start courses in the ELI program.

English Language Institute Contact Information
Darmita White, Director of the English Language Institute
John P. Burke School of Public Service and Education
800 Country Club Road
Waterbury, CT 06708-2540
Telephone: 203.591.5625
Email: dwhite@post.edu

11.4 Library/Virtual Library
The Traurig Library is home to a wealth of resources, including over 13,000 print books and 1,265 media, 47 online databases platforms, a growing e-book and virtual reference collection, a cataloged government documents repository, specialized collections of legal reference sources, and a unique equine management print and media collection. All online resources are available on Blackboard via the Library tab and the library's A to Z database list. Post University also has reciprocal borrowing agreements through the Connecticut Council of Academic Library Directors, as well as area academic libraries. The Traurig Library also has consortia reduced pricing for databases through WALDO, OCLC, and LYRASIS. By participating in researchIT CT, the State Virtual Library, students have access to an extensive variety of general and subject-specific databases and e-book collections.

Virtual Library
Links to the following virtual library resources can be found on Blackboard under the Library tab:

Traurig Library (Click on Eagle E-Search, then Main Campus Catalog)
It is recommended that students access the Library Catalog to determine if the materials needed are available for circulation. If the materials are not available contact a librarian to inquire about an inter-library loan at library@post.edu.
Ebscohost
Ebscohost consists of 25 databases, which offer access to more than 10,000 journals across all disciples including business, sociology, human services, psychology, and more. Many of these journals are in full text. The eBook collection includes over 160,000 full-text eBooks.
Connecticut Virtual Library
Known as researchIT CT, these databases include local, national, and international newspapers, business journals, and history resources, and are available by clicking on the link to *individualized databases*. Then choose the one to search.
Credo Reference
Search for 3,454,854 full-text articles in 826 academic reference ebooks.
NexisUni
This comprehensive database provides resources for legal, business, and in-depth world views.
Reference USA
Search for detailed information regarding more than 13 million businesses in the United States, start your search by clicking on the *Business* link.
Encyclopedia Britannica Online
Online encyclopedia containing general content on a variety of subjects and topics.
Proquest Central
Proquest Central is the largest single source of academic research information, covering 160 subject areas and featuring 20,000 periodicals and a huge collection of other scholarly resources, including business case studies, dissertations, and theses.
Science Direct
Leading full-text science database, with access to 3,500 journals and more than 1,083 eBooks.

12.0 Registrar

12.1 Student Records

The Office of the Registrar is responsible for the maintenance of the permanent academic records of students. Academic records include a history of all course work attempted and completed, grades received, transfer and alternate credit granted, and academic honors awarded.

Transcript of Record

An official transcript is one bearing the seal of Post University and the signature of the Registrar. An unofficial transcript may be given directly to the student or the graduate upon request and is stamped with an unofficial designation. Students may have an official transcript mailed to other institutions, prospective employers, or other authorized agencies by completing the Transcript Request form, or by visiting:
https://exchange.parchment.com/send/adds/index.php?main_page=login&s_id=YE4n334Wvl4EmuAW
Transcripts, grade cards, certifications, or other information about a student may be withheld for failure to meet financial obligations.

12.2 Family Educational Right to Privacy Act (Buckley Amendment)

In accordance with the provisions of the Family Education Rights and Privacy Act (Section 438 of the General Education Provisions Act, 20. USC 1232g, commonly referred to as the Buckley Amendment or FERPA) Post University has adopted the procedures below to protect the privacy rights of its students. FERPA affords students certain rights with respect to their education records. Education records are defined as records directly related to a student and maintained by the institution or by a party acting for the institution. These rights include:

1. The right to inspect and review your education records (with certain limited exceptions) within 45 days of the day Post University receives your request for access. Students should submit requests to the Office of the Registrar in writing, identifying the records you wish to inspect. The Office of the Registrar will make arrangements for access and notify you of a time and place where the records may be inspected.
2. The right to request the amendment of your education records if you believe them to be inaccurate. You should submit any such request to the Office of the Registrar in writing, clearly identifying the records that you want to have amended and specifying the reasons you believe them to be inaccurate. The Office of the Registrar will notify you of its decision and, if the decision is negative, of your right to a hearing regarding your request for amendment.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Post University to comply with the requests of FERPA. The name and address of the office that administers FERPA is
    > Family Policy Compliance Office
    > U.S. Department of Education
    > 400 Maryland Avenue, SW
    > Washington, DC 20202-4605
4. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent FERPA authorizes disclosures without consent. One such exemption permits Post University to disclose personally identifiable information in education records to school officials with legitimate educational interests. A school official is any person employed by Post University in an administrative, supervisor, academic, or support staff position; any person or company with whom Post University has contracted (such as an attorney, auditor, or collection agent) or a member of the Board of Trustees. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill the official's professional responsibility.

Another exception permits Post University to disclose your directory information to anyone within the Post University community and to the general public. Post University has designated the following as directory information:

Student Name and Address	Class Standing
Email Address	Academic Major
Telephone Number	Degrees Earned
Dates of Attendance	Participation in Officially Recognized Activities and Sports
Full-Time/Part-Time Status	Weight and Height of Athletic Team Members
Photographs of Students	Awards Received

All other student information will not be released to students, parents, or outside agencies unless accompanied by a written release of information, signed by the student, which complies with the requirements of FERPA, unless the disclosure of information is authorized by FERPA.

12.3 Course Registration

Returning students register prior to the start of each semester or term. Students may register in person at the Advising Office or online at https://my.post.edu/cmcportal/. Whether students register in person or online, they must communicate with their Academic Advisor or Academic Success Counselor prior to registration. No credit will be given for a course unless the student is officially registered in that course prior to the close of the Add/Drop period.

Main Campus students who wish to take Accelerated Degree Program classes must maintain a cumulative grade point average of no less than a 3.00 and must complete the request form with their advisor and gain the approval from an Academic Dean.

Post University has updated its online registration system. When students log in through the my.post.edu portal they can visit My Academics on the left side and view their course schedule as well as reserve courses for future terms. Currently reserving courses is a limited function that only students for the online programs are permitted to do. Students should consult with their Academic Success Counselor before reviewing the registration site. They can provide a quick walk through and confirm that the reservation has gone through. Academic Success Counselors are also happy to work with students to register or change their schedules. Currently they work closely with each student and keep them registered ahead for courses and confirm their schedules as the term gets closer. If at any time you have questions on your courses, or your degree progress please call 203-591-7101 or e-mail asc@post.edu.

12.4 Transfer of Credit Policy and Procedures

Within the limits stated below, Post University permits credits earned at an institute accredited by an organization recognized by the U.S Department of Education to be considered for transfer. Courses must be similar in nature, level, and content to a course in our curriculum and applicable to one of our academic programs. The following database maintained by the U.S. Department of Education provides a list of accredited American institutions: http://ope.ed.gov/accreditation. All prospective students are strongly encouraged to review this database to ensure the institute from which they seek credits accepted is recognized by the U.S. Department of Education. Prospective students are advised that the review of their credits for transfer consideration is no guarantee that they will be accepted.

The Office of the Registrar administers the transfer of credit policy. Questions regarding the transfer of credit policy and procedures should be directed to this office. In the case of questions regarding the viability of transfer credits under evaluation for transfer consideration, the final decision will be made after consultation with Post University's Provost's office. For graduate programs, faculty (or designee) from the program of study into which the prospective student is transferring, will make the final decision as to the acceptance of credit.

On Ground and Accelerated Degree Program Undergraduate Transfer of Credit
Prospective students transferring to Post University from an accredited two-year or four-year educational institution, may be considered for transferred credits for courses with a grade of "C" or above. Prospective students transferring from a four-year institute may have up to 90 credits towards a bachelor's degree and up to 45 credits towards an associate degree considered for transfer. From a two-year institute, up to 75 credits towards a bachelor's degree and up to 45 credits towards an associate degree will be considered for transfer. No more than 75 credits can be accepted from a two-year college. If a student has earned an associate or bachelor's degree from an accredited two-year or four-year educational institution, credits from courses with a grade of D or higher may be considered for transfer. In addition to official transcripts, prospective students must submit a catalog description for the course(s) being considered for transfer. In some instances, a course syllabus may be necessary if the course description lacks sufficient definition. Faculty (or designee) from the program of study into which the prospective student is transferring will make the final decision on the acceptance of credit.
On Ground and Accelerated Degree Program Graduate Transfer of Credit
Prospective students may have up to 9 credits considered for transfer into a graduate program. Only courses with a minimum grade of "B" will be considered for transfer. In addition to official transcripts, prospective students must submit a catalog description for the course(s) being considered for transfer. In some instances, a course syllabus may be necessary if the course description lacks sufficient definition. Faculty (or designee) from the program of study into which the prospective student is transferring, will make the final decision as to the acceptance of credit.
Transfer of Credit for Work Taken at a Foreign Institution
Credits completed at foreign institutions recognized by that country's Ministry of Education may be considered for transfer. Prospective students must arrange for transcripts and any other requested supporting documentation (course descriptions, catalogs, etc.) to be translated into English, if applicable, and forwarded to Post University.

Military Transfer of Credit
Post University evaluates military transcripts for military experience and can award credit based on military career experience and the rank of the service member. We follow the recommendations of the American Council of Education (ACE) in the transfer of credit for military training and experience. Military transcripts include the following: • Joint Service Transcript (JST) • Community College of The Air Force (CCAF) • American Council of Education Registry Transcript System (AARTS) Additionally, Post University will receive personal training records for military credit, examples include: • Enlisted Record Brief (ERB) • Officer Record Brief (ORB) • DA 1059 Forms For civilian colleges, we follow Post's general Transfer of Credit Policy and Prior Learning Assessment: • Transfer of Credits Policy and Procedures • Prior Learning Assessment A maximum of 90 transfer credits for a baccalaureate degree, 45 transfer credits for an associate degree, or 9 transfer credits for a graduate degree may be applied based on a review of a military student's Joint Service Transcript (JST).

Accelerated Degree Program RN to BSN Program
The RN to BSN program has a unique curriculum with practice experiences integrated throughout the curriculum. Transfer credit for Post University's RN to BSN nursing courses will not be considered for transfer credit.

The evaluation of credit for transfer consideration is one that is taken seriously by Post University. Students are encouraged to provide all requested documentation to ensure that the process is completed as expeditiously as possible. To begin the process, all undergraduate and graduate on ground and Accelerated Degree Program students must request official transcripts from all post-secondary institutions from which they wish to have earned credits considered. After receipt of all documentation, the approval process generally will take three days. Any credits accepted will calculate into the student's pace of completion, but will not count in the cumulative grade point average.

12.5 Alternative Credit Options

Within the limits stated below, Post University provides an opportunity for students to demonstrate college-level proficiency in certain subjects where learning has occurred in non-traditional ways, such as advanced placement courses, on-the-job training, standardized examinations, or work experience. Students earn course credits by examination or portfolio, but no grade is assigned. The maximum number of credits that may be earned through any combination of CLEP, DANTES, or Prior Learning Assessment (PLA) is 15 credits toward an associate degree and 30 credits toward a baccalaureate degree.

Advanced Placement – Non-Graduate Programs
Post University recognizes advanced standing for superior secondary school performance as indicated by scores of 5, 4, or 3 on the Advanced Placement (AP) examinations. The Advising Office makes decisions regarding the acceptance of AP examinations for advanced standing credit. A maximum of 15 credits may be earned through AP examinations.

Standardized Examinations – Non-Graduate Programs
College-Level Examination Program (CLEP) offers examinations in courses, mostly at the introductory level. Students may earn three credits per exam passed. DANTES affords students the option to take examinations in introductory and upper-level courses, including technological areas. Examinees receive three college credits per exam based on a pass or fail formula score. The CLEP and DANTES examinations are not administered by Post University. For information concerning sites and dates, consult the College Board website (www.collegeboard.org). The official score report must be sent to Post University for credit to be granted. A maximum of 15 credits (total) may be earned through CLEP and DANTES examinations. Upon taking the examination, the student should direct the College Entrance Exam Board (CEEB) to refer the test score report to: **Office of the Registrar** Post University 800 Country Club Road Waterbury, CT 06723-2540 Telephone: 203.596.4615 Fax: 203.841.1152 Email: online@post.edu

Prior Learning Assessment Portfolio Program – Non-Graduate Programs
As part of the Prior Learning Assessment Portfolio Program, Post University allows eligible, matriculated undergraduate students to apply for college credit for life experiences and completion of select licensure examinations. Through submission of portfolios, students may earn a maximum of 30 credits towards a bachelor's degree or 15 credits towards an associate degree. Information regarding policies and procedures is available from Academic Advising for Main Campus students or Academic Success Counselors for Accelerated Degree Program students. There are certain courses and subject areas that are not eligible for portfolio credit. Please consult the Office of the Registrar or Academic Advising to review any restrictions.
Prior Learning Assessment Credit – RN to BSN
RN to BSN students will be awarded 30 credits as Prior Learning Assessment (PLA) credits in recognition of having completed a registered nurse program and passing the National Licensure Examination for Registered Nurses (NCLEX-RN). Verification of valid RN licensure will be required to receive PLA credit. Prospective students are advised that alternate credit options *do not* apply to the RN to BSN program.
Alternate Credit Options – Graduate Programs
Accepting Transfer Credit for Prior Field Practicum Experiences
Post University graduate programs do not accept transfer credits for field practicum at the graduate level.
Policy on Accepting Portfolio, Life Experience, and Undergraduate Credit
Post University graduate programs do not accept portfolio and/or life experience for credit. Undergraduate coursework will not be considered for graduate-level credit.
Policy on Accepting Transfer Credit for Capstone Courses
Post University graduate programs do not accept transfer credit or course substitutions for capstone courses.

The Office of the Registrar administers the alternate credit options policy. Questions regarding the credit policy, regulations, and procedures should be directed to this office. In the case of questions regarding the viability of documentation, the final decision will be made after consultation with Provost's office. For graduate programs, the Dean of the school or Director of Program of the program to which the prospective student is applying, will make the final decision as to the awarding of credit.

13.0 Undergraduate Programs

13.1 Undergraduate Faculty*

Name	Ares(s) of Study	Highest Degree(s) Held	Institution(s)
Albee, Laura	Program Chair University Pathways Program	M.A	University of Saint Joseph M.S./Southern Connecticut State University
Baney, Terry	History	Ph.D.	University of Connecticut
Bessette, Dustin	Associate Program Chair of CIS Healthcare Management/Marketing and Advertising Management	M.B.A.	M.B.A Campbellsville University/M.B.A. University of St. Mary
Breault, Holly	Nursing RN to BSN	M.S.N.	University of Phoenix
Chervenak, Lisa	Psychology	M.A.(Dual)	Southern Connecticut State University/Iona College
Conard, Michael	Marketing	Ph.D.	University of Connecticut
Dawson, Jr., Philip	Director of Undergraduate Programs (MBSoB)/Finance	M.B.A.	University of Connecticut
DiMauro, Margaret	Communication and Media Studies	M.A.	New School University
Dressel, Lucia	Director of General Education	M.Ed.	University of Bridgeport
Dumont, Camille	College to Career Core	M.S.	Iona College
Dumont, Richard	Accounting/CPA	B.S.	Central Connecticut State University
Farquharson, Patrice	Early Childhood Education	Ed.D.	Nova Southeastern University
Gladstone, Carla	Program Chair Biology	M.S.	Southern Connecticut State University
Grabel, Deron	Sport Management	Ed.D.	United States Sports Academy
Nerud, Kim	Director of Nursing Education	Ph.D.	South Dakota State University
Jannetty, David	Program Chair Emergency Management and Homeland Security	M.S.	University of New Haven
Jones, Elsa	Early Childhood Education	M.A.	Tufts University
Kelly, Donald	Program Chair Human Resource Management	M.S.	University of Michigan
Kranz, Elizabeth	Applied Mathematics and Data Science	M.S.	Western Connecticut State University
Lafayllve, Patricia	Computer Information Systems	M.A.	Southern Connecticut State University
Latimer, Linda	Legal Studies Program Chair	J.D.	Penn State University
Malakpour, Hamid	Program Chair Business Administration	ED.L.D.	Bachelor of Science Mechanical Engineering/M.B.A., ED.L.D. University of Bridgeport
Markey, Kevin	Criminal Justice	M.B.A.	Post University
McDonald, Kristin	Human Services/Sociology	M.S.	Post University
Nemec, Abigail	Director of Programs, School of Arts & Sciences, Equine Studies	M.Ed.	Post University
Ozenc, Rana	Liberal Arts	D.B.A.	University of New Haven
Roberts, Kristin	Accounting	M.B.A.	University of Phoenix
Rohlfing, John	Art	M.F.A.	New York State College of Ceramics
Russell, Marie	Child Studies	M.S.	Southern Connecticut State University
Santa Maria, Kristin	English	M.F.A.	Western Connecticut State University
Santos, Melissa	/Management	M.B.A.	University of Connecticut
Sciarrino, Dennis	Management	M.B.A.	University of New Haven

Scipio, Angela	Computer Information Systems	M.S.	University of New Haven
Simmons, Vivian	Applied Mathematics and Data Science	M.S. Ed.	University of Bridgeport
Streck, Renata	Psychology	Ph.D.	University of California, Berkeley
Vuole, Crystal	Human Services/Sociology	M.A.(Dual)/M.P.S.	Binghamton University
Wellman, Gian	Director of First Year Experience	M.B.A.	American International University
White, Darmita	English Language Institute	M.S.	North Central University
Wilson, Sandra	Director of Undergraduate Public Service & Education Programs, John P. Burke School of Public Service & Education, Criminal Justice	J.D./M.S. Ed.	New England School of Law/University of Bridgeport
Wojtylak, Robert	College to Career Core	M.B.A.	University of Findlay

*For a list of part-time associate faculty, please visit the faculty page of the website.

13.2 The Academic Curriculum

Today's job market requires graduates to be more than just experts in their area of academic focus; they need to be able to apply and adapt a wide array of skills and experiences to fit the changing needs of the job market. Post University's undergraduate curriculum is specifically designed to ensure that graduates gain the knowledge, skills, and abilities they will need to succeed in a competitive job market. Each program has 5-10 program-level Student Learning Outcomes that are assessed. These outcomes are identified later in this section.

Courses in the Program

Program Core Courses

The Core courses in the major impart students with the essential knowledge in the program. The courses are designed to progress in complexity, building from foundation courses (100-level) to courses with advanced and applied content (300-400-level). Upper level course may include a Senior Capstone experience or Internship/Practicum component.

Program Concentration Courses

Concentrations are comprised of courses that focus on a specific area of study within the broader major. Almost all undergraduate programs at Post contain concentrations. In some programs, choosing a concentration is optional, while in other programs, students must choose a concentration in order to complete the degree. Concentrations range from nine to 22 credits, depending on the degree program, and may include electives from within the major's discipline or across disciplines.

Program Directed Electives

Directed Electives within the program are designed to allow the student to choose electives that best fit their career goals. These electives can include electives from within the major or can be interdisciplinary. Directed electives should be chosen with the support of the Academic Advisor or the Academic Success Counselor.

General Education Core

As a career-oriented university, Post recognizes that it is vital that each student receives a strong liberal arts education as an integral part of his or her degree program. In alignment with this goal, Post University provides students with a strong general education curriculum in the sciences, social studies, arts, and humanities. The general education core at Post University provides students with the ability to make connections across the disciplines so they are better prepared to respond to a diverse and constantly changing global marketplace. The ability to choose those courses that pique a student's interest is an important feature of the General Education Core.

The General Education Core consists of the following general education competencies:
Oral Communication - Demonstrate the effective development and expression of ideas when speaking.
1. Written Communication - Demonstrate the effective development and expression of ideas in writing.
2. Collaboration - Demonstrate the ability to collaborate effectively.
3. Creativity and Innovation - Demonstrate the capability for creative and innovative thinking.
4. Critical Thinking Demonstrate - Demonstrate the ability to apply skills in critical analysis and logical thinking.
5. Scientific Literacy - Describe and explain scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity.
6. Information Literacy - Demonstrate the ability to locate, obtain, evaluate, and use information for the issue or problems at hand.

7. Technological Fluency - Demonstrate the facility to use appropriate and innovative technology.
8. Historical Awareness - Demonstrate knowledge and awareness of the importance of historical phenomena.
9. Social Awareness - Demonstrate awareness of social and cultural perspectives of local and global society.
10. Ethical Awareness - Demonstrate knowledge of the ethical concerns of humankind.
11. Aesthetic Awareness - Demonstrate the ability to value literature and the arts from a multicultural perspective.

College to Career Core
The College to Career courses are designed to prepare students for personal and academic success at Post University and lay the foundation for lifelong learning and career success. Main Campus and online students taking these courses are exposed to the same learning outcomes, but each modality is geared towards the needs of the student population it serves.

Leadership Course
The LCS105 Elements of Organizations course exposes students from all non-business majors to ethics, social responsibility, and foundations of leadership underlying all organizations. Students in the Malcolm Baldrige School of Business are not required to take this course because the course outcomes are inherent in the require coursework for their business degree programs.

Writing Across the Curriculum
The ability to communicate ideas is a key for success in today's marketplace. In response, Post University has instituted a writing-across-the-curriculum initiative that requires a writing assignment in almost all courses. The undergraduate curriculum also includes a Designated Writing Course that is specific to each major to ensure students learn how to write in the style of their chosen field. The Center for Academic Success is open to all students who want to improve their skills and/or get feedback on their writing.

STEM (Science, Technology, Engineering, and Mathematics) Across the Curriculum.
Post University understands the importance of providing students with a wide range of in-demand skills needed for success in today's changing workplace. That is why, in addition to offering four undergraduate degree programs in STEM disciplines (Accounting, Applied Mathematics and Data Science, Biology, and Computer Information Systems), we offer an additional seven minors (Accounting, Biology, Chemistry, Environmental Science, Finance, Mathematics, and Ocean Conservation). Post has established a STEM Across the Curriculum initiative to ensure all graduates of Post University have the foundational competencies of a STEM education.

In each bachelor's degree program, 10% of the total coursework is comprised of required general education courses in STEM disciplines, and four of the 11 general education outcomes are reinforced in STEM: creativity and innovation, critical thinking, scientific and quantitative reasoning, and technological fluency. These outcomes are not only addressed in general education courses, but reinforced and assessed throughout the upper level coursework in each undergraduate program. By assessing these STEM-based general education outcomes in the upper level courses (300- and 400-level) of each program, faculty confirm that students in all programs are learning, retaining, and applying critical STEM principles throughout their education.

13.3 Internship and Practicum Opportunities
At Post, students can take advantage of a robust internship program where they have opportunities to participate in real-life work situations related to their field of study before they graduate. Some internships are offered on campus while most internships/practica involve organizations off campus. The value of "real world" work experience cannot be underestimated. Students at Post University are strongly encouraged to perform internships/practica in their major during their tenure at Post. While some degree programs require internships/practica, all degree programs promote internships. Students can apply for up to six credits of internship/practica in their major towards earning a bachelor's degree. Students may only perform internships/practica within their declared major(s) unless waived in writing by the Dean of their school.

Procedure for Enrolling in Internships and Practica
An internship/practicum is a three or six credit course which include a classroom component with an instructor and 100-300 hours of work at an appropriate organization doing work related to the student's major. Once a student has located an internship, they will complete an Internship Eligibility Form and acquire all the administrative signatures on the form that are required to approve the three or six credit internship/practicum course.

13.4 The School of Arts and Sciences

The School of Arts and Sciences provides students with a rigorous, multi-disciplinary foundation that fosters intellectual growth, creative activity, ethical behavior, civic responsibility, and leadership, and promotes achievement of their personal, academic, and professional goals. The School's degree programs (majors, minors and certificates) provide   in-depth inquiry into the Humanities and Natural Sciences. Such inquiry is accomplished through robust, student-centered instruction to engage students in learning experiences that utilize a blend of traditional and innovative resources, as well as partnerships with business and the greater community. Students are prepared to be skilled practitioners and leaders in their career field, life-long learners, as well as effective members of the global community.

13.5 The School of Arts and Sciences Undergraduate Programs

School of Arts and Sciences Undergraduate Bachelor and Certificate Programs			
Program	**Main Campus**	**Online**	**Evenings & Weekends**
Bachelor of Science in Applied Mathematics and Data Science	X	X	
Concentrations:			
Big Data	X	X	
Life and Physical Science	X	X	
Bachelor of Science in Biology	X		
Bachelor of Arts in Communication and Media Studies	X	X	
Concentrations:			
Social Media	X	X	
Strategic Communication	X	X	
Bachelor of Science in Computer Information Systems	X	X	
Concentrations:			
Computer Networking	X	X	
Cybersecurity	X	X	
Software Development	X	X	
Bachelor of Science in Equine Studies	X	X	
Concentrations:			
Business Management	X	X	
Equestrian Coaching	X		
Equine Wellness	X		
Interdisciplinary	X	X	
Bachelor of Science in Nursing (RN to BSN)		X	
Certificate in Equine Veterinary Assistant	X		

* Evening and Weekend offerings from the designated programs in this chart include courses from the program. Full programs are not currently offered at Post's site locations.

Bachelor of Science in Applied Mathematics and Data Science
Normal Time to Completion: Four Years
This program is offered on Main Campus and online.
The Bachelor of Science in Applied Mathematics and Data Science program provides students with the necessary skills to execute effective mathematical analysis in a variety of fields including finance, economics, biology, social sciences, business, and data science. Students will gain experience in programming for data compilation, powerful statistical analysis methods, modeling techniques and strategies, drawing data-based conclusions, and presenting compelling quantitative narratives.

Students completing the Applied Mathematics and Data Science degree need to be well-versed in mathematics, statistics, and computer programming. They also need to work closely with, and speak the language of, field-specific professionals. To that end, students will choose from two concentration options: Life and Physical Science or Big Data. In the Life and Physical Science concentration, students will expand on their general education science selection and can choose from the abundant, progressively challenging selection of courses offered in the science department. Students with this concentration will be prepared to apply their background in collaboration with professionals in the health, pharmaceutical, and science fields. Students in the Big Data concentration will focus on learning and developing programming-based solutions to storing, mining, cleaning, filtering, and ultimately analyzing extreme volumes of data.

Bachelor of Science in Applied Mathematics and Data Science Program Outcomes

1. Identify and collect information needed to define problems that require quantitative solutions.
2. Translate information between field-related contexts and mathematical frameworks.
3. Execute mathematical and computer programming processes with proficiency.
4. Formulate, justify, and evaluate data-based decisions.
5. Design professional and compelling presentations of quantitative information.

Bachelor of Science in Applied Mathematics and Data Science	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective	3 Credits
Ethics Elective	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT171 Calculus I	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
BIO120 Concepts of Biology or BIO143 General Biology or PHY115 Physics I	3 Credits

Open Electives	15 Required Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Leadership Course	**3 Required Credits**
LCS105 Elements of Organization	3 Credits
Major Core & Concentrations	**51-55 Required Credits**
Designated Writing Course	**3 Required Credits**
MAT311 Principles of Information Presentation	3 Credits
Major and Core	**24 Required Credits**
CIS200 Programming I	3 Credits
CIS230 Programming II	3 Credits
CIS380 Data Structures and Algorithms	3 Credits
MAT172 Calculus II	3 Credits
MAT223 Statistics II	3 Credits
MAT261 Discrete Mathematics	3 Credits
MAT271 Multivariable Calculus I	3 Credits
MAT460 Mathematics Internship or MAT490 Mathematics Independent Study	3 Credits
Directed Electives (Four courses MAT350 or higher or permission of the Academic Department.)	**12 Required Credits**
MAT350-400 Level Elective	3 Credits
MAT350-400 Level Elective	3 Credits
MAT350-400 Level Elective	3 Credits
MAT350-400 Level Elective	3 Credits
Concentration	**12 Required Credits**
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Big Data Concentration	12 Required Credits
CIS342 Cloud Computing and Virtualization	3 Credits
MAT241 Fundamentals of Data Mining	3 Credits
MAT343 Machine Learning	3 Credits
MAT410 Time Series & Econometrics	3 Credits
Life and Physical Science Concentration	**12 Required Credits**
BIO144 General Biology II or PHY116 Physics II	3 Credits
MAT320 Biostatistics	3 Credits
100-400 Level Directed Science Elective	3 Credits
300-400 Level Directed Science Elective	3 Credits

Bachelor of Science in Biology
Time of Completion: Four Years
This program is offered on Main Campus.
Students in the Bachelor of Science in Biology program study the evolution, structure, and function of life. They are introduced to many subspecialties of Biology, including molecular biology, microbiology, genetics, botany, anatomy, physiology, zoology, and ecology. Students get directly involved in the act of scientific investigation and discovery by designing and conducting their own experiments and developing their scientific and quantitative reasoning skills. Students learn how to collect and organize data for analysis and hone their written and oral communication skills through lab reports and in-class presentations on their findings. Through coursework, students will gain core mastery in the areas of cell biology, molecular biology, genetics, organismal biology, ecology, and evolution. Graduates will have a solid foundation necessary for careers in biological science, health care, and biopharmaceutical industries. A degree in Biology is also an essential first step in the pursuit of advanced degrees in Biology at graduate and professional schools.

Bachelor of Science in Biology Program Outcomes

1. Biological Foundations - Apply core knowledge and principles of biology including evolution, structure and function, genetics, bioenergetics, and interacting systems.
2. Scientific Process - Formulate hypotheses, accurately record observations, analyze data, and appropriately interpret results.
3. Quantitative Reasoning - Accurately describe biological phenomena by applying quantitative reasoning.
4. Modeling and Simulation - Apply models and simulations to describe complex systems and make predictions.
5. Interdisciplinary Skills - Apply concepts and knowledge across subfields of biology and other disciplines to demonstrate the interdisciplinary nature of biology.
6. Scientific Communication - Communicate and collaborate effectively and professionally using current scientific terminology and conventions to professionals in biology and other disciplines.
7. Society and Ethics - Describe the societal and ethical impact of biological discoveries.

Bachelor of Science in Biology	
General Education	**61 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts (PSY101 Fundamentals of Psychology 1 and SOC101 Principles of Sociology strongly recommended as elective choices.)	**24 Required Credits**
History Elective	3 Credits
Ethics Elective	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT171 Calculus I	3 Credits
MAT220 Statistics I	3 Credits
Science	**4 Required Credits**
BIO143/BIO143L General Biology I and Lab	4 Credits

Open Electives (CHM205/CHM205L Organic Chemistry I with Lab and CHM206/CHM206L Organic Chemistry II Lab strongly recommended for Pre-Health Track.)	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Leadership Course	**3 Required Credits**
LCS105 Elements of Organization	3 Credits
Major Core & Concentrations	**51 - 55 Required Credits**
Designated Writing Course	**3 Required Credits**
SCI315 Writing in the Sciences	3 Credits
Science Core	**20 Required Credits**
BIO144/BIO144L General Biology II and Lab	4 Credits
CHM115/CHM115L General Chemistry I and Lab	4 Credits
CHM116/CHM116L General Chemistry II and Lab	4 Credits
PHY115/PHY115L Physics I and Lab	4 Credits
PHY116/PHY116L Physics II and Lab	4 Credits
Major Core	**22-24 Required Credits**
BIO306 Genetics	3 Credits
BIO311/BIO311L Cell Biology	4 Credits
BIO313 Biochemistry	3 Credits
Two of the following courses:	
BIO203/BIO203L Anatomy & Physiology I and Lab	4 Credits
BIO204/BIO204L Anatomy & Physiology II and Lab	4 Credits
BIO230/BIO230L Microbiology and Lab	4 Credits
BIO235/BIO235L Zoology and Lab	4 Credits
One of the following courses:	
BIO310 Development Biology	3 Credits
BIO320 Evolution	3 Credits
BIO360 Ecology	3 Credits
One of the following courses:	
BIO435 Independent Study	1-3 Credits
BIO498 Internship	1-3 Credits
Directed Electives	**6-8 Required Credits**
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**121-125 Required Credits**

Bachelor of Arts in Communication and Media Studies

Time of Completion: Four Years

This program is offered on Main Campus and online.

Post University's Bachelor of Arts in Communication and Media Studies is designed to provide an extensive academic experience for students interested in the convergence of two core components of contemporary society: technology and communication. Students will develop traditional and digital communication skills to serve the emerging needs of a content-enriched information society. Graduates of this program will be able to apply communication skills within professional and interpersonal settings, utilize traditional and emerging technologies, and apply this knowledge to media and/or organizational communication environments. The coursework further emphasizes interpersonal communication skills, including intercultural sensitivity, and media literacy.

This program of study provides students with the skills to be successful in a variety of careers in the settings within corporate, non-profit and community organizations. These careers include public relations specialist, journalist, digital journalist, web editors, social media specialists, copywriter, corporate trainer, advertising coordinator, corporate communication specialist, consultant, human-resources specialist, speechwriter, campaign manager, professional lobbyist, arbitrator, negotiator, and labor relations specialist.

Communication and Media Studies students will have the opportunity to choose between two concentrations: Social Media or Strategic Communication. In the Social Media concentration, students will individually and collaboratively create professional-grade visual communications intended to prepare them for a career in the field. They will be able to evaluate historical and contemporary elements to predict new trends in media and/or organizational communication settings. Students choosing to concentrate in Strategic Communication will gain proficiency in oral and written communication, and communication skills associated with public relations and marketing, in order to best respond to the communication needs of organizations of all missions and sizes. They will be able to understand, evaluate, design, conduct, and distribute information and data via numerous channels, including social media, which is increasingly supplanting older forms of traditional business-to-customer communication.

Bachelor of Arts in Communication and Media Studies Program Outcomes

1. Students will produce professional oral and written communications, individually and collaboratively, in both organizational and interpersonal settings.
2. Students will demonstrate proficiency of research methods and differentiate information as it applies to media and/or organizational communication.
3. Students will create professional visual methods of communication, individually and collaboratively, within media, and/or organizational communication settings.
4. Students will recognize and respond to legal and ethical implications that develop in various communication environments.
5. Students will evaluate historical elements to predict new trends in media and/or organizational communication settings.
6. Students will demonstrate intercultural sensitivity and apply understanding within organizational and interpersonal settings.
7. Students will apply theories in the field of communication within professional and interpersonal circumstances.
8. Students will utilize current technology competently and apply knowledge in media and/or organizational communication environment.

Bachelor of Arts in Communication and Social Media	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective	3 Credits
PHL203 Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT105 Quantitative Methods or higher	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Leadership Course	**3 Required Credits**
LCS105 Elements of Organization	3 Credits
Major Core & Concentrations	**51 Required Credits**
Designated Writing Course	**3 Required Credits**
COM311 Writing for the Communication Profession	3 Credits
Communication Core	**30 Required Credits**
COM108 Principles of Communication and Media	3 Credits
COM201 Communication Theory	3 Credits
COM207 Fundamentals of Professional Presentations	3 Credits
COM208 Interpersonal Communication	3 Credits
COM301 Mass Media and Society	3 Credits
COM324 Persuasion	3 Credits
COM335 Group Communication	3 Credits
COM341 Media Literacy	3 Credits
COM400 Media Research Techniques	3 Credits
COM450 Advanced Seminar in Communication and Media	3 Credits
Communication Elective	**6 Required Credits**
COM Elective	3 Credits
COM Elective	3 Credits

Concentration/Directed Electives	12 Required Credits
(In lieu of one of the concentrations, students majoring in Communication and Media Studies may choose four Directed Electives within this program. At least three of these Directed Electives must be at the 300-400 level. Students choosing directed electives rather than a concentration, should select the directed electives with advisement from the Program Chair for Communication and Media Services and the student's Academic Advisor or Academic Success Counselor.)	
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Social Media Concentration	12 Required Credits
COM240 Social Media Tools & Techniques	3 Credits
COM340 Social Media Management	3 Credits
COM415 Social Interaction in a Virtual Environment	3 Credits
MKT235 Social Media Marketing (Students must complete MKT200 prior to taking MKT235.)	3 Credits
Strategic Communication Concentration	12 Required Credits
COM250 Introduction to Strategic Communications	3 Credits
COM340 Social Media Management	3 Credits
COM375 Public Relations	3 Credits
COM378 Organizational Communication	3 Credits

Bachelor of Science in Computer Information Systems
Normal Time to Completion: Four Years
This program is offered on Main Campus and online.
Post University's Bachelor of Science in Computer Information Systems program provides students core knowledge that is necessary in the computer information systems discipline. Students learn about information systems and information technology at a variety of levels and more importantly learn the relationship between information systems and technology to business and the organizations that they support. As information systems and technology have become intertwined there is a critical need for individuals that can see the big picture and subsequently communicate with all entities in the organization. This program provides the core knowledge and related learning outcomes to create graduates that understand information systems and technology on a variety of levels. Throughout the program, students will be asked to identify and follow local and global trends in IS/IT. Graduates could secure entry-level positions as network and computer systems administrators, software engineers, computer user support specialists, and IS/IT project managers. Students will also be prepared to start graduate studies in information systems.

Bachelor of Science in Computer Information System Program Outcomes
1. Students will have the ability to apply knowledge of computing and mathematics appropriate to the discipline.
2. Students will have the ability to analyze a problem, identify and define the computing requirements appropriate to its solution.
3. Students will have the ability to design, implement and evaluate a computer-based system, process, component or program to meet its desired needs.
4. Students will have the ability to function effectively on teams to accomplish a career goal.
5. Students will understand professional, ethical, legal, security and social issues and responsibilities.
6. Students will have the ability to communicate effectively with a range of audiences.
7. Students will have the ability to analyze local and global impact of computing on individuals, organizations and society.
8. Students will be able to recognize the need and the ability to engage in continuing professional development.

Bachelor of Science in Computer Information Systems	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective	3 Credits
CIS340 Computer Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits

Leadership Course	**3 Required Credits**
LCS105 Elements of Organization	3 Credits
Major Core & Concentrations	**51 Required Credits**
Designated Writing Course	**3 Required Credits**
CIS311 Technical Writing	3 Credits
Major Core	**21 Required Credits**
CIS120 Introduction to Information Technology	3 Credits
CIS200 Programming Fundamentals (VB1)	3 Credits
CIS213 Project Management I	3 Credits
CIS222 Fundamentals of IT Security	3 Credits
CIS337 Networking in Business	3 Credits
CIS415 Information Resource Management	3 Credits
CIS 398 Internship or CIS450 Seminar in CIS	3 Credits
Directed Electives (It is strongly recommended that students use the following courses as their Directed Electives to enhance their degree experience. CIS230 Programming II CIS303 Software Engineering I CIS380 Data Structures and Algorithms CIS420 Database Management Systems	**15 Required Credits**
CIS Directed Elective	3 Credits
CIS Directed Elective	3 Credits
CIS300-400 Level Directed Elective	3 Credits
CIS300-400 Level Directed Elective	3 Credits
CIS300-400 Level Directed Elective	3 Credits
Concentration/Directed Electives (In lieu of one of the above concentrations, students majoring in Computer Information Systems may choose four Directed Electives within the program. At least two of the Directed Electives must be at the 300-400 level. This plan should be guided by the Program Chair for Computer Information Systems and the student's Academic Advisor or Academic Success Counselor).	**12 Required Credits**
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Computer Networking Concentration	**12 Required Credits**
CIS220 Hardware Fundamentals	3 Credits
CIS221 Networking Fundamentals	3 Credits
CIS320 Fundamentals of Router and Switch Configuration	3 Credits
CIS441 Fundamentals of Client/Server Technology	3 Credits
Software Development Concentration	**12 Required Credits**
CIS240 Programming in C++	3 Credits
CIS361 Systems Analysis II	3 Credits
CIS404 Software Engineering II	3 Credits
CIS410 Operating Systems	3 Credits
Cybersecurity Concentration	**12 Required Credits**
CIS244 Network Security	3 Credits
CIS322 IT Security Quality Management	3 Credits
CIS341 Enterprise Risk Management	3 Credits
CIS342 Cloud Computing and Virtualization	3 Credits

Bachelor of Science in Equine Studies
Normal Time to Completion: Four Years
This program is offered on Main Campus and online.
Concentrations in Equestrian Coaching and Equine Wellness offered on Main Campus only.

Students in the Bachelor of Science in Equine Studies degree program benefit from deep study of equine science and industry, combined with personalized instruction in safe barn practices, horse management, and facility operation in a range of settings. The study of ethical thought and action is applied directly to the concerns of the equine industry. Available elective options permit students to focus on specific aspects of equine study, according to their personal interests or professional goals. A program-wide emphasis on interpersonal communication ensures that graduates are comfortable collaborating and communicating with established professionals in the equine industry.

Bachelor of Science in Equine Studies Program Outcomes
1. Students will demonstrate the ability to apply the essential principles and practices of equine care to solving real-world problems.
2. Students will demonstrate the ability to apply the essential principles and practices of stable management to solving real –world problems.
3. Students will apply a basic understanding of the modern business management tools of marketing, management, accounting, and law appropriately toward industry-specific practice.
4. Students will formulate solutions to complex problems within an area of concentration.
5. Students will demonstrate a broad understanding of the diverse information, theories, and practices in the equine industry outside the concentration area.
6. Students will assess and use contemporary information and technology to innovate in the service of better practice in the field.
7. Students will function collaboratively on multi-disciplinary teams whether in a leadership or supporting role.
8. Students will apply an awareness of historical and current issues in the industry toward effective practice, including cultural and public policy concerns.
9. Students will demonstrate skill at tailoring clear and effective written and oral communication as appropriate to a variety of settings.
10. Students will demonstrate ethical and professionally responsible thinking, weighing practical, legal, fiscal, and humane concerns with a clear set of personal values.

Bachelor of Science in Equine Studies	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective	3 Credits
EQU340 Equine Business Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT105 Quantitative Methods or higher	3 Credits
MAT220 Statistics I	3 Credits

Science	3 Required Credits
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Leadership Course	**3 Required Credits**
LCS105 Elements of Organization	3 Credits
Major, Core, & Concentrations	**51 Required Credits**
Designated Writing Course	**3 Required Credits**
300-400 Level writing course as specified within each concentration.	3 Credits
Major Core	**26 Required Credits**
EQU105 Exploring the Equine Industry	3 Credits
EQU165/EQU165L Equine Care and Management and Lab	4 Credits
EQU166/EQU166L Facility Design and Operation and Lab	4 Credits
EQU251 Equine Biology	3 Credits
EQU252 Equine Nutrition	3 Credits
EQU301 Equine Industry Orientation	3 Credits
EQU403 Equine Senior Seminar	3 Credits
EQU435 Independent Study or EQU460 Equine Internship	3 Credits
Concentration/Electives	**22 Credits**
EQU Elective	1 Credits
EQU300-400 Level Elective	3 Credits
EQU300-400 Level Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
300-400 Level Elective	3 Credits
300-400 Level Elective	3 Credits
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Bachelor of Science in Equine Studies Electives	Number of Credits by Course
EQU170 Equine Communication	1 Credit
EQU171 Concepts of Equine Massage	1 Credit
EQU172 Introduction to Hoof Care	1 Credit
EQU198 Stable Management Experience	3 Credits
EQU212 Animal-Assisted Counseling	3 Credits
EQU220 Unmounted Horsemanship	3 Credits
EQU265 Foundations of Equestrian Instruction	3 Credits
EQU270 Equine Event Planning	1 Credit
EQU299 Riding Instructor Practicum	3 Credits
EQU302 Principles of Equine Reproduction	3 Credits
EQU303 Equine Industry Work Experience	3 Credits
EQU306 Equine Locomotion	3 Credits
EQU315 Hoof Trimming Principles & Practices	3 Credits

EQU317 Equine Massage I: Principles & Practices	3 Credits
EQU322 Equine Veterinary Assisting	3 Credits
EQU363 Advanced Horsemanship	3 Credits
EQU/HIS380 The Horse in Human History	3 Credits
EQU401 Equine Medical Management	3 Credits
EQU/LAW410 Equine Law	3 Credits
EQU416 Hoof Rehabilitation	3 Credits
EQU418 Equine Massage II: Rehabilitation	3 Credits
EQU435 Independent Study	3 Credits
EQU460 Equine Internship	3 Credits

Business Management Concentration	22 Required Credits
Designated Writing Course: BUS311 Managerial Communications	3 Credits
ACC111 Financial Accounting	3 Credits
EQU/LAW410 Equine Law	3 Credits
MGT221 Entrepreneurship, Creativity, & Innovation	3 Credits
MGT306 Small Business Management	3 Credits
HRM335 Organizational Behavior	3 Credits
MKT200 Principles to Marketing	3 Credits
EQU Elective	1 Credit
EQU Elective 300-400 Level	3 Credits
Recommended Liberal Arts Elective: LAW206 Business Law II	3 Credits
Students in the Business Management concentration may substitute MGT105 Principles of Management for the required LCS105 Elements of Organizations.	
Equestrian Coaching Concentration **Main Campus Only**	**22 Required Credits**
Designated Writing Course: PSY341 Research Methods in the Social Sciences	3 Credits
EQU170 Equine Communication	1 Credit
PSY101 Fundamentals of Psychology I	3 Credits
EQU265 Foundations of Equestrian Instruction	3 Credits
EQU299 Riding Instructor Practicum	3 Credits
EQU306 Equine Locomotion	3 Credits
HSV309 Theories of Counseling	3 Credits
PSY310 Learning Theory	3 Credits
EQU Elective 300-400 Level	3 Credits
Equine Wellness Concentration **Main Campus Only**	**22 Required Credits**
Designated Writing Course: SCI315 Writing in the Sciences	3 Credits
EQU171 Concepts of Equine Massage or EQU172 Introduction to Hoof Care	1 Credit
BIO143/BIO143L General Biology I and Lab	4 Credits
BIO144/BIO144L General Biology II and Lab	4 Credits
CHM115/CHM115L General Chemistry I and Lab	4 Credits
EQU306 Equine Locomotion	3 Credits
EQU401 Equine Medical Management	3 Credits
Choose one of the following: EQU315 Hoof Trimming Principles & Practices EQU317 Equine Massage I: Principles & Practices EQU322 Equine Veterinary Assisting	3 Credits 3 Credits 3 Credits

Interdisciplinary Concentration	22 Required Credits
Designated Writing Course: Designated 300-Level writing course within the primary concentration discipline.	3 Credits
EQU Elective	1 Credit
EQU Elective 300-400 Level	3 Credits
EQU Elective 300-400 Level	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective 300-400 Level	3 Credits
Elective 300-400 Level	3 Credits
In addition to the EQU elective courses required for the Interdisciplinary Concentration (1 credit, plus 6 credits at the 300-400 level), concentration electives may be selected from any single major or minor discipline offered within Post University (18 credits). Alternatively, the student may develop an Interdisciplinary Concentration that meets his or her specific career and professional interests, working with the Academic Department.	

Bachelor of Science in Nursing (RN to BSN)
Normal Time to Completion: Two Years for Full-Time Students
This program is offered online.
The Bachelor of Science in Nursing (RN to BSN) completion program is an online program designed to provide registered nurses who possess an associate degree or diploma in nursing from a community college or hospital-based school of nursing, the opportunity to continue their education to obtain a Bachelor of Science in Nursing. The nursing program prepares nurses to provide evidence-based, quality care to meet the health care needs of a diverse and aging population, to practice in an increasingly complex health care system, and to serve as a foundation for advanced education in nursing. The Bachelor of Science in Nursing (RN to BSN) program at Post University is accredited by the Commission on Collegiate Nursing Education (CCNE). Information on the CCNE can be found at http://www.ccneaccreditation.org.

Mission
To prepare students as professional registered nurses who have the twenty-first century nursing skills necessary to deliver innovative, evidence-based, patient-centered, and collaborative care to improve the well-being of diverse populations in local and global healthcare environments.

Goals
The goal of the undergraduate nursing program is to develop the following role dimensions of the professional nurse:
1. Provider of Patient-Centered Care.
2. Leader of Care
3. Member of a Profession

B.S. in Nursing Program Outcomes
1. Students will synthesize theories and concepts from nursing and liberal education to build an understanding of the human experience and improve quality of care.
2. Students will apply leadership concepts, skills, and decision making in the provision of high quality nursing care.
3. Students will critically analyze evidence and research findings for use in clinical practice.
4. Students will apply technology to the acquisition, analysis, and dissemination of knowledge to support evidence-based nursing practice.
5. Students will analyze personal, social, cultural, economic, political, environmental, local, and global influences on health and health care delivery.
6. Students will demonstrate effective communication, teambuilding, and collaborative strategies when organizing the health care needs of clients.
7. Students will demonstrate clinical reasoning when assessing, planning, implementing, and evaluating health care.
8. Students will promote the professional image of nursing by applying standards of practice within an ethical decision making framework and articulating a philosophy of self-care and professional development.
9. Students will plan holistic care that recognizes differences, values, preferences, and expressed needs of clients.

Bachelor of Science in Nursing	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**26 Required Credits**
History Elective	3 Credits
Ethics Elective	3 Credits
PSY101 Fundamentals of Psychology I	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
PSY200 Psychological Development Across the Lifespan	3 Credits
BIO203 Anatomy and Physiology I	3 Credits

BIO203V Anatomy and Physiology I Lab Experience	1 Credit
BIO204 Anatomy and Physiology II	3 Credits
BIO204V Anatomy and Physiology II Lab Experience	1 Credit
Liberal Arts Elective (300-400 Level)	3 Credits
Math	**6 Required Credits**
MAT105 Quantitative Methods or MAT120 College Algebra	3 Credits
MAT220 Statistics I	3 Credits
Science	**4 Required Credits**
BIO230 Microbiology	3 Credits
BIO230V Microbiology Lab Experience	1 Credit
Open Electives Additional credit for pre-licensure nursing designated courses may be awarded on a case by case basis.	**15 Required Credits**
Elective (300-400 Level)	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Major, Core, & Concentrations	**57 Required Credits**
Designated Writing Course Please note that NUR315 must be taken through Post University.	**3 Required Credits**
NUR315 Scholarly Inquiry for Evidence-Based Practice	3 Credits
Major Core (Transferred) Registered Nursing Licensure (CWLEP Credit) awarded after verification of an unencumbered license to practice as a registered nurse (RN).	**30 Required Credits**
Major Core (Must be taken through Post University.)	**21 Required Credits**
NUR300 Professional Aspects of Nursing Practice	3 Credits
NUR310 Health Assessment	3 Credits
NUR320 End of Life: Death, Dying, and Bereavement	3 Credits
NUR325 Cultural Influences in Health, Illness, and Health Care	3 Credits
NUR330 Nursing Leadership and Management	3 Credits
NUR445 Population and Community Health Nursing	3 Credits
NUR490 Nursing Capstone	3 Credits
College to Career Core	**3 Required Credits**
CTC101 College Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Certificate in Equine Veterinary Assistant
Normal Program Completion Time: 10 Months
This program is offered at the Main Campus.

This certificate is available only to students with a declared major or minor in Equine Studies.

Equine Veterinary Assistant Certificate	23 Required Credits
BIO143/BIO143L General Biology I and Lab	4 Credits
BIO144/BIO144L General Biology II and Lab	4 Credits
BIO160 Medical and Scientific Terminology	3 Credits
BIO350 Pharmacology	3 Credits
EQU322 Equine Veterinary Assisting	3 Credits
EQU401 Equine Medical Management	3 Credits
EQU460 Equine Internship	3 Credits

13.6 Malcolm Baldrige School of Business

Malcolm Baldrige School of Business Undergraduate Bachelor, Associate, and Certificate Programs			
Program	Main Campus	Online	Evenings & Weekends
Bachelor of Science in Accounting*#	X	X	X
Bachelor of Science in Business Administration*#	X	X	X
Concentrations:			
General Business Administration	X	X	
Accounting	X	X	
Business Analytics	X	X	
Computer Information Science	X	X	
Entrepreneurship	X	X	
Finance	X	X	X
International Business Administration	X	X	
Management	X	X	
Marketing	X	X	
Project Management	X	X	
Sport Management	X	X	
Bachelor of Science in Finance*	X	X	
Concentrations:			
General Finance	X	X	
Corporate Finance	X	X	
Financial Planning and Analysis	X	X	
Financial Services and Banking	X	X	
Personal Financial Planning	X	X	
Bachelor of Science in Human Resource Management	X	X	
Bachelor of Science in Management*	X	X	
Concentrations:			
General Management	X	X	
Accounting	X	X	
Computer Information Systems	X	X	
Construction Management	X	X	
Entrepreneurship	X	X	
Finance	X	X	
Human Resource Management	X	X	
International Marketing	X	X	
Marketing	X	X	
Project Management	X	X	
Sport Management	X	X	
Supply Chain and Logistics	X	X	
Bachelor of Science in Marketing*	X	X	
Concentrations:			
General Marketing	X	X	
Digital Marketing	X	X	
Integrated Marketing Communication	X	X	
International Marketing	X	X	
Market Research and Analytics	X	X	
Sales Management	X	X	
Sport Marketing	X	X	

Bachelor of Science in Sport Management*	X	X	
Concentrations:			
Sport Communication	X	X	
Sport Psychology	X	X	
Associate of Science in Accounting*#	X	X	X
Associate of Science in Management*#		X	X
Associate of Science in Marketing*		X	
Certificate In Accounting (Post-Baccalaureate)		X	
Certificate in Forensic Accounting#^	X	X	
Certificate in Human Resource Management	X	X	

#Evening and weekend offerings from the designated programs and certificates in this chart include courses from the program. Full programs are not currently offered at Post University's site locations.

*These programs are programmatically accredited by the Accreditation Council for Business Schools and Programs.

^Not all courses are offered on the Main Campus.

Bachelor of Science in Accounting
Normal Time to Completion: Four Years
This program is offered on the Main Campus, online, evenings, and weekends.
Students in the Bachelor of Science in Accounting program learn how to apply practical accounting principles and concepts to modern businesses. Through a combination of accounting and business courses, students will gain knowledge of the regulations that govern financial reporting and tax compliance, as well as develop their skills in the areas of financial analysis, financial forecasting, costing, and budgeting. Graduates can secure employment in the accounting departments of local or national businesses, the federal government, or non-profit organizations. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Bachelor of Science in Accounting Program Outcomes
1. Accounting - Students will explain and apply the theory and practice of accounting to include preparation of financial statements.
2. Audit - Students will determine and apply knowledge of relevant professional standards (to include but not limited to GAAP and IFRS) and the regulatory environment in the financial reporting and audit of U.S. and multinational business entities.
3. Managerial and Cost Accounting - Students will develop and evaluate accounting and business information by using analytical and critical thought processes to support internal and external decision making.
4. Tax - Students will demonstrate and apply knowledge of tax laws for tax reporting and compliance purposes and its effects on financial reporting.
5. Accounting Information Systems - Students will demonstrate an understanding of current technologies related to accounting information development, audit, and analysis.
6. Business Ethics - Students will examine and apply ethical and professional behaviors and standards to contemporary business situations.
7. Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.
8. Fundamental Business Concepts - Students will demonstrate the ability to apply the fundamental concepts of management, marketing, accounting, finance, and economics in a business environment.

Accounting Program – Complete your bachelor's and master's degree in Accounting in 5 years.
Students may apply for the Accounting program when they first register at Post, meeting the undergraduate admission requirements, with the intent to complete both the undergraduate degree and the graduate degree in 5 years. Students with intent will combine Post University's current Bachelor of Science in Accounting and the current MS in Accounting (including the CPA Track Exam Prep Labs). The degree plans will be structured so that students can complete both degrees in a 5-year period.

Final acceptance into the Master of Science in Accounting is decided at the completion of the student's third year and is conditional on the following:

1. Students must have at least 108 undergraduate credit hours completed successfully prior to starting their fourth year.
2. Students must complete their undergraduate accounting degree during year 4.
3. Students must have a 3.00 cumulative GPA
4. Students must be undergraduate accounting majors.

Please note: If students meet the above requirements, the traditional letters of recommendation and the essay requirement for the MS in Accounting would be waived.

Structure of Five-Year Plan

Year	Undergraduate Courses	Credits	Graduate Courses	Credits	Graduate CPA Labs	Credits	Total Credits
1	12	36					36
2	12	36					36
3	12	36					36
4	4	12	4	12	1	1	25
5			6	18	5	5	23
Totals	44	120	10	30	6	6	156

Bachelor of Science in Accounting	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**21 Required Credits**
History Elective	3 Credits
BUS340 Business Ethics	3 Credits
ECO201 Macroeconomics	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Designated Writing Course	**3 Required Credits**
BUS311 Managerial Communications	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Major, Core, & Concentrations	**54 Required Credits**
Business Law	**3 Required Credits**
LAW204 Business Law I	3 Credits
Business Core	**15 Required Credits**
AC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Capstone	**3 Required Credits**
BUS411 Business Policy Seminar	3 Credits

Major Core	33 Required Credits
ACC211 Managerial Accounting	3 Credits
ACC215 Spreadsheet and General Ledger Software	3 Credits
ACC301 Cost Accounting	3 Credits
ACC303 Intermediate Accounting I	3 Credits
ACC330 Federal Income Taxes	3 Credits
ACC340 Intermediate Accounting II	3 Credits
ACC430 Accounting Information Systems	3 Credits
ACC440 Auditing	3 Credits
ACC450 Advanced Accounting I or AC451 Advanced Accounting II	3 Credits
ACC 300-400 Level Elective	3 Credits
ACC 300-400 Level Elective	3 Credits
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Bachelor of Science in Business Administration
Normal Time to Completion: Four Years
This program is offered on the Main Campus, online, evenings, and weekends.
Students in the Bachelor of Science in Business Administration program gain knowledge in the basic business disciplines of accounting, economics, management, finance, marketing, and business law. Students will develop necessary skills in communication through a required business-writing course. The importance of communicating clearly across all areas of business is repeatedly emphasized through writing and presentation requirements in all courses. Through career-focused coursework, students will develop vital decision-making processes, explore ethical issues in business, and examine the details of business operations. Their study culminates in a capstone, where students will apply the skills learned across the business curriculum. Graduates can pursue employment in the areas of administrative and operations management in corporate settings, retail and consumer products businesses, or manufacturing firms. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Bachelor of Science in Business Administration Program Outcomes

1. Business Policy and Practice - Students will demonstrate a sound theoretical foundation in the practices and methods of business in the current competitive environment.
2. Business Analytics and Problem Solving - Students will possess a variety of qualitative and quantitative analytical skills appropriate to problem solving in practical business situations.
3. Teamwork in Business - Students will possess the interpersonal and teamwork skills necessary to succeed in modern business environments.
4. Business Decision Making - Students will have practiced and demonstrated an understanding of the concepts and methods of business decision making, particularly under conditions of uncertainty.
5. Global Business Perspectives - Students will develop a global perspective as it relates to the function of business in an increasingly multicultural and multinational business environment.
6. Business Ethics - Students will examine and apply ethical and professional behaviors to contemporary business situations
7. Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.
8. Fundamental Business Concepts - Students will demonstrate the ability to apply the fundamental concepts of management, marketing, accounting, finance, and economics in a business environment.

Bachelor of Science in Business Administration	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**21 Required Credits**
History Elective	3 Credits
BUS340 Business Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Designated Writing Course	**3 Required Credits**
BUS311 Managerial Communications	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits

Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Major, Core, & Concentrations	**54 Required Credits**
Business Law	**3 Required Credits**
LAW204 Business Law I	3 Credits
Business Core	**18 Required Credits**
ACC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
ECO201 Macroeconomics	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Capstone	**3 Required Credits**
BUS411 Business Policy Seminar	3 Credits
Major Core	**15 Required Credits**
ACC211 Managerial Accounting	3 Credits
ECO202 Microeconomics	3 Credits
IBA301 Principles of International Business	3 Credits
MAT230 Finite Analysis	3 Credits
BUS 300-400 Level Elective	3 Credits
Concentration/Business Electives	**15 Required Credits**
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

General Business Administration Concentration/Business Electives	
Concentration Total	**9 Required Credits**
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
Business Elective	3 Credits
Accounting Concentration/Business Electives	
Concentration Total	**9 Required Credits**
ACC301 Cost Accounting	3 Credits
ACC303 Intermediate Accounting I	3 Credits
ACC300-400 Level Elective	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
Business Elective	3 Credits

Business Analysis Concentration/Business Electives	
Concentration Total	**9 Required Credits**
BUS330 Business Analytics	3 Credits
CIS250 Advanced Excel	3 Credits
MAT223 Statistics II	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits
Computer Information Systems Concentration/Business Electives	
Concentration Total	**9 Required Credits**
CIS312 End User Computing	3 Credits
CIS337 Networking in Business	3 Credits
CIS415 Information Resource Management	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
Business Elective	3 Credits
International Business Administration Concentration/Business Electives	
Concentration Total	**9 Required Credits**
FIN411 International Financial Management	3 Credits
IBA305 International Business Law	3 Credits
IBA421 International Management	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits
Management Concentration/Business Electives	
Concentration Total	**9 Required Credits**
HRM201 Human Resource Management	3 Credits
HRM305 Managing a Diverse Workplace	3 Credits
MGT408 Organization Theory and Design	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits
Finance Concentration/Business Electives	
Concentration Total	**9 Required Credits**
ECO303 Money and Banking	3 Credits
FIN302 Corporate Finance or FIN306 Personal Financial Planning	3 Credits
FIN305 Analysis of Financial Statements	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits
Marketing Concentration/Business Electives	
Concentration Total	**9 Required Credits**
MKT235 Social Media Marketing	3 Credits
MKT315 Marketing Management	3 Credits
MKT319 Brand Management	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits

Entrepreneurship Concentration/Business Electives	
Concentration Total	**9 Required Credits**
MGT221 Entrepreneurship, Creativity, and Innovation	3 Credits
MGT 306 Small Business Management	3 Credits
MGT416 Managing a Growing Business	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits
Project Management Concentration/Business Electives	
Concentration Total	**9 Required Credits**
PMG301 Project Management I	3 Credits
PMG302 Project Management II	3 Credits
PMG320 Working in Teams	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits
Sport Management Concentration/Business Electives	
Concentration Total	**9 Required Credits**
SMG101 Principles of Sport Management	3 Credits
SMG201 Sport & Athletic Administration	3 Credits
SMG251 Sport Event & Facility Management	3 Credits
Business Electives Total	**6 Required Credits**
300-400 Level Business Elective	3 Credits
300-400 Level Business Elective	3 Credits

Bachelor of Science in Finance

Bachelor of Science in Finance
This program is offered on Main Campus and online.
Normal Time to Completion: Four Years
Students in the Bachelor of Science in Finance program will develop the skills necessary to analyze financial situations, determine potential problems, and implement workable solutions. Through case studies, students will gain knowledge of the cultural, global, and ethical environments in which businesses operate. Students will also gain crucial foundational knowledge in the areas of mathematics and quantitative methods necessary to effectively analyze business and investment decisions. Graduates will be eligible to pursue careers in corporate finance, investment and portfolio management, wealth management, personal finance, consumer or commercial banking, public finance, investment banking, management consulting, and international finance. Graduates may go on to study finance at the graduate level. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

B.S. in Finance Program Outcomes

1. Financial Management - Students will develop theoretical and practical financial knowledge supported by the appropriate use of analytical and quantitative techniques to enable them to perform successfully in finance-related fields.
2. Financial Policy Making - Students will evaluate market and organizational needs for developing, strengthening, and implementing corporate governance and dividend policy making practices.
3. Strategic Financial Planning - Students will identify, synthesize and integrate relevant business, finance and regulatory concepts to assist in providing innovative solutions to complex strategic and organizational challenges.
4. Business Ethics - Students will examine and apply ethical and professional behaviors and standards to contemporary business situations.
5. Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.
6. Fundamental Business Concepts- Students will demonstrate the ability to apply the fundamental concepts of management, marketing, accounting, finance, and economics in a business environment.

Bachelor of Science in Finance	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**21 Required Credits**
History Elective	3 Credits
BUS340 Business Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Designated Writing Course	**3 Required Credits**
BUS311 Managerial Communications	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits

Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Major, Core, & Concentrations	**54 Required Credits**
Business Law	**3 Required Credits**
LAW204 Business Law I	3 Credits
Business Core	**18 Required Credits**
ACC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
ECO201 Macroeconomics	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Capstone	**3 Required Credits**
BUS411 Business Policy Seminar	3 Credits
Major Core	**21 Required Credits**
ACC211 Managerial Accounting	3 Credits
ECO202 Microeconomics or ECO303 Money and Banking	3 Credits
FIN302 Corporate Finance	3 Credits
FIN306 Personal Financial Planning	3 Credits
FIN401 Insurance and Risk Management	3 Credits
FIN403 Investment Management	3 Credits
MAT230 Finite Analysis	3 Credits
Concentration	**9 Required Credits**
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

General Finance Concentration	**9 Required Credits**
FIN300-400 Level Elective	3 Credits
FIN300-400 Level Elective	3 Credits
FIN300-400 Level Elective	3 Credits
Corporate Finance Concentration	**9 Required Credits**
FIN405 Seminar in Finance	3 Credits
FIN407 Business Valuations for Mergers and Acquisitions	3 Credits
FIN300-400 Level Elective	3 Credits
Financial Planning and Analysis Concentration	**9 Required Credits**
ACC215 Spreadsheet and General Ledger	3 Credits
ACC303 Intermediate Accounting I	3 Credits
FIN305 Analysis of Financial Statements	3 Credits
Personal Financial Planning Concentration	**9 Required Credits**
FIN313 Investment Company and Variable Products or FIN413 General Securities Brokerage and Practice	3 Credits
FIN402 Behavioral Finance in Personal Investment	3 Credits
FIN406 Seminar in Personal Finance	3 Credits
Financial Services and Banking Concentration	**9 Required Credits**
ECO303 Money and Banking	3 Credits
FIN313 Investment Company and Variable Products	3 Credits
200-400 Level Business Elective	3 Credits

Bachelor of Science in Human Resource Management
Normal Time to Completion: Four Years
This program is offered on Main Campus and online.
The Bachelor of Science in Human Resource Management provides students with the opportunity to acquire specific human resource management skills and knowledge. The program is designed to help students develop proficiency in human capital asset management and understand the importance of the specific functions of an organizations' human resource department.

Bachelor of Science in Human Resource Management Program Outcomes

1. Legislation – Students will analyze the historical, social, and ethical relevance of specific employment legislation and the effects of their implementation in today's organizations.
2. Analyze Practices – Students will evaluate and analyze the organizational effects of specific employment practices on the changes in function within management and the operational environment within an organization.
3. Organizational Effects – Students will compare and contrast elements of an organization, its policies, and its practices related to its culture, structure, and development.
4. Ethical Conduct – Through case studies, students will evaluate the role of the human resource function in fostering a culture of ethical business practices.
5. Accounting – Through examination and analysis, students will apply the principles and practices of accounting as it pertains to management practices.
6. Collaborative Praxis – Through examination and analysis of historical events and organizational cases, students will identify practices within organizations that lead to high levels of communication, critical thinking, and collaboration among organizational entities.

Bachelor of Science in Human Resource Management	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**21 Required Credits**
History Elective	3 Credits
BUS340 Business Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Designated Writing Course	**3 Required Credits**
BUS311 Managerial Communications	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits

Major & Core	54 Required Credits
Business Law	**3 Required Credits**
LAW204 Business Law I	3 Credits
Business Core	**18 Required Credits**
ACC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
ECO201 Macroeconomics	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Capstone	**3 Required Credits**
BUS411 Business Policy Seminar	3 Credits
Major Core	**30 Required Credits**
ACC211 Managerial Accounting	3 Credits
BUS330 Business Analytics	3 Credits
HRM201 Human Resource Management	3 Credits
HRM303 Labor and Management Relations or HRM314 SHRM Certification Prep	3 Credits
HRM307 Compensation and Benefits	3 Credits
HRM308 Training & Development	3 Credits
HRM335 Organizational Behavior	3 Credits
HRM 341 Employment Law	3 Credits
MGT411 Seminar in Human Resource Management	3 Credits
300-400 Level Business Elective	3 Credits
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Bachelor of Science in Management
Normal Time to Completion: Four Years
This program is offered on Main Campus, online, evenings, and weekends.

Students in the Bachelor of Science in Management degree program study modern management theories and practices and managerial techniques currently used in the industry. A special focus is placed on the future of management and is integrated into the curriculum, helping students understand the need for creativity and innovation in the current and future organization. Through interdisciplinary coursework, students will explore subjects such as diversity, ethical behavior, globalization, strategic business planning, and leadership. A program-wide emphasis is placed on the importance of communication and teamwork. Students will work together in diverse groups on projects that address problems of organizational design, development and change at various levels in hypothetical organizations. Graduates could pursue entry-level management positions in the fields of operations management, retail, social and community service, supply chain management, sales, product development, administrative services, human resources and more. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Bachelor of Science in Management Program Outcomes

1. Human Resource Management - Students will demonstrate an effective working knowledge of contemporary human resource issues including talent management, employment law, human resource strategy, recruit training, compensation benefits, organizational development, and human resource information systems.
2. Organizational Behavior - Students will evaluate individual and group behavior in organizations and the interpretation of this behavior in the context of the managerial environment. Students will assess the nature of such concepts as influence, power and control, attitudes, communication, conflict, and interpersonal relations as a means of understanding the dynamics of individual and group behavior.
3. Team Processes and Development - Students will evaluate the ability to build and work in teams, including team development, norms, cohesion and trust.
4. Business Ethics - Students will examine and apply ethical and professional behaviors and standards to contemporary business situations.
5. Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.
6. Fundamental Business Concepts- Students will demonstrate the ability to apply the fundamental concepts of Management, Marketing, Accounting, Finance, and Economics in a business environment.

Bachelor of Science in Management	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**21 Required Credits**
History Elective	3 Credits
BUS340 Business Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Designated Writing Course	**3 Required Credits**
BUS311 Managerial Communications	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits

Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Major, Core, & Concentrations	**54 Required Credits**
Business Law	**3 Required Credits**
LAW204 Business Law I	3 Credits
Business Core	**18 Required Credits**
ACC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
ECO201 Macroeconomics	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Capstone	**3 Required Credits**
BUS411 Business Policy Seminar	3 Credits
Major Core	**18 Required Credits**
ACC211 Managerial Accounting	3 Credits
ECO202 Microeconomics	3 Credits
HRM335 Organizational Behavior	3 Credits
MGT203 Fundamentals of Leadership	3 Credits
MGT347 Systems Management	3 Credits
MGT450 Seminar in Management	3 Credits
Concentration/Business Electives	**12 Required Credits**
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

General Management Concentration/Business Electives	
Concentration	**9 Required Credits**
MGT300-400 Level Elective	3 Credits
MGT300-400 Level Elective	3 Credits
MGT300-400 Level Elective	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits
Accounting Concentration/Business Electives	
Concentration	**9 Required Credits**
ACC301 Cost Accounting	3 Credits
ACC303 Intermediate Accounting I	3 Credits
ACC300-400 Level Elective	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits

Computer Information Systems Concentration/Business Electives	
Concentration	**9 Required Credits**
CIS312 End User Computing	3 Credits
CIS337 Networking in Business	3 Credits
CIS415 Information Resource Management	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits
Construction Management Concentration/Business Electives	
Concentration	**9 Required Credits**
CMG301 Construction Management Fundamentals	3 Credits
CMG302 Construction Planning, Equipment, and Methods	3 Credits
300-400 Level Business Elective	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits
Entrepreneurship Concentration/Business Electives	
Concentration	**9 Required Credits**
MGT221 Entrepreneurship, Creativity, and Innovation	3 Credits
MGT306 Small Business Management	3 Credits
MGT416 Managing a Growing Business	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits
Finance Concentration/Business Electives	
Concentration	**9 Required Credits**
ECO303 Money and Banding	3 Credits
FIN302 Corporate Finance or FIN306 Personal Financial Planning	3 Credits
FIN305 Analysis of Financial Statements	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits
International Marketing Concentration/Business Electives	
Concentration	**9 Required Credits**
BUS320 Logistics & Supply Chain Management	3 Credits
IBA301 Principles of International Business	3 Credits
MKT311 International Marketing	3 Credits
Business Electives	**3 Required Credits**
Business Elective	3 Credits
Marketing Concentration/Business Electives	
Concentration	**9 Required Credits**
MKT235 Social Media Marking	3 Credits
MKT315 Marketing Management	3 Credits
MKT319 Brand Management	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits
Project Management Concentration/Business Electives	
Concentration	**9 Required Credits**
PMG301 Project Management I	3 Credits
PMG302 Project Management II	3 Credits
PMG320 Working in Teams	3 Credits
Business Electives	**3 Required Credits**
Business Elective	3 Credits

Sport Management Concentration/Business Electives	
Concentration	**9 Required Credits**
SMG101 Principles of Sport Management	3 Credits
SMG201 Sport & Athletic Administration	3 Credits
SMG251 Sport Event & Facility Management	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits
Human Resource Management Concentration	
Concentration	**9 Required Credits**
HRM201 Human Resource Management	3 Credits
HRM307 Compensation and Benefits or HRM341 Employment Law	3 Credits
HRM411 Seminar in Human Resource Management	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits
Supply Chain & Logistics Concentration/Business Electives	
Concentration	**9 Required Credits**
BUS315 Materials and Inventory Management	3 Credits
BUS320 Logistics & Supply Chain Management	3 Credits
PMG301 Project Management I	3 Credits
Business Electives	**3 Required Credits**
300-400 Level Business Elective	3 Credits

Bachelor of Science in Marketing
Normal Time to Completion: Four Years
This program is offered on Main Campus, online, evenings, and weekends.
Students in the Bachelor of Science in Marketing program gain an understanding of current marketing theory and practices. The program is focused on current technological advances in marketing, ethical marketing practices, consumer relationships, and internet-based marketing trends. Students will gain job-oriented skills in brand development, social marketing, multi-cultural advertising, market research, strategic marketing, and sales promotions. Through analysis of current markets, students will learn how to measure the effectiveness of marketing strategies locally, nationally, and globally. Graduates are positioned for careers as customer relationship managers, social media marketers, public relations and fundraising managers, retail managers, digital marketers, and marketing managers. They will be able to develop marketing strategies in business-to-business, business-to-consumer, and consumer-to-consumer segments across all sectors of the marketplace. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Bachelor of Science in Marketing Program Outcomes

1. Marketing Strategy - Evaluate the role of strategic marketing and formulate a plan to maximize an organization's overall marketing objectives.
2. Managing Marketing - Identify key target markets and develop a suitable strategic marketing mix to satisfy those key markets.
3. Marketing Research - Synthesize marketing research results to make better decisions in the creation of effective marketing strategies.
4. Business Ethics - Students will examine and apply ethical and professional behaviors and standards to contemporary business situations.
5. Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.
6. Fundamental Business Concepts – Students will demonstrate the ability to apply the fundamental concepts of management, marketing, accounting, finance, and economics in a business environment.

Bachelor of Science in Marketing	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**21 Required Credits**
History Elective	3 Credits
BUS340 Business Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Designated Writing Course	**3 Required Credits**
BUS311 Managerial Communications	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
Elective	3 Credits

Open Electives	15 Required Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Major, Core, & Concentrations	**54 Required Credits**
Business Law	**3 Required Credits**
LAW204 Business Law I	3 Credits
Business Core	**18 Required Credits**
ACC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
ECO201 Macroeconomics	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Capstone	**3 Required Credits**
BUS411 Business Policy Seminar	3 Credits
Major Core	**21 Required Credits**
ACC211 Managerial Accounting	3 Credits
ECO202 Microeconomics	3 Credits
MKT201 Retail Merchandising and Management or MKT301 Business to Business Marketing	3 Credits
MKT315 Marketing Management	3 Credits
MKT382 Consumer Behavior	3 Credits
MKT411 Marketing Research	3 Credits
MKT474 Strategic Marketing	3 Credits
Concentration	**9 Required Credits**
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

General Marketing Concentration	**9 Required Credits**
MKT300-400 Level Elective	3 Credits
MKT300-400 Level Elective	3 Credits
MKT300-400 Level Elective	3 Credits
Digital Marketing Concentration	**9 Required Credits**
CIS280 Multimedia Web Design or CIS290 Mobile Application Development	3 Credits
MKT235 Social Media Marketing	3 Credits
MKT305 Internet and Interactive Media Marketing	3 Credits
Integrated Marketing Communication Concentration	**9 Required Credits**
MKT204 Advertising	3 Credits
MKT319 Brand Management	3 Credits
MKT305 Internet and Interactive Media	3 Credits
International Marketing Concentration	**9 Required Credits**
BUS320 Logistics & Supply Chain Management	3 Credits
IBA301 Principles of International Business	3 Credits
MKT311 International Marketing	3 Credits

Market Research & Analysis Concentration	9 Required Credits
BUS330 Business Analytics	3 Credits
MKT321 Customer Relationship Management	3 Credits
MKT480 Web Analytics	3 Credits
Sales Management Concentration	**9 Required Credits**
MKT203 Sales and Techniques of Selling	3 Credits
MKT320 Sales Force Management and Leadership	3 Credits
MKT321 Customer Relationship Management	3 Credits
Sport Marketing Concentration	**9 Required Credits**
MKT201 Retail Merchandising and Management	3 Credits
MKT305 Internet and Interactive Media Marketing	3 Credits
SMG301 Sport Marketing	3 Credits

Bachelor of Science in Sport Management
Normal Time to Completion: Four Years
This program is offered at the Main Campus and online.
Students in the Bachelor of Science in Sport Management program begin with a foundation course in sport management and build on that foundation in subsequent courses, gaining specific knowledge in the areas of societal sport, sport administration, sport events and facility management, sport marketing, sport law, and sport economics. All students are required to complete an internship, allowing them to gain valuable hands-on experience in the area of sport management. Graduates may pursue careers in athletic administration, sport marketing, ticket sales, game-day operations, and community relations. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Bachelor of Science in Sport Management Program Outcomes

1. Adaption to Change in Sport Management - Students will demonstrate the ability to adapt to the changing sport management environment via strategic planning, creativity, and innovation.
2. Integration of Business Concepts in Sport Management - Students will develop an ability to integrate concepts from various business disciplines and apply those concepts in the formulation of solutions to complex sport management issues and problems.
3. Global Perspective in Sport Management - Students will develop a global perspective as it relates to the function of sport management in an increasingly multicultural and multinational world.
4. Business Ethics - Students will examine and apply ethical and professional behaviors and standards to contemporary business situations.
5. Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.
6. Fundamental Business Concepts - Students will demonstrate the ability to apply the fundamental concepts of management, marketing, accounting, finance, and economics in a business environment.

Bachelor of Science in Sport Management	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**21 Required Credits**
History Elective	3 Credits
BUS340 Business Ethics	3 Credits
SOC101 Principles of Sociology	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Designated Writing Course	**3 Required Credits**
BUS311 Managerial Communications	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits
Social Science Elective	**3 Required Credits**
SOC101 Principles of Sociology	3 Credits

Open Electives	15 Required Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Major, Core, & Concentrations	**54 Required Credits**
Business Law	**3 Required Credits**
LAW204 Business Law I	3 Credits
Business Core	**18 Required Credits**
ACC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
ECO201 Macroeconomics	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Major Core	**24 Required Credits**
BUS411 Business Policy Seminar	3 Credits
SMG101 Foundations of Sport Management	3 Credits
SMG151 Sport in Society	3 Credits
SMG201 Sport and Athletic Administration or SMG251 Sport Event and Facility Management	3 Credits
SMG301 Sport Marketing	3 Credits
SMG351 Sport Law	3 Credits
SMG401 Sport Economics	3 Credits
SMG451 Sport Management Internship	3 Credits
Concentration/Directed Electives*	**9 Required Credits**
300-400 Level Directed Elective	3 Credits
300-400 Level Directed Elective	3 Credits
300-400 Level Directed Elective	3 Credits
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Sport Communication Concentration	**9 Required Credits**
COM330 History of Sports Broadcasting	3 Credits
COM340 Sport Media Management	3 Credits
SMG365 Sport Communication	3 Credits
Sport Psychology Concentration	**9 Required Credits**
PSY101 Fundamentals of Psychology I	3 Credits
PSY305 Theories of Personality	3 Credits
SMG355 Sports Psychology	3 Credits

*In lieu of one of the concentrations listed above, students majoring in Sport Management may choose three Directed Electives, selected under advisement, in support of the student's professional goals.

Associate of Science in Accounting
Normal Time to Complete: Two Years
This program is offered on Main Campus, online, evenings, and weekends.
Students in the Associate of Science in Accounting degree program are introduced to concepts and principles that are the foundation of accounting. Through coursework, students will analyze, record, and interpret accounting information to support financial planning and decision-making. In addition to understanding the practical aspects of bookkeeping, students also will explore in-depth accounting theories and use those theories to evaluate real businesses. Graduates could seek employment as a bookkeeper, accountant, and payroll and billing clerk. Many graduates go on to complete their four-year degree. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Associate of Science in Accounting Program Outcomes

1. Accounting – Students will demonstrate the skills to perform basic functions of entry-level bookkeeping and accounting to include the analysis, recording, and interpretation of accounting information to support internal and external decision making.
2. General Business – Students will apply the basic concepts of management, marketing, accounting, finance, and economics in a business environment. Students will obtain the necessary skills to perform basic functions of entry-level bookkeeping and accounting.

Associate of Science in Accounting	
General Education	**27 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**6 Required Credits**
LAW204 Business Law I	3 Credits
Elective	3 Credits
Math	**3 Required Credits**
MAT120 College Algebra or higher	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**3 Required Credits**
Elective	3 Credits
Major, Core, & Concentrations	**30 Required Credits**
Business Core	**18 Required Credits**
ACC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
ECO201 Macroeconomics	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Major Core	**12 Required Credits**
ACC211 Managerial Accounting	3 Credits
ACC215 Spreadsheet and General Ledger Software	3 Credits
ACC 200 Level or Higher Elective	3 Credits
ACC200 Level or Higher Elective	3 Credits
College to Career Core	**3 Required Credits**
CTC101 College Success Seminar	3 Credits
Total Program Credits	**60 Required Credits**

Associate of Science in Management
Normal Time to Completion: Two Years
This program is offered online, evenings, and weekends.
Students in the Associate of Science in Management degree program gain a solid foundation in business management. Through coursework with an interdisciplinary focus, students will explore economic trends and topics in workplace diversity, teamwork, leadership, time management, and social skills. Program-wide emphasis is placed on the importance of working in a team, and students work together to complete presentations on subjects such as consumer behavior, globalization, human capital, and organizational structure. Graduates may seek employment as human resources associates, retail store managers, sales representatives, account associates, customer service supervisors and independent business owners. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Associate of Science in Management Program Outcomes

1. Management – Students will describe the four core concepts of management – planning, organizing, leading, and controlling – and apply general management theories and principles.
2. Organization Structure and Strategy – Students will compare different organizational structures and strategies and describe how these can lead to competitive advantage.
3. General Business – Students will apply the basic concepts of management, marketing, accounting, finance, and economics in a business environment.

Associate of Science in Management	
General Education	**27 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**6 Required Credits**
LAW204 Business Law I	3 Credits
Elective	3 Credits
Math	**3 Required Credits**
MAT120 College Algebra or higher	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**3 Required Credits**
Elective	3 Credits
Major, Core, & Concentrations	**30 Required Credits**
Business Core	**18 Required Credits**
ACC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
ECO201 Macroeconomics	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Major Core	**12 Required Credits**
ACC211 Managerial Accounting	3 Credits
ECO202 Microeconomics	3 Credits
200 Level or higher Management Elective	3 Credits
200 Level or higher Business Elective	3 Credits
College to Career Core	**3 Required Credits**
CTC101 College Success Seminar	3 Credits
Total Program Credits	**60 Required Credits**

Associate of Science in Marketing

Associate of Science in Marketing
Normal Time to Completion: Two Years
This program is offered online.
Students in the Associate of Science in Marketing program will gain an understanding of current market theory and practices. Special attention is paid to current technological advances in marketing, ethical marketing practices, consumer relationships, and internet-based marketing trends. Students will gain skills in direct marketing, social marketing, multi-cultural advertising, retailing, and sales promotions. Through analysis of the current market, they will learn how to measure the effectiveness of marketing strategies locally, nationally, and globally. Graduates can seek employment in the areas of customer relationship management, social media marketing, sales, or marketing positions in a retail or business to business environment. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Associate of Science in Marketing Program Outcomes
1. Marketing – Students will perform basic marketing functions including identifying, segmenting, and targeting markets, developing product offerings (goods and services) to satisfy customer needs, transporting products to customers at prices that convey value, and effectively communicating the benefits of these products to the intended customer base.
2. General Business – Students will apply the concepts of management, marketing, accounting, finance, and economics in a business environment.

Associate of Science in Marketing	
General Education	**27 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**6 Required Credits**
LAW204 Business Law I	3 Credits
Elective	3 Credits
Math	**3 Required Credits**
MAT120 College Algebra or higher	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**3 Required Credits**
Elective	3 Credits
Major, Core, & Concentrations	**30 Required Credits**
Business Core	**18 Required Credits**
ACC111 Financial Accounting	3 Credits
BUS211 Malcolm Baldrige Quality Standards	3 Credits
ECO201 Macroeconomics	3 Credits
FIN201 Principles of Finance	3 Credits
MGT105 Principles of Management	3 Credits
MKT200 Principles of Marketing	3 Credits
Major Core	**12 Required Credits**
MKT201 Retail Merchandising and Management or MKT301 Business to Business Marketing	3 Credits
MKT203 Sales and Techniques of Selling	3 Credits
MKT235 Social Media Marketing	3 Credits
MKT200 Elective 200 Level or higher	3 Credits
College to Career Core	**3 Required Credits**
CTC101 College Success Seminar	3 Credits
Total Program Credits	**60 Required Credits**

Certificate in Accounting (Post-Baccalaureate)
Normal Time to Completion: 14 months
This program is offered online.
The online Certificate in Accounting (Post-Baccalaureate)*, offered through the Malcolm Baldrige School of Business at Post University, is designed to provide individuals who currently hold a bachelor's degree in a non-accounting or non-business discipline with the accounting education necessary to fulfill the CPA examination and licensure requirements in Connecticut.

CPA exam and licensure requirements differ by state. Please visit the following link to determine each state's CPA examination and licensure requirements, as established by the state's Board of Accountancy:

https://post.edu/academics/undergraduate-degrees-certificates/certificate-in-accounting-post-baccalaureate/

It is the student's responsibility to review and understand his or her state's CPA examination and licensure requirements. Post University is not responsible for ensuring CPA candidates meet a given state's requirements, so please be sure to review your state's requirements prior to enrolling.

*This certificate requires a bachelor's degree. It does not include graduate courses.

Certificate in Accounting (Post-Baccalaureate) Program Outcomes

1. Accounting – Students will explain and apply the theory and practice of accounting to include preparation of financial statements.
2. Audit – Students will apply knowledge of relevant professional standards (to include, but not limited to, GAAP and IFRS) and the regulatory environment in the financial reporting and audit of U.S. and multinational business entities.
3. Accounting Information Systems – Students will demonstrate an understanding of current technologies related to accounting information development, audit, and analysis.
4. Tax – Students will demonstrate and apply knowledge of tax laws and tax reporting and compliance purposes and its effects on financial reporting.
5. Managerial and Cost Accounting – Students will develop and evaluate accounting and business information by using analytical and critical thought processes to support internal and external decision making.

Certificate in Accounting (Post-Baccalaureate)	
Certificate in Accounting	**36 Required Credits**
ACC111 Financial Accounting	3 Credits
ACC211 Managerial Accounting	3 Credits
ACC301 Cost Accounting	3 Credits
ACC303 Intermediate Accounting I	3 Credits
ACC330 Federal Income Taxes	3 Credits
ACC340 Intermediate Accounting II	3 Credits
ACC430 Accounting Information Systems	3 Credits
ACC440 Auditing	3 Credits
ACC450 Advanced Accounting I	3 Credits
Choose three of the following electives:	
ACC305 Analysis of Financial Statements	3 Credits
ACC315 Fraud Prevention and Examination	3 Credits
ACC325 Forensic Accounting	3 Credits
ACC341 Intermediate Accounting III	3 Credits
ACC350 Taxation of Corporations	3 Credits
ACC451 Advanced Accounting II	3 Credits

Certificate in Forensic Accounting
Normal Time for Completion: 8 Months
this program is offered at the Main Campus and online.
Students pursuing a Certificate in Forensic Accounting learn and apply accounting methods and financial techniques necessary to uncover, solve and document financial crimes. In addition, students will review and analyze real-world case studies relating to fraud prevention, detection, deterrence and investigation. Students who complete this certificate program could go on to find employment as an auditor, tax examiner, or investigator in the private and government sectors. Students also will complete the coursework needed to take the Certified Fraud Examiner test and become a Certified Fraud Examiner. Visit http://www.acfe.com/ for more information.

Certificate in Forensic Accounting Program Outcomes

1. Forensic Accounting – Students will demonstrate an understanding of, and apply principles relating to, the nature of fraud and forensic accounting.

Certificate in Forensic Accounting	
Certificate in Forensic Accounting	**18 Required Credits**
ACC315 Fraud Prevention and Examination	3 Credits
ACC325 Forensic Accounting	3 Credits
CRJ101 Introduction to Criminal Justice	3 Credits
CRJ209 Criminal Law or CRJ211 Criminal Investigation	3 Credits
CRJ332 White Collar Crime	3 Credits
Choose one of the following electives:	
ACC430 Accounting Information Systems	3 Credits
CRJ326 Computer Forensics	3 Credits
CRJ346 Electronic Investigations	3 Credits
Please note that some courses may have prerequisites. Please refer to the course catalog and/or your Academic Advisor (Main Campus) or Academic Success Counselor for Accelerated Degree Programs with any questions.	

Certificate in Human Resource Management
Normal Time for Completion: 8 Months
This program is offered online, evenings, and weekends.
Students pursuing a Certificate in Human Resource Management will learn how to successfully meet challenges encountered in today's competitive business environments. Students will explore the standards of performance that are expected of managers and employees, with special attention paid to the importance of a supportive relationship between employees and their organizations. Topics covered in the coursework will include employee compensation, benefits, communication dynamics, human resource systems, and labor and employment law. Students who complete this certificate program could secure employment at entry or advanced-level in Human Resource departments as human resource associates, human resource managers, benefits coordinators, payroll administrators, and training and development managers.

Certificate in Human Resource Management Program Outcomes

1. Human Resource Management – Students will apply an understanding of the policies and practices of the primary areas of human resource management, including staffing, training, and compensation.
2. Human Resources Ethics and Compliance – Students will identify and evaluate the ethical issues and compliance practices that affect the organizations human resource environment.

Certificate in Human Resource Management	
Certificate in Human Resource Management	**18 Required Credits**
MGT105 Principles of Management	3 Credits
HRM201 Human Resource Management	3 Credits
HRM411 Seminar in Human Resource Management	3 Credits
Choose three of the following electives:	
ENV315 Environmental Health and Safety	3 Credits
HRM305 Managing a Diverse Workplace	3 Credits
HRM307 Compensation and Benefits	3 Credits
HRM308 Training and Development	3 Credits
HRM325 Managing Culture and International Human Resources	

13.7 The John P. Burke School of Public Service and Education

The Early Childhood Education Associate's program prepares students to acquire the appropriate knowledge, skills, and techniques needed to support the development of children ages birth through eight years old. Multiple field experiences are required including two 100-hour practicum courses. Students are prepared for careers in early care and education settings. All 60 credits can be transferred into Post's Bachelor of Child Studies program. The program is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, 1313 L Street, NW, Suite 500 Washington, D.C. 20005, (202) 232-8777. The accreditation term for the Associate of Science in Early Childhood Education program runs from March 2019 through March 2021.

The Child Studies Bachelor's degree program equips students with core knowledge and competencies and provides opportunities to put learned theories into practice. Multiple field experiences include two 100-hour practicum courses and one 200-hour capstone course. Connecticut residents who successfully complete the Bachelor of Science program will be eligible to apply for the Early Childhood Teacher Credential (ECTC), Preschool Level B, through the Connecticut Office of Early Childhood. The degree prepares students for non-certified teaching positions, other professional positions in the field, and graduate study. The program is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, 1313 L Street, NW, Suite 500 Washington, D.C. 20005, (202) 232-8777. The accreditation term for the Bachelor of Science in Child Studies program runs from March 2019 through March 2026.

The **Criminal Justice** program offers a comprehensive course of study in multi-disciplined areas relating to crime, criminal justice, deviance, and social justice. The program enables students to pursue careers in the judicial system and corrections at a community, state, and federal level.

The **Emergency Management and Homeland Security** program provides students with a core understanding of the four phases of emergency management: mitigation, preparedness, response and recovery and how they are carried out at the local, state, and federal level. The program has an 'all-hazards' approach and will ready students to plan and prepare for disasters and manage response operations during a disaster. The program will immerse students in modern methodologies used to secure the homeland, including preparation for and response to acts of terrorism.

The **Human Service** program provides students with the opportunity to acquire knowledge of the human service field, develop skills in counseling, crisis intervention, and human service administration and develop an awareness of ethical and multicultural issues within the human service environment. The Human Services program prepares students for careers in human service environments and if desired, graduate programs.

In the **Legal Studies** program, students are educated to be part of a team of highly skilled legal professionals who make a difference by delivering legal services in the public interest. Graduates are encouraged to pursue careers that enhance the public good by involvement in legal reform advocacy initiatives, non-profits, environmental protection, and community-based human rights organizations that protect the underrepresented. Students learn by doing in a hands-on, practical skills-based training environment based on tolerance, creativity, and respect for multiculturalism.

The **Psychology** program provides students with opportunities to acquire knowledge about the study of human behavior; increase personal awareness of, and sensitivity to, multiculturalism; cultivate critical thinking abilities; and prepare for employment or graduate study.

John P. Burke School of Public Service and Education Undergraduate Bachelor, Associate, and Certificate Programs			
Program	**Main Campus**	**Online**	**Evenings & Weekends**
Bachelor of Science in Child Studies	X	X	
Bachelor of Science in Criminal Justice	X	X	X
Concentrations:			
Corrections	X	X	X
Correctional Counseling	X	X	X
Emergency Management & Homeland Security	X	X	X
Law Enforcement	X	X	X
Legal Studies	X	X	X
Bachelor of Science in Emergency Management and Homeland Security	X	X	
Concentrations:			
Criminal Justice Leadership	X	X	
Cybersecurity and Information Assurance	X	X	
Policing	X	X	
Bachelor of Science in Human Services	X	X	X
Concentrations:			
Counseling	X	X	X
Criminal Justice	X	X	X
Equine Industry	X	X	X
Human Service Management	X	X	X
Psychology – Health, Education, and Community Services	X	X	X
Sociology – Health and Community Services	X	X	X
Bachelor of Science in Legal Studies	X	X	X
Bachelor of Arts in Psychology	X	X	
Concentrations:			
Applied Behavior Analysis	X	X	
Human Development, Education, and Health	X	X	
Industrial/Organizational Psychology	X	X	
Associate of Science in Early Childhood Education	X	X	
Associate of Science in Criminal Justice	X	X	
Associate of Science in Legal Studies	X	X	X
Certificate in Paralegal Studies	X	X	X

Evening and weekend offerings from the designated programs in this chart include courses from the program. Full programs are not currently offered at Post University's site locations.

Bachelor of Science in Child Studies
Normal Time for Completion: Four Years
This program is offered at the Main Campus and online.
Students in the Child Studies program learn appropriate skills and techniques to support the development of children from birth through eight years old. Students gain an understanding of the characteristics of infants, toddlers, and young children; their developmental stages; and strategies that support children developing typically, as well as, those with exceptional needs. In their practicum and capstone courses, students learn to work collaboratively with early childhood professionals, peers, co-workers, and families. Additionally, students put learned theories into practice while planning, teaching and assessing young learners. The Child Studies program prepares students to meet the standards for early childhood professional preparation set by the National Association for the Education of Young Children (NAEYC) and the Connecticut State Office of Early Childhood Teacher Credential (ECTC), Preschool Level B. Students may seek employment in settings such as private schools, Head Start programs, early care and education centers; departments of social services, family resource centers, children's museums and recreation centers. The Bachelor of Science in Child Studies is not a teacher-certification preparation program. Graduates may pursue teacher certification through alternative routes such as post-baccalaureate or graduate programs that prepare students for teacher licensure.

NAEYC Accreditation
The Bachelor of Science in Child Studies program is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, 1313 L Street, NW, Suite 500 Washington, D.C. 20005, (202) 232-8777. The accreditation term for the Bachelor of Science in Child Studies program runs from March 2019 through March 2026.

Professionalism, Prevention of Abuse, and Safety in the Field of Early Childhood Education
Children deserve to be safe and well taken care of. Thus, one critical way to ensure this is to make sure that adults caring for and working with children have undergone a comprehensive background check and fingerprinting.

Background Checks & Fingerprinting Information
A bachelor's degree candidate in Child Studies you will be required to complete observations, as well as practicums and capstone field experiences. A criminal background check and/or finger printing may be required for any such observations and/or placements working with children.

Please note: The requirement for criminal background checks and/or fingerprinting is at the sole discretion of your chosen site/s in accordance with local, state, and federal law. Students are responsible for understanding and meeting any such requirements prior to engaging the aforementioned observations or field experiences.

Bachelor of Science in Child Studies Program Outcomes

1. Students will apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments that are reflective of the multiple influences on early development and learning.
2. Students will apply their knowledge and understanding of family, culture and community characteristics when building effective relationships with families and children.
3. Students will observe and document children's learning using appropriate assessment tools and approaches while forming assessment partnerships with families and other professionals.
4. Students will construct and implement an engaging curriculum that is meaningful, challenging, and achievable to all children both as a group and as individuals.
5. Students will demonstrate ethical guidelines (NAEYC's Code of Ethical Conduct and Statement of Commitment) and other professional standards related to early childhood practice.
6. Students will demonstrate knowledgeable, reflective, and critical perspectives on their work making informed decisions that integrate knowledge from a variety of sources.
7. Students will develop a professional commitment to children, families, colleagues and the early childhood community
8. Students will communicate effectively and professionally both orally and through writing.

Bachelor of Science in Child Studies	
General Education	**54 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective Students pursuing teacher certification after graduation consider: HIS201 United States History I	3 Credits
PHL203 Ethics	3 Credits
PSY101 Fundamentals of Psychology I	3 Credits
SOC101 Principles of Sociology	3 Credits
SOC312 Race and Ethnicity	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT105 Quantitative Methods or higher	3 Credits
MAT220 Statistics I	3 Credits
Science Main Campus, for those pursuing teacher certification after graduation consider: BIO120 Concepts of Biology BIO143L General Biology I Lab	**3 Required Credits**
Elective	3 Credits
Open Electives Students may choose courses from any program of study, or from the following Child Studies courses: CHS201 Creative Activities CHS252 Social Studies in Early Childhood Education Classrooms CHS307 Child Care Administration CHS330 Environments for Play 300-400 CHS Elective	**9 Required Credits**
Leadership Course	**3 Credits**
LCS105 Elements of Organizations	3 Credits
Major, Core, & Concentrations	**57 Required Credits**
Designated Writing Course	**3 Required Credits**
CHS450 Observation, Assessment, and Individualization	3 Credits
Major Core	**39 Required Credits**
CHS111 Foundations of Early Childhood Education	3 Credits
CHS199 Practicum I Prerequisite of a minimum of 2.50 cumulative grade point average.	3 Credits
CHS203 Children's Literature and Language Arts	3 Credits
CHS208 Teaching Exceptional Learners	3 Credits
CHS250 STEM in the ECE Classroom	3 Credits
CHS236 Home, School, & Community	3 Credits

	3 Credits
CHS254 Health, Safety, and Nutrition	
CHS298 Practicum II Prerequisite of a minimum of 2.50 cumulative grade point average.	3 Credits
CHS320 Emergent Literacy	3 Credits
CHS425 Curriculum Approaches in ECE	3 Credits
CHS490 Capstone Field Experience Prerequisite of a minimum of 2.50 cumulative grade point average.	6 Credits
PSY201 Child Development	3 Credits
Behavioral Science Core	**15 Required Credits**
PSY260 Educational Psychology	3 Credits
PSY310 Learning Theory	3 Credits
PSY320 Language Development in Young Children	3 Credits
SOC211 Sociology of Marriage and the Family	3 Credits
PSY or SOC 300-400 Level Elective	3 Credits
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Bachelor of Science in Criminal Justice
Normal Time for Completion: Four Years
This program is offered on Main Campus, online, evenings, and weekends.

Students in the Bachelor of Science in Criminal Justice program develop skills in report writing, fingerprinting, and crime scene investigation. Students will gain well-rounded knowledge in the areas of law enforcement, forensic science, corporate security, courts and corrections. Students are encouraged to seek out internships that will grant them hands-on access to work in corrections, the court system and local, state, and federal law enforcement. Graduates are prepared for a variety of career options at the federal, state and local levels of law enforcement, court systems, and corrections. Graduates completing the program will be prepared to secure employment in the Federal Marshall's office, the FBI, the Bureau of Alcohol, Tobacco and Firearms (ATF), the Department of Homeland Security, or the IRS. Graduates also may pursue careers in security, corrections, and the court system.

Bachelor of Science in Criminal Justice Program Outcomes

1. Students will examine the structure of the American Criminal Justice System, including, but not limited to identifying and demonstrating an understanding of the branches of government, their functions, and how they interrelate with juvenile and adult proceedings.
2. Students will be able to describe the nature of criminal law and its derivative in Common Law, analyze and apply the U.S. Constitution to contemporary issues in criminal justice.
3. Students will be able to assess theories relating to the causation of crime and criminal activity and identify the categories of crimes, penalties and their defenses.
4. Students will develop and demonstrate leadership in analyzing vital issues of concern within their field.
5. Students will be able to compare and contrast the foundations of American criminal law and demonstrate how they translate to modern day criminal law.
6. Students will be able to distinguish and identify discretion in the context of a criminal justice professional and demonstrate an understanding of ethical and professional responsibility.
7. Students will develop and demonstrate effective communication on a college level to write and articulate criminal justice principles in the field.
8. Students will be able to explain the role and function of law enforcement, including municipal police, the county sheriff, local agencies, state and federal law enforcement, and the public and private security industry.
9. Students will be able to demonstrate an understanding of the purpose and function of probation, parole, and imprisonment.
10. Students will be able to identify, analyze, and apply research-based techniques to complex issues facing criminal justice practitioners.

Bachelor of Science in Criminal Justice	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective	3 Credits
Ethics Elective	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits

Math	6 Required Credits
MAT105 Quantitative Methods or higher	3 Credits
MAT220 Statistics I CRJ356 can be used as a substitute for MAT220. An additional 300 level elective will be required as part of the Directed Elective.	3 Credits
Science	**3 Required Credits**
CRJ180 Forensic Science I	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Leadership Course	**3 Credits**
LCS105 Elements of Organizations	3 Credits
Major, Core, & Concentrations	**51 Required Credits**
Designated Writing Course	**3 Required Credits**
CRJ311 Effective Communication for Criminal Justice Professionals	3 Credits
Major Core	**27 Required Credits**
CRJ101 Introduction to Criminal Justice	3 Credits
CRJ209 Criminal Law	3 Credits
CRJ302 Criminal Procedure	3 Credits
CRJ355 Research Methods in Criminal Justice	3 Credits
CRJ356 Statistical Methods in Criminal Justice CRJ356 can be used as a substitute for MAT220. An additional 300 level elective will be required as part of the Directed Elective.	3 Credits
CRJ401 Ethics and Discretion in Criminal Justice	3 Credits
CRJ404 Theoretical Criminology	3 Credits
CRJ405 Advanced Seminar in Criminal Justice	3 Credits
CRJ300-400 Level Elective	3 Credits
Directed Electives Selected under advisement.	**6 Credits**
300-400 Level Elective	3 Credits
300-400 Level Elective	3 Credits
Concentration/Directed Electives Selected under advisement.	**12-15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
300-400 Level Elective	3 Credits
300-400 Level Elective	3 Credits
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

In lieu of one of the concentrations listed below, students majoring in Criminal Justice may choose five Directed Electives within the program. At least two of the Directed Electives must be at the 300-400 level. This plan should be guided by the Academic Department and the student's Main Campus Academic Advisor or Accelerated Degree Program Academic Success Counselor. Students who choose a concentration in Legal Studies will choose a 3-credit Directed Elective, in addition to the 12-credit concentration.

Corrections Concentration	15 Required Credits
CRJ103 Introduction to Corrections	3 Credits
CRJ215 Institutional Corrections	3 Credits
CRJ331 Community Corrections	3 Credits
CRJ335 Prisoners' Rights	3 Credits
CRJ408 Correctional Management	3 Credits
Correctional Counseling Concentration	15 Required Credits
CRJ103 Introduction to Corrections	3 Credits
CRJ331 Community Corrections	3 Credits
HSV303 Introduction to Counseling	3 Credits
SOC217 Alcohol and Drugs	3 Credits
SOC324 Deviant Behavior	3 Credits
Law Enforcement Concentration	15 Required Credits
CRJ102 Introduction to Law Enforcement	3 Credits
CRJ201 Juvenile Justice	3 Credits
CRJ309 Police Administration and Management	3 Credits
CRJ332 White Collar Crime	3 Credits
LAW101 Introduction to Law	3 Credits
Legal Studies Concentration	12 Required Credits
LAW101 Introduction to Law	3 Credits
LAW204 Business Law I	3 Credits
Choose two of the following:	
LAW306 E-Commerce: The Legal Context	3 Credits
LAW310 Patent, Trademark, and Copyright Law	3 Credits
LAW325 E-Government: The New Legal Environment of Business	3 Credits
LAW405 Environmental Law and Practice	3 Credits
Emergency Management & Homeland Security Concentration	15 Required Credits
EMH101 Introduction to Emergency Management & Homeland Security	3 Credits
EMH280 Crisis Communication and Social Media	3 Credits
EMH301Disaster Planning and Preparedness or EMH340 Emergency Response & Incident Management	3 Credits
EMH360 History of Terrorism & Homeland Security in the United States or EMH370 Response to Weapons of Mass Destruction	3 Credits
EMH380 Crisis Decision Making	3 Credits

Bachelor of Science in Emergency Management and Homeland Security
Normal Time for Completion: Four Years
This program is offered on the Main Campus and online.

Post University's Bachelor of Science in Emergency Management and Homeland Security program provides students with a core understanding of the four phases of emergency management mitigation, preparedness, response, and recovery. Students will develop skills to plan and prepare for pending emergencies, manage operations during an emergency, and conduct recovery efforts after an emergency. Equally so, the program will immerse students in modern methodologies used to secure the homeland, including preparation for and response to acts of terrorism, especially the use of weapons of mass destruction. Students will be provided a historical awareness of terrorism, particularly within the United States and its interests abroad. The program will prepare the student to assess risk and vulnerability related to crises, natural and manmade events, and terrorism. Core principles and methods of management of natural and man-made disasters will be examined. Students will complete analyses of past crises and disasters as well as pending threats.

Students will utilize effective crisis communication techniques using a variety of media services and outlets. The program will focus on developing critical thinking for students to make well-informed decisions grounded in ethics and leadership. The program emphasizes collaboration with all stakeholders.

Bachelor of Science in Emergency Management and Homeland Security Program Outcomes
1. Students will be able to identify and describe the four phases of emergency management: mitigation, preparedness, response, and recovery.
2. Students will be able to discuss the foundations of homeland security as they relate to the protection of the United States and its interests.
3. Students will be able to describe the role of government, military, and public and private organizations in addressing emergency management and homeland security issues.
4. Students will be able to develop and evaluate emergency management or homeland security plans.
5. Students will be able to analyze cultural, political, and religious implications of the terrorist environment.
6. Students will be able to identify critical factors that allow effective communication, collaboration, and cooperation among key stakeholders in the emergency management process.
7. Students will be able to apply creative problem solving and decision making techniques to address emergency management and homeland security issues and provide viable courses of action.

Bachelor of Science in Emergency Management and Homeland Security	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective	3 Credits
Ethics Elective	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits

Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Leadership Course	**3 Credits**
LCS105 Elements of Organizations	3 Credits
Major, Core, & Concentrations	**51 Required Credits**
Designated Writing Course	**3 Required Credits**
EMH311 Critical Communications	3 Credits
Major Core	**33 Required Credits**
EMH101 Introduction to Emergency Management and Homeland Security	3 Credits
EMH201 Risk & Vulnerability Assessment	3 Credits
EMH220 Public Health Emergency Preparedness & Response	3 Credits
EMH280 Crisis Communication and Social Media	3 Credits
EMH301 Disaster Planning and Preparedness	3 Credits
EMH340 Emergency Response & Incident Management	3 Credits
EMH360 History of Terrorism and Homeland Security in the United States	3 Credits
EMH370 Response to Weapons of Mass Destruction	3 Credits
EMH380 Crisis Decision-Making	3 Credits
EMH460 Internship or EMH300-400 Level Directed Elective	3 Credits
EMH490 Emergency Planning Project (Capstone)	3 Credits
Directed Electives Students who choose Cybersecurity and Information Assurance Concentration will not take the 100-200 level elective	**3 Credits**
100-200 Level Elective	3 Credits
Concentration/Directed Electives	**12 Required Credits**
100-200 Level Elective	3 Credits
300-400 Level Elective	3 Credits
300-400 Level Elective	3 Credits
300-400 Level Elective	3 Credits
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

In lieu of one of the concentrations listed below, students majoring in Emergency Management and Homeland Security may choose four Directed Electives within the program. At least three of the Directed Electives must be at the 300-400 level. This plan should be guided by the Academic Department and the student's Main Campus Academic Advisor or Accelerated Degree Program Academic Success Counselor. Students who choose the Cybersecurity and Information Assurance Concentration will not need to take the 100-200 Level Directed Elective.

Criminal Justice Leadership Concentration	12 Required Credits
CRJ101 Introduction to Criminal Justice	3 Credits
CRJ302 Criminal Procedure	3 Credits
CRJ311 Effective Communications for Criminal Justice Professionals	3 Credits
CRJ401 Ethics and Discretion in Criminal Justice	3 Credits
Cybersecurity and Information Assurance Concentration	15 Required Credits
CIS222 Fundamentals of IT Security	3 Credits
CIS244 Network Security	3 Credits
CIS322 IT Security Quality Management	3 Credits
CIS341 Enterprise Risk Management	3 Credits
CSI342 Cloud Computing and Virtualization	3 Credits
Policing Concentration	12 Required Credits
CRJ102 Introduction to Law Enforcement	3 Credits
CRJ302 Criminal Procedure	3 Credits
CRJ309 Police Administration and Management	3 Credits
CRJ342 Crime Scene Investigation	3 Credits

Bachelor of Science in Human Services
Normal Time for Completion: Four Months
This program is offered at the Main Campus, online, evenings, and weekends.

Students prepare for the challenging and rewarding work in the field of human services with a foundation in case management techniques, prevention theories and concepts, and knowledge of human development. Students gain an understanding of peoples' capacity for growth and change while learning to advocate for social justice by practicing their skills in the areas of counseling, ethical decision making, crisis intervention and advocacy. To help focus their studies, students may choose from six areas of concentration: Counseling, Criminal Justice, Equine Industry, Human Service Management, Psychology- Health, Education and Community Services, and Sociology-Health and Community Services. Graduates can pursue work in non-profit, state, or for-profit agencies in positions such as, caseworker, youth worker, probation officer, life skills instructor, group home manager, client advocate, program manager, and program engagement coordinator.

B.S. in Human Services Program Outcomes

1. Students will be able to articulate the historical milestones and developmental highlights of the human services profession.
2. Students will be able to identify and apply the theories and principles of human development, counseling dynamics, social and legislative issues to various human service settings.
3. Students will be able to articulate an understanding of the various issues that impact human functioning.
4. Students will be able to integrate and apply information such as client data, statistical information, and record keeping in the delivery of human services.
5. Students will be able to assess and organize the needs of clients and client groups in relation to programming, service planning and outcomes.
6. Students will demonstrate proficiency in understanding and exploring interpersonal dynamics regarding improving service delivery.
7. Students will be able to evaluate and analyze the administrative components of human service delivery systems.
8. Students will be able to articulate and apply a code of ethics in the delivery of human services.
9. Students will be able to reflect upon and discuss their own values, beliefs, and ideas to more effectively provide direct services in the human services field.
10. Students will be able to integrate and apply their learning experiences within a human service setting through a supervised field experience.
11. Students will be able to tie together vital skills and abilities necessary to be a competent professional in the field of human services.

Bachelor of Science in Human Services	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective	3 Credits
PHL203 Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits

Math	6 Required Credits
MAT105 Quantitative Methods or higher	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Leadership Course	**3 Credits**
LCS105 Elements of Organizations	3 Credits
Major, Core, & Concentrations	**51 Required Credits**
Designated Writing Course	**3 Required Credits**
HSV450 Senior Seminar	3 Credits
Major Core	**27 Required Credits**
HSV101 Introduction to Human Services	3 Credits
HSV260 Social Welfare	3 Credits
HSV320 Multicultural Issues in Human Services	3 Credits
HSV364 Human Behavior in the Social Environment	3 Credits
HSV400 Ethical/Legal Issues	3 Credits
HSV405 Human Service Administration	3 Credits
HSV460 Practicum I Requires prior approval.	3 Credits
HSV461 Practicum II Requires prior approval.	3 Credits
PSY341 Research Methods in the Social Sciences	3 Credits
Directed Electives **Selected under advisement.**	**6 Credits**
300-400 Level Elective	3 Credits
Elective	3 Credits
Concentration	**15 Required Credits**
College to Career Core	**6 Required Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Counseling Concentration	15 Required Credits
HSV303 Introduction to Counseling	3 Credits
HSV330 Group Counseling	3 Credits
HSV332 Family Systems Dynamics	3 Credits
PSY306 Abnormal Psychology	3 Credits
SOC217 Alcohol and Drugs	3 Credits
Criminal Justice Concentration	15 Required Credits
CRJ101 Introduction to Criminal Justice	3 Credits
CRJ102 Introduction to Law Enforcement	3 Credits
CRJ103 Introduction to Corrections	3 Credits
CRJ201 Juvenile Justice	3 Credits
CRJ404 Theoretical Criminology	3 Credits
CRJ300 Level Elective	3 Credits

Human Services Management Concentration	15 Required Credits
MGT105 Principles of Management	3 Credits
HRM201 Human Resource Management	3 Credits
HRM335 Organizational Behavior	3 Credits
MGT305 Diversity in the Workplace	3 Credits
MGT300-400 Elective	3 Credits
Equine Industry Concentration	15 Required Credits
EQU105 Exploring the Equine Industry	3 Credits
EQU212 Animal Assisted Counseling	3 Credits
EQU301 Equine Industry Orientation	3 Credits
EQU340 Equine Business Ethics	3 Credits
EQU Elective	3 Credits
Psychology – Health, Education, and Community Services Concentration	15 Required Credits
PSY101 Fundamentals of Psychology I	3 Credits
PSY201 Child Development	3 Credits
PSY220 Multicultural Psychology	3 Credits
PSY301 Social Psychology	3 Credits
PSY306 Abnormal Psychology or PSY307 Drugs and Behavior	3 Credits
Sociology – Health and Community Services Concentration	15 Required Credits
SOC101Principles to Sociology	3 Credits
SOC211 Sociology of Marriage & the Family	3 Credits
SOC217 Alcohol and Drugs	3 Credits
SOC312 Race and Ethnicity or SOC315 Sex and Gender	3 Credits
SOC324 Deviant Behavior	3 Credits

Bachelor of Science in Legal Studies
Normal Time for Completion: Four Years
This program is offered on the Main Campus, online, evenings, and weekends.

Post University's Bachelor of Science in Legal Studies program provides students with the opportunity to acquire specific legal skills and knowledge in the context of ethical practice. It is a career-focused pathway to a variety of professional careers where undergraduate legal skills and knowledge are required. The program includes both traditional skills-based paralegal courses and survey–type legal studies courses. Specific skills that are taught include, but are not limited to legal research and writing, civil litigation, real estate closings, probate practice, family law and practice, environmental law & practice, intellectual property practice, business organizations and practice, and bankruptcy practice. Survey courses include business law, e-commerce, and e-government. Career opportunities are available in a large variety of law firms, corporate legal departments, the court system, and government agencies.

Bachelor of Science in Legal Studies Program Outcomes

1. Students will attain a professional level of organizational skills, including thinking, planning, and execution skills.
2. Students will demonstrate an understanding of the team concept for the delivery of legal services.
3. Students will attain a professional level of written and oral communication skills.
4. Students will demonstrate skills in the use of technology in the delivery of legal services.
5. Students will demonstrate ethical awareness and understand the concept of integrity.
6. Students will demonstrate a comprehensive, practical understanding of subject specific skills-based areas of practical legal work.
7. Students will acquire knowledge of career opportunities in law firms, corporate legal departments, government, and non-profit settings.
8. Students will demonstrate a comprehensive understanding of various specialized areas of the law.

Bachelor of Science in Legal Studies	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective	3 Credits
Ethics Elective	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT105 Quantitative Methods or higher	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
Elective	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits

Leadership Course	**3 Credits**
LCS105 Elements of Organizations	3 Credits
Major, Core, & Concentrations	**51 Required Credits**
Designated Writing Course	**3 Required Credits**
LAW425 Legal Writing	3 Credits
Major Core	**39 Required Credits**
LAW101 Introduction to Law	3 Credits
LAW105 Estate Administration and Probate Practice	3 Credits
LAW201 Real Estate Law and Practice	3 Credits
LAW203 Civil Litigation	3 Credits
LAW205 Legal Research	3 Credits
LAW209 Family Law and Practice	3 Credits
LAW301 Bankruptcy Practice	3 Credits
LAW306 E-Commerce: The Legal Context	3 Credits
LAW307 Business Organizations and Practice	3 Credits
LAW310 Patent, Trademark, and Copyright Law	3 Credits
LAW325 E-Government: The New Legal Environment of Business	3 Credits
LAW405 Environmental Law and Practice	3 Credits
LAW440 Legal Ethics	3 Credits
Directed Electives Selected under advisement.	**9 Credits**
LAW460 Legal Studies Internship (Recommended)	3 Credits
LAW300-400 Level Elective	3 Credits
LAW300-400 Level Elective	3 Credits
College to Career Core	**6 Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Bachelor of Arts in Psychology
Normal Program Completion Time: Four Years
This program is offered at the Main Campus and online.

Students in the Bachelor of Arts in Psychology program study the science of behavior and mental processes. They develop strong academic and social skills including critical thinking, collaboration, oral and written expression, interpersonal effectiveness, and social maturity. Coursework emphasizes personality and psychopathology, child and adolescent development, the relationship between the nervous system and behavior, societal and cultural influence on human interaction, and the relationship between psychology and the law. Students learn to critically review psychological literature and apply theory to practice by conducting their own psychological research projects. Skills acquired in this program help prepare students for careers in counseling, rehabilitation, human services, administration, community and public relations, advertising and market research, education, and legislative affairs. Students are well prepared to pursue advanced degrees in Psychology or related fields.

Bachelor of Arts in Psychology

1. Students will analyze major concepts, theories, and empirical findings in psychology in order to explain, and solve problems related to, human behavior and mental processes.
2. Students will apply scientific research methods in psychology including research design, data analysis, interpretation of results, and use of information technology.
3. Students will analyze how experiential and biological factors interact to shape mental processes and behavior.
4. Students will apply knowledge of ethical standards in evaluating psychological research and practice.
5. Students will analyze how diverse sociocultural experiences and perspectives influence behavior and mental processes.
6. Students will communicate key psychological concepts in oral and/or written formats.
7. Students will demonstrate the ability to collaborate effectively with others.

Bachelor of Arts in Psychology	
General Education	**60 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**24 Required Credits**
History Elective	3 Credits
PHL203 Ethics	3 Credits
Social Science Elective	3 Credits
Performance, Written, or Fine Arts Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Math	**6 Required Credits**
MAT120 College Algebra or higher	3 Credits
MAT220 Statistics I	3 Credits
Science	**3 Required Credits**
BIO120 Concepts of Biology	3 Credits
Open Electives	**15 Required Credits**
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits

Leadership Course	3 Required Credits
LCS105 Elements of Organizations	3 Credits
Major, Core, & Concentrations	**51 Required Credits**
Designated Writing Course	**3 Required Credits**
PSY413 Writing in the Behavioral Sciences	3 Credits
Major Core	**33 Required Credits**
PSY101 Fundamentals of Psychology I	3 Credits
PSY102 Fundamentals of Psychology II	3 Credits
PSY200 Developmental Psychology Across the Lifespan	3 Credits
PSY220 Multicultural Psychology	3 Credits
PSY301 Social Psychology	3 Credits
PSY305 Theories of Personality	3 Credits
PSY306 Abnormal Psychology	3 Credits
PSY310 Learning Theory	3 Credits
PSY340 Neuropsychology I	3 Credits
PSY341 Research Methods in the Social Sciences	3 Credits
PSY421 Psychology Capstone	3 Credits
Directed Electives	**3 Required Credits**
PSY300-400 Level Elective	3 Credits
Concentration	**12 Required Credits**
College to Career Core	**6 Credits**
CTC101 College Success Seminar	3 Credits
CTC301 Professional Success Seminar	3 Credits
Total Program Credits	**120 Required Credits**

Applied Behavior Analysis Concentration	12 Required Credits
PSY201 Child Development	3 Credits
PSY260 Educational Psychology	3 Credits
PSY321 Fundamentals of Applied Behavior Analysis	3 Credits
PSY412 Advanced Concepts in Applied Behavior Analysis	3 Credits
Human Development, Education, and Health Concentration	**12 Required Credits**
PSY201 Child Development	3 Credits
PSY203 Adolescent Psychology	3 Credits
PSY260 Educational Psychology	3 Credits
PSY307 Drugs and Behavior	3 Credits
Industrial/Organizational Psychology Concentration	**12 Required Credits**
MGT105 Principles of Management	3 Credits
HRM335 Organizational Behavior	3 Credits
MGT408 Organizational Theory and Development	3 Credits
PSY270 Industrial/Organizational Psychology	3 Credits

Psychology Electives	15 Required Credits
PSY240 Forensic Psychology	3 Credits
PSY315 Psychological Tests and Measurements	3 Credits
PSY320 Language Development in Young Children	3 Credits
PSY343 Neuropsychology II	3 Credits
PSY395 Special Topics in Forensic Psychology	3 Credits
PSY403 Sensation and Perception	3 Credits
PSY460 Internship in Psychology	3 Credits

Associate of Science in Criminal Justice
Normal Program Completion Time: Two Years
This program is offered at the Main Campus and online.

Students in the Associate of Science in Criminal Justice degree program learn a foundation of criminal justice that will help them succeed as professionals in the field of criminal justice, or as candidates for bachelors' degrees. Students enrolled in Post University's Associate of Science in Criminal Justice degree program develop skills in report writing, fingerprinting, ballistic examination, and crime scene investigation. Students will gain well-rounded knowledge in the areas of law enforcement, forensic Science, corporate security, criminal investigation, and department of corrections. Graduates of Post University's Associate of Science in Criminal Justice degree program are prepared for a variety of career options at the federal, state and local levels of law enforcement. Many students opt to continue their studies and earn a Bachelor of Science in Criminal Justice degree.

Associate of Science in Criminal Justice Program Outcomes

1. Students will define and describe the structure of the American Criminal Justice System.
2. Students will list and describe U.S. Constitution (Bill of Rights) provisions and how they apply to criminal laws and procedures.
3. Students will demonstrate effective communication on a college level to write and articulate criminal justice principles.
4. Students will demonstrate an understanding of crime and punishment.
5. Students will identify principles and procedures as they relate to their ethical and professional responsibility.

Associate of Science in Criminal Justice	
Please note that eighteen (18) credits of the courses in the major in any associate program must be at the 200 level or higher and courses above 200 level can only be electives.	
General Education	**24 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**6 Required Credits**
Humanities Elective	3 Credits
Social Science Elective	3 Credits
Math	**3 Required Credits**
MAT105 Quantitative Methods or higher	3 Credits
Science	**3 Required Credits**
100-200 Level Science Elective	3 Credits
Leadership Course	**3 Required Credits**
LCS105 Elements of Organizations	3 Credits
Major, Core, & Concentrations	**30 Required Credits**
Major Core	**30 Required Credits**
CRJ101 Introduction to Criminal Justice	3 Credits
CRJ102 Instruction to Law Enforcement or CRJ103 Introduction Corrections	3 Credits
CRJ104 Introduction to Security	3 Credits
CRJ209 Criminal Law	3 Credits
CRJ200-400 Level Elective	3 Credits
CRJ200-400 Level Elective	3 Credits
CRJ200-400 Level Elective	3 Credits
CRJ200-400 Level Elective	3 Credits
CRJ200-400 Level Elective	3 Credits
CRJ200-400 Level Elective	3 Credits
College to Career Core	**3 Required Credits**
CTC101 College Success Seminar	3 Credits
Total Program Credits	**60 Required Credits**

Associate of Science in Early Childhood Education
Normal Program Completion Time: Two Years
This program is taught at the Main Campus and online.
Students in the Associate of Science in the Early Childhood Education degree program learn appropriate skills and techniques to support the development of children aged birth through eight years old. Students gain an understanding of the developmental characteristics and stages of infants, toddlers, preschoolers, kindergarteners and primary grade children; early learning standards, appropriate assessment and challenging curriculum; culturally-responsive strategies that support children developing typically as well as exceptional learners; authentic family and community engagement; and professional, ethical responsibilities. Students create appropriate program plans that foster positive self-esteem, promote social skills and increase multicultural awareness. Students visit and participate in a variety of early childhood classroom settings, where they can apply the skills that they are learning and work collaboratively with their peers and co-workers. Students complete two 100-hour practicum courses. Graduates are prepared for careers as teachers in early care and education settings, paraprofessionals or teacher assistants, home visitors, parent educators, nannies, family service workers, social services specialists or family resource center workers.

National Association for the Education of Young Children (NAEYC) Accreditation
The Associate of Science in Early Childhood Education program is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, 1313 L Street, NW, Suite 500 Washington, D.C. 20005, (202) 232-8777. The accreditation term for the Associate of Science in Early Childhood Education program runs from March 2019 through March 2021.

Professionalism, Prevention of Abuse, and Safety in the Field of Early Childhood Education
Children deserve to be safe and well taken care of. Thus, one critical way to ensure this is to make sure that adults caring for and working with children have undergone a comprehensive background check and fingerprinting.

Background Checks & Fingerprinting Information
As a degree candidate in Early Childhood Education or Child Studies you will be required to complete observations, as well as practicums and capstone field experiences. A criminal background check and/or finger printing may be required for any such observations and/or placements working with children.

Please note: The requirement for criminal background checks and/or fingerprinting is at the sole discretion of your chosen site/s in accordance with local, state, and federal law. Students are responsible for understanding and meeting any such requirements prior to engaging the observations or field experiences.

Associate of Science in Early Childhood Education Program Outcomes
1. Students will demonstrate an understanding of young children's characteristics and development across all domains both as individuals and as a group.
2. Students will apply their knowledge and understanding of family, culture and community characteristics when building effective relationships with families and children.
3. Students will communicate their essential understanding of the goals, benefits and appropriate uses of assessment.
4. Students will implement developmentally effective approaches to curriculum and instruction that are research-based, culturally sensitive, appropriate for each child, and incorporate the children's family as partners.
5. Students will demonstrate research-based content knowledge in early education.
6. Students will maintain a professional commitment to children, families, colleagues and the early childhood community.
7. Students will communicate effectively and professionally both orally and through writing.

Associate of Science in Early Childhood Education	
Please note that eighteen (18) credits of the courses in the major in any associate program must be at the 200 level or higher and courses above 200 level can only be electives.	
General Education	**24 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts Strongly Recommended PSY101 Fundamentals of Psychology I SOC101 Principles of Sociology	**6 Required Credits**
Humanities Elective	3 Credits
Social Science Elective	3 Credits
Math	**3 Required Credits**
MAT105 Quantitative Methods or higher	3 Credits
Science Strongly Recommended BIO120 Concepts of Biology or ENV110 Exploring Environmental Issues	**3 Required Credits**
100-200 Level Science Elective	3 Credits
Leadership Course	**3 Required Credits**
LCS105 Elements of Organizations	3 Credits
Major, Core, & Concentrations	**30 Required Credits**
Major Core	**30 Required Credits**
CHS111 Foundations of Early Childhood Education	3 Credits
CHS199 Practicum I Prerequisite: CHS111 and a minimum 2.50 Cumulative Grade Point Average.	3 Credits
CHS201 Creative Activities or CHS252 Social Studies in Early Childhood Education Classrooms	3 Credits
CHS203 Children's Literature and Language Arts	3 Credits
CHS208 Teaching Exceptional Learners	3 Credits
CHS236 Home, School, & Community	3 Credits
CHS250 STEM in the ECE Classroom	3 Credits
CHS254 Health, Safety, and Nutrition	3 Credits
CHS298 Practicum II Prerequisite: CHS199 or permission of the Academic Department and a minimum 2.50 Cumulative Grade Point Average.	3 Credits
PSY201 Child Development	3 Credits
College to Career Core	**3 Required Credits**
CTC101 College Success Seminar	3 Credits
Total Program Credits	**60 Required Credits**

Associate of Science in Legal Studies

Associate of Science in Legal Studies
Normal Program Completion Time: Two Years
This program is offered at the Main Campus and online.
Post University's Associate of Science in Legal Studies degree provides students with the opportunity to acquire specific legal skills and knowledge in the context of ethical practice. It is a career-focused pathway to a variety of professional careers where undergraduate legal skills are required. The program includes skills-based courses. Specific skills that are taught include, but are not limited to legal research, civil litigation, real estate closings, estate administration and probate practice, family law and practice, and bankruptcy practice. Careers are available in a large variety of law firms, corporate legal departments, the court system, and government agencies.

Associate of Science in Legal Studies Program Outcomes

1. Students will achieve a professional level of organizational skills, including thinking, planning, and execution skills.
2. Students will demonstrate an understanding of the team concept for the delivery of legal services.
3. Students will achieve a professional level of written and oral communication skills.
4. Students will demonstrate skills in the use of technology in the delivery of legal services.
5. Students will demonstrate ethical awareness and understand the concept of integrity.
6. Students will demonstrate a comprehensive, practical understanding of subject-specific skills-based on areas of legal work.
7. Students will acquire knowledge of career opportunities in law firms, corporate legal departments, government, and non-profit settings.
8. Students will demonstrate a comprehensive understanding of various specialized areas of the law.

Associate of Science in Legal Studies	
Please note that eighteen (18) credits of the courses in the major in any associate program must be at the 200 level or higher and courses above 200 level can only be electives.	
General Education	**24 Required Credits**
Common Core	**12 Required Credits**
ENG110 College Writing	3 Credits
ENG130 Literature and Composition	3 Credits
COM107 Introduction to Communication	3 Credits
CIS112 Introduction to Computing	3 Credits
Liberal Arts	**6 Required Credits**
100-200 Level Humanities Elective	3 Credits
100-200 Level Social Science Elective	3 Credits
Math	**3 Required Credits**
MAT105 Quantitative Methods or higher	3 Credits
Science	**3 Required Credits**
100-200 Level Science Elective	3 Credits
Leadership Course	**3 Required Credits**
LCS105 Elements of Organizations	3 Credits
Major, Core, & Concentrations	**30 Required Credits**
Major Core	**30 Required Credits**
LAW101 Introduction to Law	3 Credits
LAW105 Estate Administration and Probate Practice	3 Credits
LAW201 Real Estate Law and Practice	3 Credits
LAW203 Civil Litigation	3 Credits
LAW204 Business Law I	3 Credits
LAW205 Legal Research	3 Credits
LAW206 Business Law II	3 Credits
LAW298 or 200 Level Elective	3 Credits
200 Level or Higher Elective	3 Credits
200 Level Elective	3 Credits
College to Career Core	**3 Required Credits**
CTC101 College Success Seminar	3 Credits
Total Program Credits	**60 Required Credits**

Certificate in Paralegal Studies
Normal Program Completion Time: One Year
This program is offered at the Main Campus, online, evenings, and weekends.
Students pursuing a Certificate in Paralegal Studies learn skills specific to practical work as a paralegal, becoming knowledgeable in summarizing depositions, legal research, preparing legal documents, and interviewing clients. Through coursework, students learn the inner workings of civil litigation, real estate closings, and probate practice. Students also take an introductory course and two additional survey courses in Business Law. Entry-level careers as Paralegals / Legal Assistants may be available for students in a variety of law firms, corporate legal departments, the court system, government agencies, non-profits, and private industry.

Certificate in Paralegal Studies Program Outcomes

1. Students will attain a professional level of organizational skills, including thinking, planning, and execution skills.
2. Students will demonstrate an understanding of the team concept for the delivery of legal services.
3. Students will attain a professional level of written and oral communication skills.
4. Students will demonstrate skills in the use of technology in the delivery of legal services.
5. Students will demonstrate ethical awareness and understand the concept of integrity.
6. Students will demonstrate a comprehensive, practical understanding of subject-specific skills-based areas of practical legal work.
7. Students will acquire knowledge of career opportunities in law firms, corporate legal departments, government, and non-profit settings.
8. Students will demonstrate a comprehensive understanding of various specialized areas of the law.

Certificate in Paralegal Studies	
Certificate in Paralegal Studies	**30 Required Credits**
CIS112 Introduction to Computing	3 Credits
LAW101 Introduction to Law	3 Credits
LAW105 Estate Administration and Probate Practice	3 Credits
LAW201 Real Estate Law and Practice	3 Credits
LAW203 Civil Litigation	3 Credits
LAW204 Business Law I	3 Credits
LAW205 Legal Research	3 Credits
LAW206 Business Law II	3 Credits
LAW209 Family Law or LAW298 Legal Studies Internship	3 Credits
200 Level Elective	3 Credits

13.8 Minors

Accounting Minor
The Accounting Minor focuses on the concepts and principles that are the foundation of accounting. The Accounting Minor exposes students to the basic concepts of the accounting framework for recording and reporting of transactions, and the basic principles of financial management. Students will learn how to prepare and analyze financial statements.

Accounting Minor	15 Required Credits
ACC111 Financial Accounting	3 Credits
ACC211 Managerial Accounting	3 Credits
Plus any three of the following electives:	
ACC215 Spreadsheet and General Ledger Software	3 Credits
ACC301 Cost Accounting	3 Credits
ACC303 Intermediate Accounting I	3 Credits
ACC305 Analysis of Financial Statements	3 Credits
ACC315 Fraud Prevention and Examination	3 Credits
ACC325 Forensic Accounting	3 Credits

Applied Behavior Analysis Minor
This Psychology Minor in Applied Behavior Analysis is ideal for students who want to pursue careers as behavior analysts in educational and clinical settings. Coursework in child development, educational psychology, and learning theory provides critical background knowledge for real world applications of the Applied Behavior Analysis minor as many behavior analysts work with children in educational settings. These courses provide a solid foundation for students to pursue graduate study and/or careers in Applied Behavior Analysis.

Applied Behavior Analysis Minor	15 Required Credits
PSY201 Child Development*	3 Credits
PSY260 Educational Psychology	3 Credits
PSY310 Learning Theory	3 Credits
PSY321 Fundamentals of Applied Behavior Analysis	3 Credits
PSY412 Advanced Concepts in Applied Behavior Analysis	3 Credits

*Prerequisite: PSY101

Art Minor
Students may seek an academic minor in art. The Art Minor in the visual arts complements the skills the student gains in his or her major discipline by offering an aesthetic and personal exploration of imagery with an understanding of visual art processes, media and skills through a balance of art theory and practice.

Art Minor	15 Required Credits
ART101 Art History I or ART102 Art History II	3 Credits
ART105 Drawing I	3 Credits
Elective	3 Credits
Elective	3 Credits
Elective	3 Credits

Biology Minor
Whether discussing a diagnosis from a doctor, investing in a biotechnology firm, or debating science policies, the biological sciences impact everyone's lives. The minor in biology gives students a solid foundation in the essential concepts of biological sciences and the process of scientific investigation. Besides becoming more informed citizens, students with a minor in biology will be able to tailor their careers towards industries in the biological and healthcare fields.

Biology Minor	15 Required Credits
BIO143 General Biology I	3 Credits
BIO143L General Biology I Lab	1 Credit
BIO144 General Biology II	3 Credits
BIO144L General Biology II Lab	1 Credit
BIO/ENV Elective 200-400 Level	3 Credits
BIO/ENV Elective 200-400 Level	3 Credits
BIO/ENV Lab Elective 200-400 Level	1 Credit

Chemistry Minor

The Chemistry minor is designed to expose students to the molecular basis of the universe in which we live. A strong foundation in chemistry is essential to understanding the physical composition of both the living and nonliving matter that surrounds us, and so is relevant to those interested in the science and healthcare fields and beyond. Those wishing to include this minor in their curriculum should consult their advisor.

Chemistry Minor	16 Required Credits
CHM115 General Chemistry I	3 Credits
CHM115L General Chemistry I Lab	1 Credit
CHM116 General Chemistry II	3 Credits
CHM116L General Chemistry II Lab	1 Credit
CHM205 Organic Chemistry I	3 Credits
CHM205L Organic Chemistry I Lab	1 Credit
CHM206 Organic Chemistry II	3 Credits
CHM206L Organic Chemistry II Lab	1 Credit

Communication and Media Studies Minor

Students who minor in Communication and Media Studies will enrich their primary major. Students will be introduced to main core courses of the discipline and will select two additional courses that pique their academic interests.

Communication and Media Studies Minor	15 Required Credits
COM108 Principles of Communication and Media	3 Credits
COM201 Communication Theory	3 Credits
COM301 Mass Media and Society	3 Credits
COM300 Level Elective	3 Credits
COM400 Level Elective	3 Credits

Criminal Justice Minor

The Post University Criminal Justice Minor is a collection of criminal justice courses that have been specifically selected to fulfill the needs of students who plan to seek out career opportunities that may need some criminal justice background.

Criminal Justice Minor	15 Required Credits
CRJ101 Introduction to Criminal Justice	3 Credits
CRJ103 Introduction to Corrections	3 Credits
CRJ201 Juvenile Justice	3 Credits
CRJ404 Theoretical Criminology	3 Credits
CRJ Elective	3 Credits

Emergency Management and Homeland Security Minor

The minor in Emergency Management & Homeland Security provides students with a foundational understanding of the four phases of emergency management: mitigation, preparedness, response and recovery. Students will develop skills to plan and prepare for pending emergencies, manage operations during an emergency, and conduct recovery efforts after an emergency. The program will prepare the student to assess risk and vulnerability related to crises, such as natural and manmade events and terrorism. Students will gain a historical awareness of terrorism, particularly within the United States and its interests abroad, and attain an understanding of ongoing efforts to secure the homeland.

The five 3-credit courses lead the student through the basics of emergency management and homeland security and on to more complex issues and topics in these interrelated fields.

Emergency Management and Homeland Security Minor	15 Required Credits
EMH101 Intro to Emergency Management and Homeland Security	3 Credits
EMH201 Risk & Vulnerability Assessment	3 Credits
EMH301 Disaster Planning & Preparedness	3 Credits
EMH340 Emergency Response & Incident Management	3 Credits
EMH360 History of Terrorism and Homeland Security in the US	3 Credits

English Minor

As an English minor, a student will learn purposeful communication through the study of writing and literature. Students who achieve an English minor will demonstrate creative and career focused skills, such as persuasive writing, effective speaking, and critical thinking.

English Minor	15 Required Credits
ENG130 Literature and Composition	3 Credits
ENG200 Elective	3 Credits
ENG200 Elective	3 Credits
ENG300 Elective	3 Credits
ENG300 or 400 Level Elective	3 Credits

Environmental Science Minor

Global warming, sustainability, and environmental management are common terms in today's society. Understanding and being able to apply these concepts are an important aspect of an educated citizen. The minor in environmental science provides a firm foundation of the essential concepts of the field, but also applies these concepts so students can understand and address today's environmental concerns.

Environmental Science Minor	16 Required Credits
ENV121 Environmental Science: A Global Concern	3 Credits
ENV121L Environmental Science: A Global Concern Lab	1 Credit
ENV420 Ecological Field Methods	3 Credits
ENV430 Strategies for Sustainable Development	3 Credits
BIO or ENV 200-400 Level Elective	3 Credits
BIO or ENV 200-400 Level Elective	3 Credits

Equine Studies Minor

The minor in Equine Studies provides foundational examination of topics in the equine industry, centered on an understanding of equines and their many roles in human lives. Students may select topics for advanced study in any of the broad range of subject areas offered within the Equine Program. This minor permits any student to develop the knowledge, skills, and experience for a specialty in equine-related aspects of their area of interest or professional preparation. This minor requires a minimum of 15 credits. Those wishing to include an Equine Studies minor in their curriculum should consult an advisor in the Equine Studies Department.

Equine Studies Minor	15 Required Credits
EQU105 Exploring the Equine Industry or EQU165 Equine Care and Management or EQU166 Facility Design and Operation	3 Credits
EQU200 Level Elective	3 Credits
EQU200-400 Level Elective	3 Credits
EQU300-400 Level Elective	3 Credits
EQU300-400 Level Elective	3 Credits

Finance Minor

The Finance minor helps students build skills and capabilities in analyzing financial information, defining business problems, and arriving at viable financial decisions and solutions. The minor will position students with a skill set that will enable them to compete for careers with financial services firms, brokerage and investment houses, banks, insurance companies, and domestic and international businesses, among other areas.

Finance Minor	15 Required credits
FIN201 Principles of Finance	3 Credits
FIN302 Corporate Finance	3 Credits
Plus three of the following electives:	
FIN306 Personal Financial Planning	3 Credits
FIN280 Introduction to the Securities Industry	3 Credits
FIN305 Analysis of Financial Statements	3 Credits
FIN306 Personal Financial Planning	3 Credits
FIN313 Investment Company and Variable Products	3 Credits
FIN401 Insurance and Risk Management	3 Credits
FIN402 Behavioral Finance in Personal Investments	3 Credits
FIN403 Investment Management	3 Credits

FIN405 Seminar in Finance	3 Credits
FIN406 Seminar in Personal Finance	3 Credits
FIN407 Business Valuations for Mergers and Acquisitions	3 Credits
FIN411 International Financial Management	3 Credits
FIN413 General Securities Brokerage and Practice	3 Credits
FIN422 International Investments	3 Credits

Forensic Psychology Minor

The Forensic Psychology minor focuses on the interdisciplinary relationship between psychology and the law. Students are exposed to topics such as the roles and responsibilities of forensic psychologists, insanity and competency, sexual offending, domestic violence, child abuse, criminal behavior, and the death penalty. This minor will help students prepare for careers in law enforcement, forensic science, legal studies, criminal justice and human services.

Forensic Psychology Minor	15 Required Credits
PSY102 Fundamentals of Psychology II	3 Credits
PSY240 Forensic Psychology	3 Credits
PSY305 Theories of Personality	3 Credits
PSY306 Abnormal Psychology	3 Credits
PSY395 Special Topics in Forensic Psychology	3 Credits

Human Services Minor

The Human Services Minor is designed to provide students with the opportunity to bridge human service knowledge and skills with their current major. The human service minor will provide students exposure to basic human service principles, intervention methods, social welfare policies, interviewing techniques, and counseling theories. Those wishing to include a minor in their curriculum should consult their advisor.

Human Services Minor	15 Required Credits
HSV101 Introduction to Human Services	3 Credits
HSV200 Intervention Methods	3 Credits
HSV260 Social Welfare	3 Credits
Choose two of the following electives:	
HSV301 Interviewing Methods	3 Credits
HSV309 Theories of Counseling	3 Credits
HSV330 Group Counseling	3 Credits
HSV405 Human Services Administration	3 Credits
HSV460 Human Services Practicum I	3 Credits

Legal Studies Minor

The foundational prerequisite course in the Legal Studies Minor is LAW101 Introduction to Law. The remaining four choices can be selected from among any of the specific skills-based paralegal courses, along with any of the legal specialty project-based courses. This minor will help students prepare for any profession which requires a practical knowledge of the Law, including, but not limited to, careers in business, accounting, criminal justice, and human services.

Legal Studies Minor	15 Required Credits
LAW101 (Prerequisite for other four courses)	3 Credits
LAW Electives	12 Credits

Management and Leadership Minor

Designed for non-management majors, the Management and Leadership Minor provides students a range of skills to improve their organizational development, team leadership and managerial decision making skills. The minor gives students a solid foundation in the essential concepts of business, management and leadership, while preparing students for working with people and building a foundation to become an effective leader in an organization. The minor compromises three required courses and two electives.

Management and Leadership Minor	15 Required Credits
MGT105 Principles of Management*	3 Credits
MGT203 Foundations of Leadership	3 Credits
PMG320 Working in Teams	3 Credits
Plus two of the following electives:	
ACC111 Financial Accounting	3 Credits
HRM201 Human Resource Management	3 Credits

MGT308 Training and Development	3 Credits
HRM335 Organizational Behavior	3 Credits
HSV405 Human Services Administration	3 Credits
*If a student is enrolled in a Business Program where MGT105 is required, the student will have two required subjects and three electives to complete the minor.	

Marketing Minor

The Marketing Minor provides students with an introduction to the foundational concepts and principles of marketing. The program provides students a basic understanding of real-world applications of general marketing, selling techniques and retail merchandising/ management. Students will learn how to create a marketing plan, creative brief and the techniques of a competitive market analysis.

Marketing Minor	15 Required Credits
MKT200 Principles of Marketing	3 Credits
MKT203 Sales and Techniques of Selling	3 Credits
MKT305 Internet and Interactive Media Marketing	3 Credits
MKT382 Consumer Behavior	3 Credits
MKT411 Marketing Research	3 Credits

Mathematics Minor

More than ever, companies are basing major decisions on statistical and mathematical analysis. A Mathematics Minor indicates that a student can think logically, formulate sound arguments, and support those arguments with evidence within a quantitative context. Students will learn the skills to identify the essential elements of a problem, solve problems, and formulate alternative approaches when the initial approach to a problem does not result in a solution. The coursework completed as part of a mathematics minor focuses on developing quantitative analysis skills and intellectual flexibility.

Minor requires a minimum of 15 credits with an average grade of "C-" or above. Those wishing to include a minor in their curriculum should consult their Academic Success Counselor/Main Campus Academic Advisor or the Applied Mathematics and Data Science Department.

Mathematics Minor	15 Required Credits
MAT171 Calculus I or MAT220 or higher	3 Credits
MAT172 Calculus II or MAT220 or higher	3 Credits
Choose three additional MAT courses, MAT220 or higher.	9 Credits

Ocean Conservation Minor

The Ocean Conservation Minor is designed to expose students to the wonders and vulnerability of the tropical ocean ecosystem. With a foundation in ocean conservation and environmental science, the minor provides students with the scientific analytical skills to critique negative human effects on the tropical marine ecosystem and assess creative and innovative solutions to these problems. Students will have an opportunity to practice ocean conservation field methods and techniques during class diving trips to tropical waters (Open Water Diver certification is required to dive).

Ocean Conservation Minor	15-16 Required Credits
ENV110 Exploring Environmental Issues or ENV121 Environmental Science: A Global Concern	3 Credits
ENV121L Environmental Science: A Global Concern Lab	1 Credit
ENV240 Ocean Conservation and Management	3 Credits
ENV330 Physical Oceanography	3 Credits
ENV410 Coral Reef Ecology and Restoration	3 Credits
ENV440 Methods in Scientific Diving	3 Credits

Philosophy Minor

The Philosophy minor can help the student think critically, reasonably, and carefully. It offers students the opportunity to articulate their own ideas, deepen their self-awareness, develop a humane attitude, and envision alternative ways of looking at things personally, professionally and as a member of the global community.

Philosophy Minor	15 Required Credits
PHL101 Introduction to Philosophy	3 Credits
PHL203 Ethics	3 Credits
PHL301 World Religions	3 Credits
Choose two of the following electives:	
PHL302 Eastern Philosophy	3 Credits
PHL305 Political Philosophy	3 Credits
PHL309 Understanding our Universe	3 Credits

Psychology Minor

The Psychology Minor explores the fundamental principles of psychology, but also allows for in-depth study of selected topics in upper level courses such as personality psychology, abnormal psychology, child psychology, and/or forensic psychology. This minor is ideal for preparing students for a career in the helping professions such as counseling, social work, or other related areas of public service.

Psychology Minor	15 Required Credits
PSY101 Fundamentals of Psychology I	3 Credits
PSY102 Fundamentals of Psychology II	3 Credits
PSY200 Level Elective	3 Credits
PSY300 Level Elective	3 Credits
PSY300-400 Level Elective	3 Credits

Sociology Minor

The Sociology Minor is designed to help students enhance their current program of study and illustrates students' interest in learning about people within our world. A Sociology Minor on students' transcripts reflects a desire to learn about differences among people, inequalities that exist within our world, and how each of us can create change. This 15-credit minor shows that the student wishes to incorporate this knowledge while working with others and within their future career. Those wishing to include a minor in their curriculum should consult their advisor.

Sociology Minor	15 Required Credits
SOC101 Principles of Sociology	3 Credits
SOC210 Social Inequality	3 Credits
SOC260 Social Welfare	
SOC312 Race and Ethnicity or SOC315 Sex and Gender	3 Credits
SOC340 Sociological Theory	3 Credits

Sport Management Minor

The Sport Management minor exposes students to the concepts and principles that are the foundation of sport management. Students will have the opportunity to apply these learned concepts and principles in a real-world setting when participating in a sport management internship.

Sport Management Minor	15 Required Credits
SMG101 Foundations of Sport Management	3 Credits
SMG301 Sport Marketing	3 Credits
SMG451 Sport Management Internship	3 Credits
Plus two of the following electives	
SMG151 Sport in Society	3 Credits
SMG201 Sport and Athletic Administration	3 Credits
SMG251 Sport Event and Facility Management	3 Credits
SMG401 Sport Economics	3 Credits

13.9 Pre-Engineering Track

The Pre-engineering track is designed to assist students who seek admission into engineering programs at external universities after their tenure at Post University. This track is neither a degree nor a concentration. It is recommended coursework that is commonly required by engineering programs. Students in any degree program can declare a pre-engineering track, but the pre-engineering course content aligns best with the Biology and Computer Information Systems programs. A pre-engineering advisor works with the students' academic advisor to support the student through this track. The Pre-Engineering Track is available to Main Campus students.

Pre-Engineering Track	
Students interested in Chemical, Computer, or Software Engineering should plan to work with their Academic Advisor to identify appropriate discipline-specific courses in CHM and CIS.	
ENG110 College Writing I	CHM116 General Chemistry II
ENG130 Literature and Composition	CHM116L General Chemistry II Lab
MAT171 Calculus I	PHY115 General Physics I
MAT172 Calculus II	PHY115L General Physics I Lab
MAT271 Multivariable Calculus I	PHY116 General Physics II
CHM115 General Chemistry I	PHY116L General Physics II Lab
CHM115L General Chemistry I Lab	
Some Engineering Programs require specific courses or disciplines within the Social Sciences, Humanities, and Fine Arts.	
Social Science Elective (2)	Humanities Elective (2)	Fine Arts Elective

13.10 Pre-Health Track

Pre-health tracks such as pre-med and pre-vet are designed to assist students who seek admission into medical, veterinary, dentistry, pharmacy, optometry, podiatry, physician assistant, physical therapy, and related health professional schools after graduation. Tracks are neither degree programs nor concentrations. They are recommended courses that may or may not already be required by a degree program. Students in any degree program can declare a pre-health track. A pre-health advisor works with the students' academic advisor to help students take courses that are both pre-requisites for their health professional school and courses that are required for their degree program. The Pre-Health Track is available to Main Campus students.

Nearly all health professional schools require the following pre-requisite courses:
   Two semesters of biology with laboratory (BIO143, BIO143L, BIO144, BIO144L).
   Two semesters of general chemistry with laboratory (CHM115, CHM115L, CHM116, CHM116L).
   Two semesters of organic chemistry with laboratory (CHM205, CHM205L, CHM206, CHM206L).
   Two semesters of physics with laboratory (PHY115, PHY115L, PHY116, PHY116L).
   Two semesters of English (ENG110, ENG130).
   One or two semesters of college mathematics (MAT171 and MAT220).

Some programs also recommend or require one or more of the following courses:
   One semester of biochemistry (BIO313).
   One semester of psychology (PSY101).
   One semester of sociology (SOC101).
   One semester of microbiology with laboratory (BIO230, BIO230L).
   Two semesters of anatomy and physiology with laboratory (BIO203, BIO203L, BIO204, BIO204L).
   One semester of genetics (BIO306).
   One semester of cell biology with laboratory (BIO311, BIO311L).

A pre-health advisor will help students research the requirements for specific schools of interest and design a course plan that meets their needs. A pre-health advisor will also discuss internships and other experiences that will help them succeed in their chosen profession.

Pre-Health Advisor Contact Information
Dr. Randal Streck
rstreck@post.edu
203.596.4662

13.11 Pre-Law Track

While the Pre-Law Track is intended for students in any major, it is recognized that completion of the Track in its entirety would need to begin during the Freshman year of the Legal Studies major; therefore, students in majors other than Legal Studies will be guided through the Track selectively via Pre-Law advising with the following courses strongly recommended from within the Track: LAW 101, Introduction to Law; LAW 203, Civil Litigation; LAW 205, Legal Research; LAW 425, Legal Writing; and, LAW 440, Legal Ethics. The Pre-Law Track is available to Main Campus and online students.

Pre-Law Track
Bachelor of Science in Legal Studies Major Core
Designated Writing Course
(Optional) Internship
Electives

Legal Studies Major Core	
LAW101 Introduction to Law	LAW306 E-commerce: The Legal Context
LAW105 Estate Administration and Probate Practice	LAW307 Business Organizations and Practice
LAW201 Real Estate Law and Practice	LAW310 Patent, Trademark and Copyright Law
LAW203 Civil Litigation	LAW325 E-Government: The New Legal Environment of Business
LAW205 Legal Research	LAW405 Environmental Law and Practice
LAW209 Family Law and Practice	LAW440 Legal Ethics
LAW301 Bankruptcy Practice	

Designated Writing Course
LAW425 Legal Writing

(Optional) Internship
LAW460 Legal Studies Internship

Electives
LAW303 Constitutional Law
CRJ209 Criminal Law
CRJ302 Criminal Procedure
HIS201 United States History I
HIS202 United States History II
PSC101 American National Government
PSC102 State and Local Government

14.0 Graduate Programs

14.1 Graduate Faculty*

	Area(s) of Study	Highest Degree(S) Held	Institution(s)
Anger, Cynthia	Director of Graduate Public Service Programs John P. Burke School of Public Service and Education, Master of Public Administration	MPA, J.D.	New England School of Law
Baruth, Katey	Director, Master of Science in Counseling and Human Services	Ph.D.	New Mexico State University
Hunt, Alisa	Director of Graduate Business Programs, Malcolm Baldrige School of Business	Ph.D., CPA	Capella University
Jacinto, Maria Josefina	Master of Science in Accounting	DM, CPA	Colorado Technical University
LoPreiato. Nicholas	Master of Business Administration	D.B.A.	Capella University
Loughran, James	Master of Business Administration	Ph.D.	Capella University
Onu, Stephen	Master of Science in Project Management	Ph.D.	University of Phoenix
Thompson, Sara	Master of Science in Counseling and Human Services	Psy.D.	California Southern University

*For a list of part-time Associate Faculty, please visit the faculty page of the website.

14.2 Malcolm Baldrige School of Business Programs

Malcolm Baldrige School of Business Graduate Degree and Certificate Programs			
Program	**Main Campus**	**Online**	**Evenings & Weekends**
Master of Business Administration*	X	X	
Concentrations:			
Corporate Innovation		X	
Finance		X	
Entrepreneurship		X	
Healthcare Systems Leadership		X	
Leadership	X	X	
Marketing		X	
Multidisciplinary		X	
Project Management	X	X	
Master of Science in Accounting*		X	
CPA Track		X	
Master of Science in Project Management		X	
Graduate Certificate in Finance		X	
Graduate Certificate in Corporate Innovation		X	
Graduate Certificate in Leadership		X	
Graduate Certificate in Marketing		X	
Graduate Certificate in Project Management		X	
Graduate Certificate in Healthcare Systems Leadership		X	

Evening and weekend offerings from the designated programs in this chart include courses from the program. Full programs are not currently offered at Post University's site locations.

*These programs are programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration
Normal Completion Time: 26 Months
This program is offered at the Main Campus and online.
Students in the Master of Business Administration program progress through a core curriculum of courses that lay the foundation for their concentration specialty and the capstone course. Core courses include areas of finance, project management, leadership, analytics, quantitative analysis, business strategy and planning, marketing, and organizational dynamics. Students further their education by selecting one of the following areas of concentration: Corporate Innovation, Entrepreneurship, Finance, Healthcare Systems Leadership, Leadership, Marketing, Multidisciplinary, or Project Management. A capstone course is a culminating project developed within the student's area of concentration. Graduates will be poised for career advancement and may seek employment as a director, manager, supervisor, corporate officer, or corporate executive.   This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration with a Concentration in Corporate Innovation
The Corporate Innovation concentration in the Master of Business Administration program of study builds on the core and foundation, to provide specialized knowledge and applied skills in leading and managing change and complexity in organizations, fostering conditions that create and unleash innovation in organizations and applying financial tools to manage the innovation process. Graduates of this concentration learn skills that will provide opportunities for career entry or advancement in corporation and organizations. Job titles may vary widely, but generally include managers, directors and executives responsible for strategy, change and innovation. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration with a Concentration in Entrepreneurship
The Entrepreneurship concentration in the Master of Business Administration program of study builds on the core and foundation, to provide specialized knowledge and applied skills to create and manage new business ventures, develop new products and services, write business plans, and buy and sell businesses. Students learn how to apply entrepreneurial skills to corporate entrepreneurship. Graduates of this concentration learn skills that will provide opportunities for career entry or advancement in small and large business environments including owner, partner, franchisee, manager, or executive in an entrepreneurial or entrepreneurial organization. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration with a Concentration in Finance
The Finance concentration in the Master of Business Administration program of study builds on the core and foundation, to provide specialized knowledge and applied skills in management of finance, analysis of financial statements, creation and management of financial portfolios and a working knowledge of the impact of public policy to application of financial principals. Graduates of this concentration learn skills that will provide opportunities for career entry or advancement in the finance field including, but not limited to financial analyst, banker, controller, money manager, financial manager, finance executive. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration with a Concentration in Healthcare Systems Leadership
The Healthcare Systems Leadership concentration in the Master of Business Administration program of study builds on the core and foundation to provide specialized knowledge and applied skills in areas specific to a rapidly evolving healthcare world, allowing students to gain an understanding of the interrelatedness of clinical, technological and financial components of the business of healthcare. This concentration introduces students to the dynamic nature of broad system change, the need for fundamentally different leadership that integrates innovation, collaboration and effective communication, and the expectation that quality and person-centered-ness are not add-ons, but are ultimately at the core of the work. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration with a Concentration in Leadership
The Leadership concentration in the Master of Business Administration program of study builds on the core and foundation, to provide specialized knowledge and applied skills in leading and managing change and complexity in organizations. Students learn to apply ethical values, beliefs and behaviors in making decisions for the socially responsible organization. Students explore and discover the leader within through study of academic models and assessments. Graduates of this concentration learn skills that will provide opportunities for career entry or advancement in corporations and organizations. Job titles may vary widely, but generally include team and unit leaders, supervisors, managers, directors and executives responsible for leadership and change. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration with a Concentration in Marketing
The Marketing concentration builds on core principles by developing skills in writing integrated communication and marketing plans, exploring new strategies for targeting consumers based on buying motivations, discovering how to use marketing research, technology, and analytics to quantify marketing results, and gaining insight into managing brand initiatives. Graduates often pursue careers as marketing analysts, sales supervisors or managers, business development managers, project researchers, product developers, marketing strategists, directors, or executives. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration with a Concentration in Multidisciplinary
The Multidisciplinary concentration in the Master of Business Administration program of study builds on the core and foundation, to provide specialized knowledge and applied skills from courses selected by the student from all other concentrations based on their specific career goals. This program of study is crafted in advisement with, and must be approved by, the Program Chair for this concentration. Generally, graduates of this concentration learn skills that will provide opportunities for career entry or advancement in targeted opportunities, based on the approved degree plan. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration with a Concentration in Project Management
The Project Management concentration in the Master of Business Administration program of study builds on the core and foundation, to provide specialized knowledge and applied skills in leading project teams, defining and managing project risk, using project management systems, assessing project scope, schedule, and cost to produce a high-quality product or service on time and to the specifications of client. The complexities of modern product development and project management require a professional with specific technical knowledge with strong project management and leadership skills. Generally, graduates of this concentration learn skills that will provide opportunities for career entry or advancement in targeted opportunities, based on the approved degree program. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Business Administration Program Outcomes
1. Creativity and Innovation: Students will apply principles of creativity and innovation to for-profit and/or not-for-profit organizations.
2. Communication: Students will communicate professionally, using graduate-level written and oral skills essential to success in the business environment.
3. Leadership: Students will develop and cultivate their own vision and leadership approach, as it relates to the rapidly evolving globalization of business practices, based on both proven and innovative business approaches that address predictable and unique organizational challenges.
4. Transformation of Organizations: Students will use innovative strategies and change management principles to lead the transformation of new ventures, organizations and global environments.
5. Strategic Business Planning: Students will demonstrate the ability to conduct strategic business planning supported by market analyses evaluated to meet existing and evolving global market analytical needs.
6. Creation of New Ventures, Products, and Services: Students will apply innovative tools to evaluate organizational needs for developing and implementing new ventures, products, and services.
7. Quantitative Reasoning: Students will identify, analyze, evaluate, and apply financial models, analytical decision tools, and planning models to solve complex organizational problems.
8. Ethics: Students will examine and apply ethical and professional behaviors to business situations.
9. Future thinking: Students will be challenged to critically analyze and develop new philosophies (values, beliefs, and viewpoints) that drive change, transform thinking, and advance the field of study.
10. Concentration-specific: Students will identify, analyze, evaluate, and implement research-based business practices applicable to their area of concentration.

Please note: the following prerequisites are required for students who do not possess an undergraduate business degree:
1. Financial Accounting (ACC111)
2. Macroeconomics (ECO201)
3. Principles of Finance (FIN201)
4. Business Law I (LAW204)

Alternately, students who do not possess an undergraduate business degree may take the following prerequisites:
1. Financial Accounting (ACC111)
2. Economic Foundations of Accounting and Finance (BUS501)

Master of Business Administration	
Master of Business Administration Core Courses	**27 Required Credits**
BUS501 Economic Foundations of Accounting and Finance*	3 Credits
BUS505 Organizational Creativity, Discovery, and Innovation	3 Credits
BUS506 Strategic Integrated Marketing Communications	3 Credits
BUS515 Organizational Dynamics and Effectiveness	3 Credits
BUS521 Business Analytics for Managers	3 Credits
BUS522 Financial Tools for Managers	3 Credits
BUS523 Quantitative Analysis for Decision Making	3 Credits
BUS525 Business Strategy and Planning	3 Credits
BUS530 Project Management	3 Credits
Master of Business Administration Concentration	**9 Required Credits**
Capstone Course	**3 Required Credits**
Total Program Credits	**39 Required Credits**

*BUS501 can be waived with an undergraduate degree in business.

Master of Business Administration Concentrations	
Corporate Innovation Concentration	**9 Required Credits**
BUS660 Leadership and Change Management	3 Credits
BUS665 Unleashing and Sustaining Innovation in Organizations	3 Credits
BUS675 Financial Tools for Managing Innovation	3 Credits
Finance Concentration	**9 Required Credits**
BUS632 Advanced Financial Statement Analysis	3 Credits
BUS633 Investment Management and Analysis	3 Credits
BUS635 Organizational Risk Management	3 Credits
Healthcare Systems Leadership Concentration	**9 Required Credits**
BUS609 Healthcare Decisions, Analytics, and Systems Performance	3 Credits
BUS613 Managing Community and Population Health	3 Credits
BUS630 Healthcare Quality, Performance, and Financial Management	3 Credits
Entrepreneurship Concentration	**9 Required Credits**
BUS610 New Venture Creation	3 Credits
BUS622 Operational Financial Management	3 Credits
BUS625 Acquisitions in New Business Formation	3 Credits
Leadership Concentration	**9 Required Credits**
BUS660 Leadership and Change Management	3 Credits
BUS668 Virtuous Leadership	3 Credits
BUS669 Innovating Leadership and Management	3 Credits
Marketing Concentration	**9 Required Credits**
BUS626 Consumer Psychology and Buying Motivations	3 Credits
BUS627 Advanced Marketing Research and Analytics	3 Credits
BUS628 Strategic Brand Management	3 Credits
Multidisciplinary Concentration	**9 Required Credits**
An approved plan of three courses selected by the student from the Master of Business Administration concentrations.	9 Credits
Project Management Concentration	**9 Required Credits**
BUS604 Virtual Teams and Organizations	3 Credits
BUS623 Project Risk Management	3 Credits
BUS638 Issues and Applications in Project Management	3 Credits

Graduate Certificate in Finance

Graduate Certificate in Finance
Normal Program Completion Time: 8 Months
This program is offered online
Students pursuing a Graduate Certificate in Finance will gain knowledge and skills in managing financial institutions, analyzing financial statements, and creating and managing financial portfolios. Students will also explore the impact of public policy on financial principles. This Graduate Certificate is intended to augment knowledge gained by students in a bachelor's or master's degree program and to aid in career advancement in their chosen field.

Graduate Certificate in Finance	12 Required Credits
BUS522 Financial Tools for Managers	3 Credits
BUS632 Advanced Financial Statement Analysis	3 Credits
BUS633 Investment Management and Analysis	3 Credits
BUS635 Organizational Risk Management	3 Credits

Graduate Certificate in Corporate Innovation
Normal Program Completion Time: 8 Months
This program is offered online.

Students pursuing a Graduate Certificate in Corporate Innovation will develop skills in leading and managing an organization through natural changes and complexities. You will learn how to foster conditions that create and unleash innovation in an organization and how to apply financial tools to manage the innovation process. This Graduate Certificate is intended to augment knowledge gained by students in a bachelor's or master's degree program and aid in career advancement in their chosen field.

Graduate Certificate in Corporate Innovation	12 Required Credits
BUS660 Leadership and Change Management	3 Credits
BUS665 Unleashing and Sustaining Innovation in Organizations	3 Credits
BUS670 Complexity of the Innovation Process	3 Credits
BUS675 Financial Tools for Managing Innovations	3 Credits

Graduate Certificate in Leadership
Normal Program Completion Time: 8 Months
This program is offered online.

Students pursuing a Graduate Certificate in Leadership will gain knowledge and skills in leading and managing, as well as learn how to best manage complexity in organizations. Students also will learn how to apply ethical values, beliefs and behaviors to decision-making for socially responsible organizations. Students will explore and discover their own leadership qualities through study of academic models and assessments. This Graduate Certificate is intended to augment knowledge gained by students in a bachelor's or master's degree program and to aid in career advancement in their chosen field.

Graduate Certificate in Leadership	12 Required Credits
BUS660 Leadership and Change Management	3 Credits
BUS668 Virtuous Leadership	3 Credits
BUS669 Innovating Leadership and Management	3 Credits
BUS670 Complexity of the Innovative Process	3 Credits

Graduate Certificate in Marketing
Normal Program Completion Time: 8 Months
This program is offered online.

As a student in the Marketing Certificate program, you will learn how to create integrated communication and marketing plans, explore what drives consumers to make purchasing decisions, examine quantitative and technological factors that aid in marketing research analytics, and learn how to manage strategic brand initiatives. This Graduate Certificate is intended to augment knowledge gained by students in a bachelor's or master's degree program and to aid in career advancement their chosen field.

Graduate Certificate in Marketing	12 Required Credits
BUS506 Strategic Integrated Marketing Communications	3 Credits
BUS626 Consumer Psychology and Buying Motivations	3 Credits
BUS627 Advanced Marketing Research and Analytics	3 Credits
BUS628 Strategic Brand Management	3 Credits

Graduate Certificate in Project Management
Normal Program Completion Time: 8 Months
This program is offered online.
Students pursuing a Graduate Certificate in Project Management will gain knowledge and skills in leading project teams, defining and managing project risk, using project management systems, assessing financial resource needs and impacts, and managing project finances. Students will apply project management techniques to solving issues in specific industries. This Graduate Certificate is intended to augment knowledge gained by students in a bachelor's or master's degree program and to aid in career advancement in their chosen field.

Graduate Certificate in Project Management	12 Required Credits
BUS604 Virtual Teams and Organizations	3 Credits
BUS623 Project and Risk Management	3 Credits
BUS638 Issues and Applications in Project Management	3 Credits
BUS675 Financial Tools for Managing Innovation	3 Credits

Master of Science in Accounting
Normal Time to Completion: 22 Months
Normal Time to Completion: (With CPA Track) 20 Months
(Six CPA track 1 credit courses are taken concurrently with Master of Science in Accounting courses.)

The Master of Science in Accounting degree provides students with a practitioner-focused program that focuses on the advanced knowledge and skills required for employment and advancement in the field of accounting. It also provides students with the educational requirements for CPA licensure in most states. In addition to the technical accounting skills necessary for a successful career, students will obtain those skills necessary for advancement into managerial positions. Integral to each course is a theme of adherence to professional standards and ethics. Graduates will be poised for career advancement and may seek employment as a/an: auditor, accountant, , financial analyst, and other managerial accounting-related positions. This degree program is programmatically accredited by the Accreditation Council for Business Schools and Programs.

Master of Science in Accounting Program Outcomes

1. Students will critically analyze data driven accounting information and apply technology to support evidence-based accounting and auditing practices.
2. Students will apply a global perspective to the application of entrepreneurial leadership and accounting principles.
3. Students will promote the professional image of accountants by applying standards of practice within an ethical decision-making framework.
4. Students will demonstrate the skills associated with business process management in accordance with the Malcolm Baldrige Criteria and the accounting profession.
5. Students will demonstrate appropriate teambuilding and collaborative strategies when working with teams.
6. Students will use written, verbal, nonverbal and emerging technology effectively when communicating, presenting, and disseminating accounting research and financial analyses.
7. Students will apply leadership and innovation in strategic decision making for organizational planning and control.

Master of Science in Accounting CPA Track

The Master of Science in Accounting CPA Track is designed to assist students who want to become Certified Public Accountants and take the Uniform CPA Exam. The CPA track includes an additional six credits in the form of six study labs that provide individualized study plans, preparing students for the Uniform CPA Exam. The labs are taken concurrently with courses in the MSA program.

Master of Science in Accounting	
Master of Science in Accounting Technical Courses	**18 Required Credits**
ACC501 Research and Writing for the Accounting Profession (Prerequisite for all MSA courses.)	3 Credits
ACC512 International Accounting	3 Credits
ACC515 Non-Profit and Governmental Accounting	3 Credits
ACC522 Advanced Audit Issues	3 Credits
ACC525 Advanced Topics in Taxes	3 Credits
ACC532 Enterprise Risk Management	3 Credits
Master of Science in Accounting Management Courses	**9 Required Credits**
ACC535 Customer Relationship Management for Professional Organizations	3 Credits
ACC545 Leading the Professional Organization	3 Credits
BUS505 Organizational Creativity, Discovery, and Innovation	3 Credits
Master of Science in Accounting Management Capstone Course	**3 Required Credits**
ACC699 Current Topics in Accounting	3 Credits
Program Total (Without CPA Track)	**30 Required Credits**
Master of Science in Accounting CPA Track (Includes courses listed above, plus the courses listed below.)	**6 Required Credits**
ACC590 Lab Preparation	1 Credit
ACC591 Lab FARS I	1 Credit
ACC592 Lab FARS II	1 Credit
ACC593 Lab REG	1 Credit
ACC594 Lab BEC	1 Credit
ACC595 Lab AUD	1 Credit
Program Total (With CPA Track)	**36 Required Credits**

Master of Science in Project Management
Normal Completion Time: 22 Months
This program is offered online.

Program Description
Post University's Master of Science in Project Management is designed to provide students with the practical skills and theoretical concepts required to successfully learn and manage long and short-term projects. The project management curriculum is aligned with the core principles from the Project Management Institute, covering the ten knowledge areas and five process groups. In addition, the core management courses in the curriculum provide students the tools needed to successfully lead in their organization. Students will complete a capstone project in an industry of their choice to gain experience and learn relevant skills that they can apply immediately in the workplace.

The Malcolm Baldrige School of Business at Post University now offers a PMP-CAPM® Exam Prep Course, 100% online. Post University is a Registered Education Provider as designated by the Project Management Institute.

Outcomes
1. Students will create and effectively initiate, plan, track, and complete projects.
2. Students will lead and manage multiple, sometimes interrelated, complex projects and effectively deal with conflicts that arise.
3. Students will manage project risk, quality, and performance while effectively communicating with all project stakeholders.
4. Students will implement an enterprise-level project portfolio management program based upon an organization's strategic business goals.
5. Students will establish a personal code of ethics and social responsibility in the practice of project management as outlined in the Project Management Institute Code of Ethics.
6. Students will identify and describe the roles and responsibilities needed to plan and execute a project quality plan.

Master of Science in Project Management	
Master of Science in Project Management	**30 Required Credits**
BUS508 The Future of Management and Leadership II	3 Credits
BUS530 Project Management	3 Credits
BUS623 Project Risk Management	3 Credits
PMG501 Scope Project Management	3 Credits
PMG640 Project Scheduling and Cost Planning	3 Credits
PMG642 Project Quality Management	3 Credits
PMG644 Project Procurement Management	3 Credits
PMG652 Agile Project Management with Scrum Methodology	3 Credits
PMG654 Portfolio Management	3 Credits
PMG699 Capstone	3 Credits

14.3 John P. Burke School of Public Service and Education

John P. Burke School of Public Service and Education Graduate Degrees and Certificates			
Program	**Main Campus**	**Online**	**Evenings & Weekends**
Master of Education		X	
Concentrations:			
Educational Technology		X	
Learning Design and Technology		X	
Online Teaching		X	
Curriculum and Instruction		X	
TESOL (Teaching English to Speakers of Other Languages)		X	
Master of Science in Higher Education Leadership[		X	
Concentrations:			
Administrative Leadership		X	
Student Affairs		X	
Master of Education Graduate Certificates			
Graduate Certificate in Higher Education Administration		X	
Graduate Certificate in Learning Design and Technology		X	
Graduate Certificate in Online Teaching		X	
Graduate Certificate in Teaching English Language Learners (TELL)		X	
Master of Science in Counseling and Human Services		X	
Concentrations:			
Alcohol & Drug Counseling		X	
Clinical Mental Health Counseling		X	
Forensic Mental Health Counseling		X	
Master of Science in Counseling and Human Services Graduate Certificates			
Graduate Certificate in Alcohol & Drug Counseling		X	
Graduate Certificate in Professional Counseling		X	
Master of Public Administration		X	
Concentration:			
Emergency Management and Homeland Security		X	

Master of Education
Normal Program Completion Time 22 Months
This program is offered online.

The Master of Education program at Post University provides students with a curriculum tailored to the critical thinking, analytic, and forecasting skills needed to be change-agents and leaders in their education organizations. The program is grounded in the identification, evaluation, and implementation of research-based education practices while keeping sight on the future of education using trending and forecasting strategies. Technology is integrated throughout the program, enabling educators to create their own Personal Learning Environments to individualize education applications through a creative web presence.

During the program's four core courses, students will develop a vision for the future of education through an analysis of the issues and changes in both education and technology; apply principles of cognitive science; use of metrics to measure student, programmatic, and institutional achievement; and identify and use relevant technology in the service of better learning. Following the core, students will select a five-course concentration sequence in Curriculum and Instruction, Educational Technology, Learning Design and Technology, Online Teaching, and Teaching English to Speakers of Other Languages (TESOL). All students will complete a comprehensive capstone course focused on educational research practices, research methodology, and research design. Students will propose an action-research project aimed at solving a real-world problem of practice. The Master of Education program prepares students to move to leadership positions within their own education context, which may be in the K-12, corporate, training, military, online, post-secondary, or other education environments. The Master of Education program's career opportunities include strengthening one's career as a teacher-leader, K-12 department chair, administrative leader, curriculum developer, corporate trainer, training leader, instructional designer, educational technologist, or military trainer, depending on a student's background and chosen area of concentration.

The Post University Master of Education program develops innovative and creative educators who can transform the educational enterprise to meet the challenges and respond to the opportunities of a changing world. Graduates will have the knowledge, skills, and dispositions to become emerging leaders in a variety of educational contexts. Students who attain a Master of Education program from Post University can expect to have achieved the following outcomes.

1. Students will compare theories of curriculum and instruction and apply them in variety of educational contexts.
2. Students will identify and critically evaluate research-based education strategies and practices.
3. Students will analyze emerging technology trends and effectively integrate innovative technology to support learning.
4. Students will identify problems of practice and craft effective solutions that demonstrate the application of content knowledge.
5. Students will establish and evaluate learning communities that are collaborative, inclusive, and support the needs of a diverse population of learners.
6. Students will examine and interpret a variety of educational data, resources, and research to support and inform decision-making practices.
7. Students will demonstrate critical thinking skills, personal reflection, and professional growth and development in the field of education through the creation of a digital portfolio.

Note: Post University's Master of Education program is not a teacher licensure/certification program. Please check with your state and/or local district to confirm the use of this degree towards any path to licensure/certification.

Master of Education	
Master of Education Core Courses	**12 Required Credits**
EDU505 Future of Education	3 Credits
EDU510 The Cognitive Science of Teaching & Learning	3 Credits
EDU515 Measurement and Metrics	3 Credits
EDU520 Digitally Mediated Teaching & Learning	3 Credits
Master of Education Concentration Courses	**15 Required Credits**
Master of Education Capstone	**3 Required Credits**
EDU690 Comprehensive Capstone in Education	3 Credits
Total Program	**30 Required Credits**

Master of Education with a Concentration in Curriculum and Instruction

The Curriculum and Instruction concentration within the M.Ed. program is for teaching and/or curriculum professionals from varied education settings who seek a creative and innovative program to develop their curriculum and instructional skills. The coursework within the concentration focuses on research-based teaching strategies that promote learning and enhance achievement in all education settings. It also provides a differentiated learning experience so that students may pursue projects of interest to them.

Curriculum and Instruction Concentration Outcomes

1. Students will be able to use selected advanced instructional strategies appropriate for specific learning outcomes.
2. Students will be able to apply a variety of formative and summative assessment strategies to evaluate and improve Curriculum and Instruction.
3. Students will be able to design and develop curriculum-using models of curriculum design such as Understanding by Design and Universal Design Learning.

Curriculum and Instruction Concentration	15 Required Credits
EDU603 Curriculum 2.0	3 Credits
EDU604 Diversity Issues in 21st Century Education	3 Credits
EDU605 Differentiated Instruction	3 Credits
EDU607 Assessing and Managing Learning	3 Credits
EDU609 Curriculum Design: Theory and Practice	3 Credits

Master of Education with a Concentration in Educational Technology

Students who enroll in Post University's online concentration in Educational Technology will develop leadership skills and technology experience in order to be prepared to meet the challenges and opportunities in the fields of education or corporate training. Coursework will introduce students to educational technology, practices, and processes and will give them opportunities to explore current and emerging technologies. Students will also examine ways in which technology can be infused into a variety of learning environments that may include a diverse audience of learners. These activities are supported by the latest research from the ever-evolving fields of Educational Technology. Students will also gain skills to manage technology-related projects specific to educational environments and will have the advantage of being able to personalize their learning experience in the program by creating projects that are personally relevant to their current or potential professional working environments.

Educational Technology Concentration Outcomes

1. Students will analyze current educational technology research to identify effective applications of emerging technology tools for educational environments.
2. Students will use digital authoring tools to design and develop a variety of e-learning projects suitable for diverse educational environments.
3. Students will analyze, evaluate, and create educational technology integration plans for specific educational environments.
4. Students will identify and develop effective management and administration strategies for the implementation of technology into existing educational settings.

Educational Technology Concentration	15 Required Credits
EDU624 eLearning Design for Diverse Learning Environments	3 Credits
EDU625 Integrating Technology into Learning	3 Credits
EDU628 Educational Technology Leadership	3 Credits
EDU629 Emerging Technology Trends in Education	3 Credits
EDU632 Learning Management Systems	3 Credits

Master of Education with a Concentration in Learning Design and Technology

In the Learning Design and Technology concentration within the Master of Education program, students will focus on a broad range of instructional design theories and practical applications that will enable them to design, develop, evaluate, and implement technology-infused instruction to a broad range of participants. This concentration provides students with the opportunity to practice instructional design techniques that are applicable in many different educational environments.

Learning Design and Technology Concentration Outcomes
1. Students will be able to design and develop learning environments using models of instructional design, such as the ADDIE model.
2. Students will understand and be able to apply theories of design and instruction to the development, design, and implementation of educational experiences and events.
3. Students will be able to integrate appropriate technology in a diversity of educational settings, including schools, universities, corporations, non-profits and government agencies.
4. Students will be able to assess, budget, and evaluate educational technology.

Learning Design and Technology Concentration	15 Required Credits
EDU623 Designing Learning Environments	3 Credits
EDU624 eLearning Design for Diverse Learning Environments	3 Credits
EDU625 Integrating Technology into Learning	3 Credits
EDU626 Analysis of Learning Design	3 Credits
EDU627 Managing Instruction and Technology	3 Credits

Master of Education with a Concentration in Online Teaching

The Online Teaching concentration within the Master of Education program is designed to provide specialized knowledge, methods, and strategies about online teaching to educators who currently work in a variety of education fields and wish to teach in an online environment. The four courses in the online teaching concentration provide students research-based knowledge skills, and strategies related to quality online teaching, effective design and delivery of online courses, and strategies for assessments in online learning environments.

Online Teaching Concentration Outcomes
1. Students discuss and define specific characteristics of learners and teaching strategies that are unique to the online learning environment.
2. Students design and develop effective online learning goals, objectives, and activities.
3. Students utilize a variety of technology tools to deliver effective online instruction.
4. Students apply research-based concepts of online Curriculum and Instruction to the development of a future focused teaching plan.

Online Teaching Concentration	15 Required Credits
EDU630 Online Curriculum and Instruction	3 Credits
EDU632 Learning Management Systems	3 Credits
EDU633 Designing and Delivering Online Instruction	3 Credits
EDU637 Online Assessment and Evaluation	3 Credits
EDU639 Trends in Online Learning	3 Credits

Master of Education with a Concentration in Teachers of English to Speakers of Other Languages

The Master of Education with a concentration in TESOL trains students in language pedagogy, language acquisition, English as a Second Language (ESL) teaching methodology, and ESL curriculum and assessment. The program also provides students with both theory and practice to promote culturally and linguistically sensitive educational experiences. The program equips students with the knowledge and skills to teach English to speakers of other languages, as well as to design, implement, and evaluate TESOL courses and both theory and practice.

Teachers of English to Speakers of Other Languages Concentration Outcomes

1. Students will analyze and evaluate how culture, race, and ethnicity affect student learning and achievement.
2. Students will evaluate, design, and adapt best-practice ESL/ELL instructional strategies and resources.
3. Students will analyze theories of second language acquisition in order to identify inhibition factors to advancing language proficiency and implement informed recommendations.
4. Students will determine and develop needs-based, quality content ESL curriculum and appropriate assessment measures.

Teachers of English to Speakers of Other Languages Concentration	15 Required Credits
EDU604 Diversity Issues in 21st Century Education	3 Credits
EDU651 Teaching ESL: Methods and Strategies	3 Credits
EDU653 Second Language Acquisition	3 Credits
EDU655 ESL Curriculum and Assessment	3 Credits
EDU657 English Grammar and Pedagogy for TESOL	3 Credits

Master of Science in Higher Education Leadership

Normal Time to Completion: 22 Months
This program is offered online.
The Master of Science in Higher Education Leadership is a specialized degree program. Students will work through coursework designed to prepare them to respond to the challenges faced by professionals in the field of higher education administration. Core coursework will explore leadership and change management theory; analysis of demographic trends; assessment and evaluation practices; exploring the delivery of all aspects of student services; and, solving problems of practice. Following the core, students will select a four-course concentration in either Student Affairs or Administration. At the end of the program, students will demonstrate mastery of educational research, planning, methodology, and design as they work towards the completion of an action research project in the Capstone courses. The Master of Science in Higher Education Leadership is designed to prepare graduates for careers or career advancement in higher education. Graduates will be scholars, leaders, and practitioners in field of higher education administration.

Master of Science in Higher Education Leadership Outcomes

1. Students will identify and discuss the history, philosophy, and changes in trends in higher education.
2. Students will analyze theories and approaches of leadership and change management as they apply to organizational needs and culture.
3. Students will describe contemporary student populations and analyze demographic trends in postsecondary education.
4. Students will analyze and critique the policies and laws that shape and govern contemporary practices in institutions of higher education.
5. Students will develop the awareness and skills necessary to practice social justice and demonstrate cultural competency in higher education.
6. Students will evaluate and analyze ethical standards and decision-making practices as related to higher education administration.
7. Students will evaluate and apply effective solutions to professional problems of practice in higher education.
8. Students will apply theories of educational research, planning, methodology, and design towards the completion of an applied project.

Master of Science in Higher Education Leadership	
Master of Science in Higher Education Leadership Core Courses	**12 Required Credits**
HEA505 Foundations & Emerging Trends in Higher Education	3 Credits
HEA510 The New Post-Secondary Student	3 Credits
HEA515 Assessment and Evaluation	3 Credits
HEA520 Leading Change in Higher Education	3 Credits
Master of Science in Higher Education Leadership Concentration Courses	**12 Required Credits**
Master of Science in Higher Education Leadership Capstone	**9 Required Credits**
HEA687 Educational Research & Planning	3 Credits
HEA688 Educational Research Design & Methodology	3 Credits
HEA699 Capstone Project	3 Credits
Total Program	**33 Required Credits**

Master of Science in Higher Education Leadership with a Concentration in Administrative Leadership

The Master of Science in Higher Education Administration with a concentration in Academic Affairs is designed to prepare students with the knowledge and skills to serve as leaders and administrators in academic affairs. Students will develop foundational knowledge in the following areas: policy, politics, and pressing issues; leadership in administrative services; organizational structure and governance; and, the role of faculty in post-secondary education.

Higher Education Administration with a Concentration in Administrative Leadership Outcomes

1. Students will identify, analyze, evaluate, and apply effective leadership approaches in the professional practice of higher education administration.
2. Students will explain and apply the policies and laws that shape and govern contemporary higher education practices.
3. Students will describe and discuss processes of institutional decision making with a focus on interpreting the roles and influences of a various stakeholders.
4. Students compare the changing roles of faculty in post-secondary education.

Concentration in Administrative Leadership	12 Required Credits
HEA645 Administration and Leadership of Higher Education	3 Credits
HEA647 Higher Education Policy, Politics, and Pressing Issues	3 Credits
HEA671 Higher Education Organization and Governance	3 Credits
HEA673 Faculty in Higher Education: Ever Evolving Roles	3 Credits

Master of Science in Higher Education Leadership with a Concentration in Student Affairs

The Master of Science in Higher Education Administration with a concentration in Student Affairs is designed to prepare students with the knowledge and skills to serve as leaders and administrators in student affairs. Students will develop foundational knowledge in the following areas: the adult learner; multiculturalism; student leadership development; and, law and ethics.

Higher Education Administration with a Concentration in Student Affairs Concentration Outcomes

1. Students will define and describe the various functions of student affairs professionals and the impact of current issues on professional practices.
2. Students will integrate key student development and leadership approaches into student affairs practices.
3. Students will examine, discuss and integrate foundational concepts and theories of working with diverse student populations into professional practices.
4. Students will relate the concepts of equity, bias, and ethical decision making to the laws that govern higher education practices.

Concentration in Student Affairs	12 Required Credits
HEA641 Student Services in Higher Education	3 Credits
HEA646 College Student Development & Leadership	3 Credits
HEA648 College Student Personnel Administration	3 Credits
HEA649 Legal Practices & Ethics in Student Affairs	3 Credits

Graduate Certificate in Higher Education Administration

Graduate Certificate in Higher Education Administration
Normal Program Completion Time: 8 Months
This program is offered online
Students pursuing a Graduate Certificate in Higher Education Administration will develop skills in the areas of adult learning, post-secondary student affairs and services, higher education leadership and higher education policy, in order to be prepared to meet the challenges of a changing world of higher education.

Note: Post University's Master of Education program is not a teacher licensure program. Please check with your state and/or local district to confirm the use of this degree towards any path to certification.

Graduate Certificate in Higher Education Administration	
Graduate Certificate in Higher Education Administration Courses	**12 Required Credits**
EDU643 Teaching the Adult Learner	3 Credits
EDU644 The New Post-Secondary Student	3 Credits
EDU645 Administration and Leadership of Higher Education	3 Credits
EDU647 Higher Education Policy, Politics and Pressing Issues	3 Credits

Graduate Certificate in Learning Design and Technology
Normal Program Completion Time: 10 Months
This program is offered online.

Students who enroll in Post University's online Graduate Certificate in Learning Design & Technology will develop their learning design and technology integration skills in order to be prepared to meet the challenges and opportunities in the fields of education or corporate training. Coursework will introduce students to common instructional design models, practices, and processes and will give them opportunities to explore current and emerging technologies. Students will also examine ways in which technology can be infused into a variety of learning environments that may include a diverse audience of learners. These activities are supported by the latest research from the ever-evolving fields of instructional design and instructional technology. Students will also gain skills in project management which are specifically focused on the instructional design process and will have the advantage of being able to personalize their learning experience in the program by creating projects that are personally relevant to their current professional environments.

Post University's online Graduate Certificate in Learning Design & Technology is not a teacher licensure program. However, credits earned with this certificate are transferable to the Master of Education degree at Post University.

Learning Design & Technology Graduate Certificate Outcomes

1. Students will apply theories of design and instruction to the development, design, implementation, and evaluation of educational experiences and events.
2. Students will develop instructional plans, strategies, and materials that are appropriate for a variety of learner characteristics, including global learners and learners with special needs.
3. Students will integrate technology into an instructional event that supports the use of Bloom's digital/revised taxonomy.
4. Students will apply their growing understanding of project management principles and techniques to a real or proposed technology-infused educational program/project over a 5-year timeline.

Note: Post University's Master of Education program is not a teacher licensure program. Please check with your state and/or local district to confirm the use of this degree towards any path to certification.

Graduate Certificate in Learning Design and Technology	
Graduate Certificate in Learning Design and Technology	**15 Required Credits**
EDU623 Designing Learning Environments	3 Credits
EDU624 eLearning Design for Diverse Learning Environments	3 Credits
EDU625 Integrating Technology into Learning	3 Credits
EDU626 Analysis of Learning Design	3 Credits
EDU627 Managing Instruction & Technology	3 Credits

Graduate Certificate in Online Teaching

Graduate Certificate in Online Teaching
Normal Program Completion Time: 10 Months
This program is offered online.
Students pursuing a Graduate Certificate in Online Teaching will develop their online instruction, course creation and technology integration skills in order to be prepared to meet the challenges and opportunities of online education. Coursework will introduce students to proven online teaching strategies designing and delivering online instruction, online assessment and evaluation – and the latest research.

Note: Post University's Graduate Certificate in Online Teaching program is not a teacher licensure program. Please check with your state and/or local district to confirm the use of this certificate towards any path to certification.

Graduate Certificate in Online Teaching	
Graduate Certificate in Online Teaching	**15 Required Credits**
EDU630 Online Curriculum and Instruction	3 Credits
EDU632 Learning Management Systems	3 Credits
EDU633 Designing and Delivering Online Instruction	3 Credits
EDU637 Online Assessment and Evaluation	3 Credits
EDU639 Trends in Online Learning	3 Credits

Graduate Certificate in Teaching English Language Learners

Graduate Certificate in Teaching English Language Learners
Normal Program Completion Time: 10 Months
This program is offered online.
Students pursuing a 15-credit online Graduate Certificate in Teaching English Language Learners (TELL) will develop skills in teaching English grammar and syntax, language pedagogy, language acquisition, English as a Second Language (ESL) teaching methodology, and ESL curriculum and assessment. The program also provides students with both theory and practice to promote culturally and linguistically sensitive educational experiences. The program equips students with the knowledge and skills to teach English language learners, as well as to design, implement, and evaluate English language courses for non-native speakers.

Assessment of student learning outcomes will be aligned with Program Outcomes and reviewed on a 3-year cycle, which will include external assessment through Peregrine Academic Services.

Note: Post University's Graduate Certificate in Teaching English Language Learners program is not a teacher licensure program. Please check with your state and/or local district to confirm the use of this certificate towards any path to certification.

Graduate Certificate in Teaching English Language Learners	
Graduate Certificate in Teaching English Language Learners	**15 Required Credits**
EDU651 Teaching ESL: Methods and Strategies	3 Credits
EDU653 Second Language Acquisition	3 Credits
EDU655 ESL Curriculum and Assessment	3 Credits
EDU657 English Grammar Pedagogy for TESOL	3 Credits
EDU659 English Composition & Syntax	3 Credits

Master of Science in Counseling and Human Services
Normal Program Completion Time: 26 Months
This program is offered online.
Students in the Master of Science in Counseling and Human Services program gain knowledge in the areas of prevention, remediation, psychoeducation diagnosis, assessment and intervention. This interdisciplinary curriculum helps students make an immediate and long-term impact with the people they serve. Students gain the operational knowledge, analytical skills and experience necessary to assess a problem and apply a solution quickly and competently. Students can choose a concentration in the following areas: Alcohol and Drug Counseling, Clinical Mental Health Counseling, and Forensic Mental Health Counseling.

Graduates are prepared to hold jobs in a wide variety of settings including mental health facilities, corrections, halfway houses, child and family service centers, and geriatric facilities.

Master of Science in Counseling and Human Services Program Outcomes

1. Students will analyze the historical development of counseling and human services.
2. Students will develop knowledge and theory of the interaction of human systems including individual, interpersonal, group, family, organizational, community, and societal.
3. Students will analyze the scope of conditions that promote or inhibit human functioning.
4. Students will develop an understanding of theories and/or techniques associated with multicultural competence in the field of counseling and human services.
5. Students will construct knowledge and skills in direct service delivery and appropriate interventions.
6. Students will develop learning experiences to build their interpersonal skills by developing knowledge, theory, and skills in the administrative aspects of the service delivery system.
7. Students will evaluate values and attitudes and promote understanding of counseling and human services ethics and their application in practice.
8. Students will develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.
9. Students will complete field experiences that are integrated within the curriculum and demonstrate conceptual mastery of the field of professional practice.
10. Students will complete a capstone experience that demonstrates conceptual mastery of the field of professional practice.

Post University does not guarantee its Master of Science in Counseling and Human Services degree meets the requirements for professional licensure in any state or territory. Each state has different requirements for licensure as a counselor or other mental health provider. Post University will assist students in researching the requirements and provide information from the appropriate licensing agency or board in their state or territory prior to beginning their programs. The faculty and staff of Post University working with students in the Master of Science in Counseling and Human Services program are available to support and advise students on program requirements, but it is ultimately the responsibility of individual students to be in charge of their own licensure process and to make sure that all requirements are met in obtaining licensure. Post University does not speak on behalf of any licensing board or body.

The Oklahoma State Board of Behavioral Health Licensure requires completion of 60 graduate credits in order to qualify for licensure and has final determination of the acceptability of specific courses. Students completing the 37 credit Master of Science in Counseling and Human Services degree and the 24 credit Graduate Certificate in Professional Counseling will be considered to have completed the requisite number of credits required to apply for licensure.

Students who are interested in becoming licensed counselors in the State of Connecticut:
1. Should be aware that they will need to complete additional coursework beyond Post University's 37-credit Master of Science in Counseling and Human Services degree in order to be eligible for state licensure as a counselor in the state of Connecticut.
2. Should be aware that the requirements for licensure change. As with any state, Post University recommends that students from the state of Connecticut contact the licensing board in order to accurately determine what requirements are currently needed for state licensure.

Master of Science in Counseling and Human Services	
Master of Science in Counseling and Human Services Core Courses	**25 Required Credits**
HSV502 Counseling and Human Services Ethics and Diversity	3 Credits
HSV505 Human Development and Sexuality Through the Lifecycle	3 Credits
HSV510 Counseling and Human Services Policy	3 Credits
HSV511 Counseling and Human Services Management	3 Credits
HSV512 Applied Research Methods in Counseling and Human Services	3 Credits
HSV593 Field Practicum I*	3 Credits
HSV595 Advanced Counseling Internship I	3 Credits
HSV698 Capstone Research Project I	3 Credits
HSV699 Capstone Research Project II	3 Credits
Master of Science in Counseling and Human Services Concentration Courses	**12 Credits**
Total Program Credits	**39 Credits**
*Upon direction from the Academic Department, students can take HSV595 and HSV596 for program field experience requirements. No other exceptions to the degree program are allowed for field experience.	

Master of Science in Counseling and Human Services Concentrations	
Alcohol and Drug Counseling Concentration	**12 Required Credits**
HSV530 Biology of Addiction	3 Credits
HSV532 Theories of Alcohol & Drug Counseling	3 Credits
HSV534 Psychopathology of Addiction	3 Credits
HSV536 Group and Family Treatment in Addictions	3 Credits
Clinical Mental Health Counseling Concentration	**12 Required Credits**
HSV520 Theories of Counseling	3 Credits
HSV521 Family Systems Theory	3 Credits
HSV522 Group Therapy	3 Credits
HSV524 Psychopathology and Psychological Assessment	3 Credits
Forensic Mental Health Counseling Concentration	**12 Required Credits**
HSV561 Introduction to Forensic Mental Health Counseling	3 Credits
HSV564 Theories of Criminal Behavior and Psychopathology	3 Credits
HSV565 Victimology and Counseling Victims	3 Credits
HSV567 Forensic Assessment and Counseling Techniques	3 Credits
Non-Profit Management Concentration	**12 Required Credits**
HSV540 Human Service Management and Information Technology	3 Credits
HSV541 Financial Management of a Non-Profit Organization	3 Credits
HSV542 Human Resource Management	3 Credits
HSV544 Organizational Behavior	3 Credits

Graduate Certificate in Alcohol and Drug Counseling

Graduate Certificate in Alcohol and Drug Counseling
Normal Program Completion Time: One Year
This program is offered online.
The Certificate in Alcohol and Drug Counseling is designed to meet the educational needs of individuals interested in providing support and guidance to those suffering from addiction. Students will have an opportunity to advance their professional development, as well as sharpen their clinical skills.

Graduate Certificate in Alcohol and Drug Counseling	
Alcohol and Drug Counseling Courses	**18 Required Credits**
HSV530 Biology of Addiction	3 Credits
HSV532 Theories of Alcohol & Drug Counseling	3 Credits
HSV534 Psychopathology of Addiction	3 Credits
HSV536 Group and Family Treatment in Addictions	3 Credits
HSV593 Field Practicum I*	3 Credits
HSV594 Field Practicum II*	3 Credits
HSV595 and HSV596 Advanced Counseling Internship I and II can be substituted for HSV593 and HSV594.	

Graduate Certificate in Professional Counseling
Normal Program Completion Time: 16 Months
This program is offered online.
The Professional Counseling Certificate in the Master of Science in Counseling and Human Services program was developed based on a response of student need and desire to become license eligible as a Licensed Professional Counselor. Similarly, to the target audience of the Master of Science in Counseling and Human Services program, the Certificate in Professional Counseling targets adult practitioners who are typically employed and seeking a focused education on their discipline of choice.

Graduate Certificate in Professional Counseling	
Professional Counseling Courses	**12 Credits Required**
HSV552 Professional and Ethical Orientation to Counseling	3 Credits
HSV554 Multicultural Issues in Counseling and Human Services	3 Credits
HSV556 Career Counseling, Appraisal, and Development	3 Credits
HSV558 Testing and Appraisal of Individuals and Groups in Counseling and Human Services	3 Credits

Choose *either* the Alcohol and Drug Counseling Concentration or the Clinical Mental Health Counseling within Organizational Settings Concentration

Alcohol and Drug Counseling Concentration	12 Required Credits
HSV530 Biology of Addiction	3 Credits
HSV532 Theories of Alcohol & Drug Counseling	3 Credits
HSV534 Psychopathology of Addiction	3 Credits
HSV536 Group and Family Treatment in Addictions	3 Credits

Clinical Mental Health Counseling Concentration	12 Required Credits
HSV520 Theories of Counseling	3 Credits
HSV521 Family Systems Theory	3 Credits
HSV522 Group Therapy	3 Credits
HSV524 Psychopathology and Psychological Assessment	3 Credits

Master of Public Administration
Normal Program Length: 26 Months
This program is offered online.
Students in the John P. Burke School of Public Service and Education Master of Public Administration degree program are molded into future policy makers, public administrators, and public managers through coursework that trains them in critical decision-making skills. The online program includes a unique combination of public administration courses and business courses offered through the Malcolm Baldrige School of Business online Master of Business Administration program.

Graduates will be prepared for a variety of careers in federal, state, and local government administrative and management positions. Graduates may also seek employment in the non-profit sector, in private or non-governmental organizations. Specific positions include budget and policy analyst, program manager, city and county manager, chief administrative officer, and program evaluator.

Master of Public Administration Program Outcomes

1. Students will analyze public policy formulation, interactions, implications, and avenues of impact.
2. Students will demonstrate ethical leadership and management skills.
3. Students will apply principles of finance to public and non-profit operations.
4. Students will identify, analyze, evaluate and implement research-based public administration practices.
5. Students will formulate and implement new or expanded government/non-profit services and programs, and/or consolidate/eliminate under-performing or obsolete programs and services.

Master of Public Administration Program	
Master of Public Administration Core Courses	**21 Required Credits**
PAD601 The History & Future of Public Administration	3 Credits
PAD610 Ethics in Public Administration	3 Credits
PAD616 Public Policy	3 Credits
PAD625 Labor Law and Relations	3 Credits
PAD634 Public Finance	3 Credits
PAD645 Risk Management for Public Administrators	3 Credits
PAD656 Research Methods for Public and Nonprofit Administrators	3 Credits
Master of Public Administration Core Business Courses*	**12 Required Credits**
BUS505 Organizational Creativity, Discovery and Innovation	3 Credits
BUS508 The Future of Management and Leadership II	3 Credits
BUS515 Organizational Dynamics and Effectiveness	3 Credits
BUS530 Project Management	3 Credits
Master of Public Administration Capstone Courses	**4 Required Credits**
PAD698 Graduate Seminar and Capstone Project I	2 Credits
PAD699 Graduate Seminar and Capstone Project II	2 Credits
Total Program Credits	**37 Total Credits**

*Students may choose to fulfill a concentration in Emergency Management and Homeland Security, by substituting three business courses for concentration courses. If students select the concentration, they must take BUS530, in addition to the courses listed in the concentration.

Emergency Management and Homeland Security Concentration	9 Required Credits
PAD667 Seminar in Emergency Management Leadership	3 Credits
PAD668 Role of Homeland Security and Intelligence	3 Credits
PAD669 Cyber Security Fundamentals for Emergency Manager	3 Credits

Note: The Master of Public Administration program is not a licensure program. As licensure is a professional process, it is up to each student to fully understand the licensure process, as it varies from state to state and area of specialization. The faculty and staff in the Master of Public Administration program are here to support and advise students on program requirements, but it is ultimately the responsibility of individual student to be in charge of their own licensure process and to make sure that all requirements are met in obtaining licensure. Post University does not speak on behalf of any licensing board or body.

15.0 Undergraduate Course Descriptions

ACC111 Financial Accounting
3 credits
This course is for the student to learn about accounting as an information development and communications function that supports economic decision-making. The course will help students perform financial analysis; derive and assess information for personal or organizational decisions; and understand business, governmental, and other organizational entities.

ACC211 Managerial Accounting
3 credits
This course provides a practical understanding of the use of accounting data driven processes by management in planning and controlling operations in all functions of the enterprise and in closing many alternate courses of action.
Prerequisite: ACC111

ACC215 Spreadsheet and General Ledger Software
3 credits
Students taking this course will use General Ledger and Spreadsheet software to accomplish standard, basic accounting and bookkeeping tasks. Typical general ledger software tasks will include entering transactions in general and special journals, the preparation of trial balances, adjusting and closing entries, and Financial Statements. Supporting schedules for general ledger accounts and financial statements will also be included. Spreadsheet applications will typically include creation of spreadsheets in professionally correct formats, file creation, updating and maintenance, setting up calculations and auditing their accuracy, formatting of data and report, and preparation of standard accounting reports and working papers.
Prerequisite: ACC111 or LCS105.

ACC301 Cost Accounting
3 credits
This course covers fundamental principles and procedures of cost determination for quality improvement and organizational planning in manufacturing, service, and not-for-profit organizations. Emphasis is placed upon the concepts and classification of product costs (direct materials, direct labor, and manufacturing overhead), as well as the recording and accumulating of such costs within job order and process cost accounting systems. A research paper or computer project is required.
Prerequisite: ACC211.

ACC303 Intermediate Accounting I
3 credits
This course introduces the fundamental accounting concepts that underlie the structure and content of the statements that disclose the financial record of business organizations. Methods used to measure and analyze a business' current assets including cash, accounts receivable, and inventory are studied.
Prerequisite: ACC211 or ACC111 and permission of the Academic Department.

ACC305 Analysis of Financial Statements
3 credits
Modern investing and lending decisions are based on financial statement analysis. Investing and lending decisions require the application of best practices through data driven analysis to carefully evaluate data. Sound information is obtained by an understanding of the data from which it is derived, as well as by the application of tools of analysis to aid in its extraction and evaluation. The course focuses on understanding the data that are analyzed, as well as the methods by which they are analyzed and interpreted.
Prerequisite: ACC111.

ACC315 Fraud Prevention and Examination
3 credits
This course covers the principles and methodology of fraud prevention, detection, deterrence and investigation. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, financial management, fraud and interviewing witnesses. Best practices for the prevention and examination of fraud in the various topic areas are discussed and evaluated.
Prerequisite: ACC111.

ACC325 Forensic Accounting
3 credits
Forensic Accounting is the application of accounting methods and financial techniques to assist in solving economic-based crimes. Course topics include the accounting and legal fundamentals of forensic accounting, reconstructing income, money laundering, litigation services provided by accountants, dispute resolution, evidence management, commercial damage control, litigation support, computing economic damages, bankruptcy, divorce, identity theft, organized crime, terrorism investigations, electronic data and digital forensics analysis, cybercrime and business valuations. Best practices for each topic are discussed and evaluated.
Prerequisite: ACC111.

ACC330 Federal Income Taxes
3 credits
This course concentrates on the federal income taxation of individuals. It provides students with the knowledge to complete individual income tax returns, enhance their awareness of the complexities and sources of tax law and to measure and analyze the effect of various tax options.
Prerequisite: ACC303.

ACC340 Intermediate Accounting II
3 credits
This course continues the study of accounting for businesses started in ACC303. It reviews the valuation methods applied to measure and analyze non-current assets, liabilities, and shareholders' equity.
Prerequisite: ACC303.

ACC341 Intermediate Accounting III
3 credits
This course studies the accounting treatment of and measurement for leases, pension and post-employment benefits, income taxes, cash flows, share based compensation, earnings per share, and accounting changes and error correction.
Prerequisite: ACC340.

ACC350 Taxation of Corporations
3 credits
This course concentrates on the federal income taxation of corporations and introduces the federal tax regulations pertaining to partnerships, S corporations, estates, trusts and gifts . It provides students with the knowledge to measure and analyze various tax options.
Prerequisite: ACC330.

ACC430 Accounting Information Systems
3 credits
This course introduces the system flow of financial information in the contexts of the system development process and the actual applications of computer technology for record keeping and information gathering functions. Applications studied include procurement and receiving, inventory control, accounts payable, marketing and shipping, billing and collections, etc. The course includes case studies and a hands-on computer project.
Prerequisites: ACC303 and CIS112.

ACC440 Auditing
3 credits
This course develops an understating of the nature of auditing, its code of ethics, and its role in society, the Sarbanes Oxley Act and the practice of professional, governmental and internal auditing within companies. Internal controls designed to ensure the quality of financial data are analyzed. Best practices relating to the application of audit techniques that ensure the best quality and accuracy of data are discussed and analyzed.
Prerequisite: ACC340.

ACC450 Advanced Accounting I
3 credits
The focus in this course is on the accounting for partnerships, goodwill, business mergers and acquisitions and SEC Reporting. An understanding of the measurement and analysis of the effect of the accounting treatments for each area is developed.
Prerequisite: ACC340.

ACC451 Advanced Accounting II
3 credits
The focus in this course is on the accounting for foreign currency transactions, hedging foreign exchange risk, translation of foreign currency financial statements, legal reorganizations and liquidations (bankruptcies), estates and trusts, state and local governments, non-profit organizations and segment and interim reporting. An understanding of the measurement and analysis of the effect of the accounting treatments for each area is developed.
Prerequisite: ACC340.

ACC460 Internship in Accounting
3 credits
An internship in Accounting provides valuable work experience for students to enter any professional environment. Students have the opportunity to apply learned management & business skills and apply theories/ideas in a work environment. This course is designed to be an in-depth workplace experience and students are encouraged to consider topics that reflect their career aspirations.
Prerequisite: Approval of the Academic Department.

ART101 Art History I
3 credits
This course introduces the history of the visual arts from prehistory to the early Renaissance. Major works of architecture, sculpture, painting, and graphic arts are covered in chronological order.

ART102 Art History II
3 credits
This course introduces the history of the visual arts from the Renaissance to the Twentieth-Century. It presents a chronological coverage of architecture, sculpture, painting and graphic arts, stressing the characteristics that identify periods and styles.

ART105 Drawing I
3 credits
A foundation drawing course that concentrates on developing basic skills. The course examines varied media in the study of figure, still life, landscape, abstract, and an introduction to color as it relates to drawing.
Studio fee required.

ART110 Design I
3 Credits
This is a foundation course centering on design elements (shape, line, texture, color, and space). Principles of organization with problems in structure are explored.
Studio fee required.

ART114 Photography I
3 credits
This course introduces the photographic process. Basic darkroom procedures and fundamental camera skills
are included. Design and aesthetic theory are discussed. Simple adjustable camera required.
Studio fee required.

ART115 Three-Dimensional Design
3 Credits
This course will provide the study and investigation of three-dimensional space suing line, plane, volumes, form and negative space. Through the exploration and arrangement of objects in space, the students will solve problems involving content, surface, texture, scale, mass, color, space and composition, and visual impact. The objective of this course is for the student to gain a better understanding of three-dimensional design and awareness of form in space.

ART200 Painting I
3 credits
This is an introduction to painting for the beginning student. Working from the figure, sill life, and inventive forms, students explore painting materials, techniques and concepts on a basic level. Both acrylic and oil mediums are used.
Studio fee required.

ART201 Painting II
3 credits
This course is a continuation of Painting I. The emphasis is on more complex problems of color, form, and figure.
Prerequisite: ART200. Studio fee required.

ART205 Drawing II
3 credits
This course is a continuation of Drawing I, exploring more difficult drawing problems in traditional media and subject matter, as well as contemporary drawing problems and solutions, such as abstraction.
Prerequisite: ART105. Studio fee required.

ART210 Digital Photography
3 credits
This course is a basic introduction to Digital Photography for both beginner and intermediate skill levels. The course is designed to show students how to use a digital camera and computer photo editing software to capture, edit, and manipulate images and to develop excellent photographic and aesthetic practices as students learn the basic and advanced techniques to improve their photography. Topics include understanding the digital camera, file formats, composition, focusing and metering, depth of field, sharpness, lighting and flash, white balance, lens and filters, equipment essentials, image editing techniques and printing images.
Prerequisite: ART114.

ART211 Design II
3 credits
This course is a continuation of Design I, exploring more complex design elements of color, line, space, texture, shape, and materials.
Prerequisite: ART110. Studio fee required.

ART214 Photography II
3 credits
Photography II is a continuation of Photography I, exploring more difficult photography problems in a variety of techniques and concepts related to the photography arts. More emphasis will be placed on the development of personal self-expression.
Prerequisite: ART114 or permission of the Academic Department.

ART221 Ceramics I
3 credits
This course exposes students to a variety of techniques and concepts related to ceramic hand building. Both functional and non-functional objects are used to demonstrate coil, slab, and pinch techniques. Emphasis is placed on the three-dimensional concepts of texture, form, color, balance, and design. The acquisition of technical skills and aesthetic awareness is assessed on an individual basis.
Studio fee required.

ART222 Ceramics II
3 credits
This course is a continuation of Ceramics I, exploring more difficult ceramic problems in a variety of techniques and concepts related to ceramic hand building. It provides an examination of the physical properties of clay with an emphasis on the development of personal imagery. An extension of this experience includes combinations of media.
Studio fee required.
Prerequisite: ART221.

ART307 Advanced Painting III
3 credits
This is an advanced level painting course designed to allow more advanced painting problems. Historical and contemporary issues will be investigated with an emphasis on personal growth and development of exploration and creative expression. May be repeated once for credit.
Prerequisites: ART200 and ART201, or permission of the Academic Department.
Studio fee required.

ART310 Cartooning I
3 credits
An introduction to the history of cartooning and the basics of creating cartoons and cartoon characters. This course combines learning the process of concept, layout, sketching, inking and coloring to complete a cartoon-based project. Projects will include, but not be limited to comic strips, comic books, panels, caricature, editorial illustration and new media.

ART313 Video Production
3 credits
This course offers an introduction to video production with an emphasis on the commercial use as well as experimentation and video art. While employing various techniques, both studio and portable, such as video taken with a camera, found footage and non-linear editing, students will be asked to create a series of short videos. Concepts in video making and its origins will be explored while students learn the basic techniques through creative problem solving in the video medium.

ART315 Drawing III
3 credits
This course is a continuation of Drawing I and Drawing II, exploring more difficult drawing problems in traditional media and subject matter, as well as contemporary drawing problems and solutions such as abstraction.
Prerequisites: ART105 and ART205 or permission of the Academic Department.
Studio fee required.

ART320 Life Drawing
3 credits
This course focuses on the human figure as subject. There is emphasis on a variety of approaches to drawing the figure, including use of a live model. Dynamics, proportion, volume, anatomy, and structure, as well as fashion figure proportion, garment, and fashion illustration are investigated.
Prerequisite: Previous drawing training. Studio fee required.

ART321 Advanced Ceramics III
3 credits
This is an advanced level ceramics course designed to allow more advanced hand-building and wheel throwing. Historical and contemporary issues will be investigated with an emphasis on personal growth and the development of self-exploration and creative expression. May be repeated once for credit.
Prerequisites: ART221 and ART222 or permission of the Academic Department.
Studio fee required.

ART330 Cartooning II
3 credits
Cartooning II is a continuation of Cartooning I with more advanced problem-solving in the creation of cartoons, cartoon characters, and a deeper history of cartooning. This course combines learning the process of concept, layout, sketching, inking, and coloring to complete a cartoon-based project. Projects will include, but not be limited to strips, comic books, panels, caricature, editorial illustration, and new media.
Prerequisite: ART310 or permission of the Academic Department.

ART331 Life Drawing II
3 credits
This course is a continuation of Life Drawing I. Students draw the figure in more complex compositions using eclectic media and techniques inspired by current figure drawing trends. Modern and contemporary figurative artists are introduced to the student.
Prerequisite: ART320.
Studio fee required.

ART407 Advanced Painting IV
3 credits
This is an advanced level painting course designed to allow more advanced painting problems. Historical and contemporary issues will be investigated, with emphasis on personal growth and the development of self-exploration and creative expression. May be repeated once for credit.
Prerequisites: ART200, ART201, and ART307, or permission of the Academic Department.
A studio fee is required.

ART422 Advanced Ceramics IV
3 credits
This is an advanced level ceramics course designed to allow more advanced hand-building and wheel throwing. Historical and contemporary issues will be investigated with an emphasis on personal growth and the development of self-exploration and creative expression. May be repeated once for credit.
Prerequisites: ART221, ART222, and ART321 or permission of the Academic Department.
A studio fee is required.

BIO120 Concepts of Biology
3 credits
This survey course assists students in understanding the basic and unifying principles of life. Students focus on a wide variety of topics including structure and function, organization, diversity, biochemistry, evolution, behavior, ecology, and population dynamics.

BIO121 Human Biology- Health and Disease
3 credits
This one-semester course focuses on the human systems (integument, nervous, muscular, skeletal, digestive, circulatory, excretory, respiratory, reproductive, endocrine, and immune). Students learn about normal structure and function, and then they apply these concepts and principles to a study of major abnormalities in each system (skin cancer, rheumatoid arthritis, muscular dystrophy, palsy, seizure activity, acromegaly, Addison's Disease, etc.).

BIO143 General Biology I
3 credits
General Biology I provides the foundations in biology for majors and non-majors and is the first part of a two-semester series. The course focuses on the nature of science, origin of life, biochemistry, metabolism, photosynthesis, cell biology, genetics, the evidence and history of the theory of evolution, and how organisms are classified. Inquiry based study in the concurrent laboratory component (BIO143L) provides hands-on application of appropriate lecture material.

BIO143L General Biology I Lab
1 credit
This course is a laboratory for BIO143 General Biology I. Emphasis is placed on laboratory experiences that enhance materials presented in BIO143. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in BIO143.
Pre-requisites or Co-Requisites: BIO143 or BIO120
Laboratory fee required.

BIO144 General Biology II
3 credits
General Biology II is a continuation of the foundations in biology established in BIO143 and designed for both majors and non-majors. This course surveys the evolution and diversity of microbes, fungi, plants, and animals. Students will examine the advantages of adaptions, compare and contrast reproductive strategies, and explore the role of different organisms in the ecosystem. The second half of the course focuses on the anatomy and physiology of animal organ systems. Students are also introduced to basic concepts of ecology. Inquiry based study in the concurrent laboratory component (BIO144) provides hands-on application of appropriate lecture material.

BIO144L General Biology II Lab
1 credit
This laboratory course accompanies BIO144, which provides a continuation of the foundation established in BIO143. BIO144L is designed for both the major and non-major college student and includes lab exercises focusing on viruses, bacteria, protists, plant and animal life on our planet, and an in depth exploration of mammalian organ systems.
Pre-requisite or Co-requisite: BIO144
Laboratory fee required.

BIO150 Nutrition
3 credits
This course presents a scientific study of the basic principles of nutrition. Nutrient requirements, diet, biochemistry, diseases, and socio-economic concepts are stressed. Special emphasis is placed on changes throughout the human life cycle.

BIO160 Medical and Scientific Terminology
3 credits
An essential part of learning biology or almost any other science is the mastery of the terminology used. This task may be made easier if one becomes more aware of the meaning and derivation of the word elements (parts) that form these technical terms. By becoming familiar with the word elements, technical terms become easier to remember, and newly encountered words are easier to understand. Students learn (in both group and individual competitions) to establish a personal database of these word elements so that they can more accurately understand novel scientific and medical terminology.

BIO203 Anatomy and Physiology I
3 credits
This course is the first part in a two-semester sequence that examines the organization of the human body from the molecular to the organ system level. After an overview of anatomical terminology and histology, students will explore the structure and function of integumentary, skeletal, muscular, and nervous systems.
Prerequisite: BIO144, registered nurse, or permission of the Academic Department.

BIO203L Anatomy and Physiology I Lab
1 credit
This course is the Main Campus laboratory companion to BIO203 Anatomy and Physiology I lecture. Students will use hands-on activities to deepen learning of the structure and function of the human integumentary, musculoskeletal, and nervous systems. Students will be able to identify tissues and microscopic structures in histological samples. Students will become proficient in dissection and careful examination of preserved vertebrate organs and animals in order to identify structures in their natural location and appreciate individual variations. Comparative approaches will be used to emphasize evolutionary origins and to help students gain an intuitive understanding of the interrelationship of form and function.
Prerequisite or Corequisite: BIO203.
Laboratory fee required.

BIO203V Anatomy and Physiology I Lab Experience
1 credit
This course is the online laboratory companion to BIO203 Anatomy and Physiology I lecture. This course uses additional activities to deepen students understanding of the structure and function of the human integumentary, musculoskeletal, and nervous systems. Students will identify tissues and microscopic structures in histological samples. Students will become proficient in identifying anatomical structures in their natural location. Comparative approaches will be used to emphasize evolutionary origins and to help students gain an intuitive understanding of the interrelationship of form and function. Students should consult with their Academic Advisor for Main Campus programs or Academic Success Counselor for Accelerated Degree Programs on whether BIO204V or BIO204L is more appropriate for their career path.
Prerequisite: BIO144, or registered nurse, or permission of the Academic Department.

BIO204 Anatomy and Physiology II
3 credits
This course is the second part of a two-semester sequence that examines the organization of the human body from the molecular to the organ system level. Students will explore the structure and function of the senses and the endocrine, cardiovascular, respiratory, urinary, digestive, and reproductive systems.
Prerequisite: BIO203 or permission of the Academic Department.

BIO204L Anatomy and Physiology II Lab
1 credit
This course is the Main Campus laboratory companion to BIO204 Anatomy and Physiology II lecture. Students will use hands-on activities to deepen learning of the structure and function of the senses and the endocrine, cardiovascular, respiratory, urinary, digestive, and reproductive systems. Students will be able to identify tissues and microscopic structures in histological samples. Students will become proficient in dissection and careful examination of preserved vertebrate organs and animals in order to identify structures in their natural location and appreciate individual variations. Comparative approaches will be used to emphasize evolutionary origins and to help students gain an intuitive understanding of the interrelationship of form and function.
Prerequisite: Bio203L or permission of the Academic Department.
Laboratory fee required.

BIO204V Anatomy and Physiology II Lab Experience
1 credit
This course is the online laboratory companion to BIO204 Anatomy and Physiology II lecture. This course uses additional activities to deepen students learning of the structure and function of the senses and the endocrine, cardiovascular, respiratory, urinary, digestive, and reproductive systems. Students will be able to identify tissues and microscopic structures in histological samples. Students will become proficient in identifying anatomical structures in their natural location. Comparative approaches will be used to emphasize evolutionary origins and to help students gain an intuitive understanding of the interrelationship of form and function. Students should consult with their Academic Advisor or Academic Success Counselor on whether BIO204V or BIO204L is more appropriate for their career path.
Prerequisite: BIO203L, BIO203V, or permission of the Academic Department.

BIO226 Botany
3 credits
Botany is a study of vascular and non-vascular plants. In this course, students will focus on the macroscopic and microscopic anatomy of vascular and non-vascular plants as well as the physiology and ecology of representative species from the major plant phyla (divisions).
Prerequisite: BIO144.

BIO230 Microbiology
3 credits
Microbiology is the study of microscopic organisms such as viruses, bacteria, yeast, and protists. The course examines the structure, function, and classification of microbes. Students next learn how the immune systems responds to microbes. Finally, students investigate the major microbial diseases of the different human organ systems.
Prerequisite: BIO144, registered nurse, or permission of the Academic Department.
Laboratory fee required.

BIO230L Microbiology Lab
1 credit
This course is the Main Campus laboratory companion course to BIO230 Microbiology lecture, the study of microscopic organisms. The focus of this course will be on bacteria, yeast and viruses. Exercises will concentrate on the role of microbial communities that live in and around humans, their metabolism, growth, and reproduction. The exercises will focus on standard microbiological techniques and use of these techniques in experiments
Prerequisite: BIO144L, registered nurse, or permission of the Academic Department.
Laboratory fee required.

BIO230V Microbiology Laboratory Experience
3 credits
This course is the online companion course to BIO230 Microbiology, the study of microscopic organisms. The focus of this course will be on bacteria, yeast and viruses. Exercises will concentrate on the role of microbial communities that live in and around humans, their metabolism, growth, and reproduction. The exercises will focus on standard microbiological techniques and use of these techniques in experiments. Students should consult with their Academic Advisor or Academic Success Counselor on whether BIO230V or BIO230L is more appropriate for their career path.
Prerequisite: BIO144, or registered nurse, or permission of the Academic Department.

BIO235 Zoology
3 credits
Zoology is the study of the anatomy, physiology, evolution and ecology of members of the animal kingdom. In this course, students will survey members of the major invertebrate and vertebrate animal phyla and in an evolutionary context. Special attention will be paid to the anatomical features of each major animal phyla and their classes. Inquiry-based study in the concurrent laboratory component (BIO235L) provides hands-on application of appropriate lecture material.
Prerequisite: BIO144 or permission form the Academic Department.
Laboratory fee required.

BIO235L Zoology Lab
1 credit
This course is a laboratory for BIO235 Zoology. Emphasis is placed on laboratory experiences that enhance materials presented in BIO235. Upon completion, students should be able to apply the laboratory experiences of the concepts presented in BIO235.
Prerequisite or Co-requisite: BIO235.
Laboratory fee required.

BIO305 Endocrinology
3 credits
Chemical messengers participate in communication, regulation, and development of living organisms. A general survey of these messengers, their sites of production, and mechanisms of action will be discussed. While the major emphasis of this course will be on animal systems and their physiological responses, hormones and biochemical communication in plants will also be discussed.
Prerequisites: BIO144 and CHM115.

BIO306 Genetics
3 credits
Genetics is not only the study of inheritance patterns, but also the study of chromosomal structure, mutational events, population genetics, and molecular genetics. During the semester, students will have the opportunity to learn, in correct historical timeline, about the development of this discipline and the basic principles that are used in many other areas of biology.
Prerequisites: BIO144 and CHM115, or permission of the Academic Department.

BIO310 Developmental Biology
3 credits
When comparing members of the animal kingdom, individual species may appear to be very different. The developmental stages of vertebrates and invertebrates including changes in morphology, physiological alterations, genetic regulation, and evolutionary relationships do, however, provide a link that connects members of the animal kingdom. While this link may no longer be visible in the adult form, it is clear during embryological development. These connections can provide meaningful information to help understand adult anatomy, physiology and evolutionary relationships.
Prerequisites: BIO144 and CHM115.

BIO311 Cell Biology
3 credits
This is a study of prokaryotic and eukaryotic cell anatomy and physiology. Topics include cell communication, responses to environmental change, metabolic processes, and cell culture systems. Inquiry-based study in the concurrent laboratory component (BIO311L) provides hands-on application of appropriate lecture material.
Prerequisites: BIO144 and CHM115, or permission of the Academic Department.

BIO311L Cell Biology Lab
1 credit
This course is a laboratory for BIO311 Cell Biology. Emphasis is placed on laboratory experiences that enhance materials presented in BIO311. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in BIO311.
Prerequisite or Co-requisite: BIO311 and either BIO143 or BIO144L.
Laboratory fee required.

BIO313 Biochemistry
3 credits
Biochemistry comprises a survey of basic principles of organic and biological chemistry as well as molecular biology with an emphasis on broad understanding of chemical events in living systems in terms of metabolism and structure-function relationships of biologically important molecules. Topics include organic functional groups, reactions, carbohydrates, lipids, proteins, nucleic acids, metabolism, and neurochemistry.
Prerequisites: BIO144 and CHM115, or permission of the Academic Department.

BIO315 General Physiology
3 credits
General Physiology is the study of how creatures function and what factors affect those functions. Topics of discussion include basic biochemistry, homeostasis, communication, energy production, equilibrium, electrical signals, locomotion, reproduction, and transport and gas exchange.
Prerequisite: BIO144.

BIO315L General Physiology Lab
1 credit
This course is a laboratory for BIO315 General Physiology. Emphasis is placed on laboratory experiences that enhance materials taught in BIO315. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in BIO315.
Prerequisites or Co-requisites: BIO315 and either BIO143L or BIO144L.
Laboratory fee required.

BIO320 Evolution
3 credits
In recent years, evolution has come to be the unifying theme for all biological disciplines. This course will focus on the basic evolutionary principles including, but not limited to speciation, natural selection, molecular clocks, adaptation, mimicry, co-evolution, origin of life, and evidence in support of evolution. Students will be expected draw upon information obtained from lecture, texts, and primary articles.
Prerequisites: BIO144 and CHM115 or permission of the Academic Department.

BIO330 Molecular Biology
3 credits
This course examines the principles and ethical implications of molecular biology and biotechnology. Molecular biology is the study of the molecular mechanisms of biological processes. Biotechnology is the application of molecular biology and underlines recent innovations in medicine, agriculture, and other fields. Applications include genetic engineering, therapeutic cloning, genetically modified organisms, gene therapy, genetic testing.
Prerequisites: BIO144 and CHM115, or permission of Academic Department.

BIO330L Molecular Biology Lab
1 credit
This course is a laboratory for BIO330 Molecular Biology. Emphasis is placed on laboratory experiences that enhance materials presented in BIO330. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in BIO330.
Prerequisite or Co-Requisite: BIO330.
Laboratory fee required.

BIO350 Pharmacology
3 credits
Many students within the Biology program are interested in working in the medical field. Advance Pharmacology is part of the graduate curriculum for Pharmacy Schools, Medical Schools, Veterinary Schools, and Physician Assistant Programs etc. This course will provide individuals with basic knowledge of medications in order to make educated decisions related to drugs and health, and prepare students for more vigorous graduate studies if they choose that route.
Prerequisites: BIO144 and CHM115, or permission of the Academic Department.

BIO360 Ecology
3 credits
Ecology is the study of how living creatures interact with the living and non-living components of their environment. Topics in this course include population dynamics, energy flow, biological and geochemical cycles, decomposition, community structure and composition, plant and animal defenses, pest management, and environmental factors that may disrupt the global or local community.
Prerequisite: BIO144 or permission of the Academic Department.

BIO435 Independent Study
3 credits
Students engage in independent research in either a laboratory or field setting. Students may also elect to complete a literature review. Results of this work are   presented at the end of the semester. Application, proposal submission and registration policies should be discussed with the faculty mentor prior to registration.
Prerequisite: BIO144 and BIO144L, or permission of the Academic Department.

BIO498 Internship
3 credits
Students engage in independent research in either a laboratory or field setting. Students may also elect to complete a literature review. Results of this work are presented at the end of the semester. Application, proposal submission and registration policies should be discussed with the faculty mentor prior to registration. Students must speak with their Academic Advisor as well as the Center for Career and Professional Development before registering.
Prerequisites: BIO144 and BIO144L, or permission of the Academic Department.

BUS211 Baldrige Principles and Introduction to Quality Standards
3 credits
This course provides students with an introduction to the history of the quality movement in American industry in the 20th and 21st centuries and presents the principles of the Baldrige Quality assessment process. By direct exposure to these concepts and principles, students will be prepared to recognize and apply these as they enter their upper division coursework in The Malcolm Baldrige School of Business. Students will also be introduced to contemporary quality assurance systems, measurements and tools and learn to apply these in business situations.
Prerequisite: MGT105.

BUS311 Managerial Communications
3 credits
This course provides instruction in organization and construction of the written, technological, and oral communication used in modern business. Effective communication at all levels is necessary for leaders in organizations. Well-developed communication skills will provide students with a framework for excellence across all business activities. Students will develop the skills necessary to communicate effectively in multiple modes both inside and outside of their organizations.
Prerequisite: ENG110.

BUS315 Materials and Inventory Management
3 credits
This course examines the fundamental nature of inventory from a financial, physical, forecasting, and operational standpoint. The goal of this course is to present immediately usable information in the areas of forecasting, physical Control and layout, and problem recognition and resolution.
Prerequisite: BUS211

BUS320 Logistics & Supply Chain Management
3 credits
This course focuses on physical distribution, sourcing activities, and production. The study of logistics entails understanding the planning and control decisions related to movements and storage of materials and the impact on business operations. Two distinct types of logistics will be studies: inbound and outbound logistics. A few topics, including warehousing, transportation, packaging and inventory theory, combine with an understanding of the customer's focus to help develop an understanding of systems that maximize customer utility and contribute to overall processes of continuous improvement. Emphasis is placed on the impact of logistics processes on the customer, as well as internal operations.

BUS330 Business Analytics
3 credits
Businesses have become able to collect and store huge amounts of data related to all aspects of their operations, however these data are of limited value without systematic analysis. The ability to use data effectively is essential to create and maintain competitive advantage in the marketplace. This course will cover the application of quantitative and qualitative research techniques as applied to business-specific situations. Topics will include the design of business research, sources and collection of data, and the analysis and presentation of data using core statistical techniques, data analysis, and decision modeling.
Prerequisites: MAT220, or permission of Academic Department.

BUS340 Business Ethics
3 credits
This course examines the ethical issues and dilemmas that challenge the business leader, the business organization, and the capitalist system. Emphasis is on the development of an ethical culture based in fairness, honesty and persistence. Cases, readings, and discussions serve to integrate ethical reflection with management decision-making.
Prerequisite: MGT105.

BUS411 Business Policy Seminar
3 credits
This seminar requires students to utilize concepts presented in all prior business and economics courses in analyzing corporate business strategies. Students will focus on strategic thinking, leadership, and understanding the interconnected nature of all business activity. The course examines how businesses plan and react to factors affecting their success. Emphasis is placed on best practices and change management processes. Simulations and case studies are used with the goal of allowing students to develop and present their mastery of strategic business issues. Oral and written reports are required.
Prerequisite: Senior standing in an undergraduate business program.

BUS460 Internship in Business Administration

An internship in Business Administration provides valuable work experience for students to enter any professional environment. Students will have the opportunity to apply learned management & business skills, apply theories/ideas in a work environment. This course is designed to be an in-depth workplace experience and students are encouraged to consider topics that reflect their career aspirations.

Prerequisite: Approval of the Academic Department.

CTC101 College Success Seminar
3 credits
This first year course teaches students the fundamental skills and strategies required to support learning in a university environment. This course is structured to help students analyze values, motivations, and goals, while helping connect present university experiences with current and future career goals. Emphasis is placed on academic skills, personal assessment, career exploration, and development of interpersonal soft skills.

CTC105 Prior Learning Assessment
3.00 credits

Prior Learning Assessment (PLA) is the process of evaluating knowledge and skills for learning that was acquired from non-classroom experiences like work, professional training and certifications, military careers, volunteering, and online opportunities (like iTunes University or free online courses.) While PLA has been available at colleges for decades; it has not been widely used, largely due to a lack of awareness that the option exists. Today, however, more and more adults are demanding a forum for having their experiential learning evaluated for college-level equivalency. Throughout the course, we will discuss PLA and how students can use it to earn college credit.

This course will help students identify and match areas of previously acquired learning to a college-level course. Once a course is matched to specific learning, students will prepare a written portfolio they may want to have evaluated for college-level equivalency upon completion of the course. The course will guide students through the preparation and compilation of all the required components of the portfolio process.

Course readings and assignments play a vital role in increasing students' ability to describe learning from experience, reflect on this learning, synthesize their ideas (and the ideas of others), and build a deeper understanding of their lifelong learning. Students will learn critical reflection skills to rethink the value of their learning history and its implications for future learning. Adult learning theories, models, and concepts will be discussed and applied to case studies. By the end of the course, students will have completed the components for a portfolio that may be used for the assessment of college-level learning.

At the end of the six-week course is an optional, non-graded two-week period during which students can continue to work with their instructor on fine-tuning their portfolios prior to submitting them for assessment. Upon successful completion of the course, students will receive a grade of CR, which will be reflected on official and unofficial transcripts. Students receive 3.00 credits for successful completion of the course; successful completion of the course does not impact student's CGPA.

CTC301 Professional Success Seminar
3 credits
This career development course explores the fundamental competencies necessary for executing a successful job search in the 21st Century. Students will examine employer expectations, personal branding, employment searches, resumes, cover letters, interviewing, job offer evaluation, professional communication strategies, and management of current and future career development.

CHM115 General Chemistry I
3 credits
Introduction to chemical principals including atomic and molecular structure, properties of the elements, stoichiometry, atomic bonding, chemical reactions, and the ideal gas law will be discussed in this introductory course.
Prerequisite: MAT120.

CHM115L General Chemistry I Lab
1 credit
This course is a laboratory for CHM115 General Chemistry I. Emphasis is placed on laboratory experiences that enhance materials presented in CHM115. Upon completion, students should be able to apply the laboratory concepts presented in CHM115.
Prerequisite or Corequisite: CHM115.
Laboratory fee required.

CHM116 General Chemistry II
3 credits
Principles learned in General Chemistry I will be expanded in the course to include kinetics, equilibrium, thermodynamics, solubility, and pH.
Prerequisites: CHM115 and CHM115L.

CHM116L General Chemistry II Lab
1 credit
This course is a laboratory for CHM116 General Chemistry II. Emphasis is placed on laboratory experiences that enhance materials presented in CHM116. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in CHM116.
Prerequisite or Corequisite: CHM116.
Laboratory fee required.

CHM205 Organic Chemistry I
3 credits
Organic Chemistry I is a focused study of carbon-containing compounds and their functional groups, chemical characteristics and physical properties. The synthesis of several organic compounds will also be discussed (aromatic hydrocarbons, alcohols, aldehydes, ethers, etc.), along with spectroscopy.
Prerequisites: CHM115 and CHM116.

CHM205L Organic Chemistry I Lab
1 credit
This course is a laboratory for CHM205 Organic Chemistry I. Emphasis is placed on laboratory experiences that enhance materials presented in CHM205. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in CHM205.
Prerequisites: CHM115L, CHM116L, and CHM205.
Laboratory fee required.

CHM206 Organic Chemistry II
3 credits
Organic Chemistry II is a continuation of the study of organic compounds. The functional groups, chemical characteristics, physical properties and synthesis of biological macromolecules (proteins, carbohydrates, lipids, and nucleic acids), and biochemistry will be the focal point of course discussions.
Prerequisite: CHM205.

CHM206L Organic Chemistry II Lab
1 credit
This course is a laboratory for CHM206 Organic Chemistry II. Emphasis is placed on laboratory experiences that enhance materials presented in CHM206. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in CHM206.
Prerequisites or Corequisite: CHM205L and CHM206.
Laboratory fee required.

CHM310 Environmental Chemistry
3 credits
Over the past 20 years, there has been increasing interest in studying the chemical processes at work in the environment. This course investigates the chemistry that supports studies of energy sources, ozone depletion, water quality, industrial and agricultural processes, toxicology, ground level air pollution, soil quality, and pesticide use.
Prerequisite: ENV121.

CHM310L Environmental Chemistry Lab
1 credit
This course is a laboratory for CHM310 Environmental Chemistry. Emphasis is placed of laboratory experiences that enhance materials presented in CHM310. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in CHM310.
Prerequisites or Corequisites: ENV121 and CHM310.
Laboratory fee required.

CHS111 Foundations of Early Childhood Education
3 credits
This course provides an overview of the theoretical models that have a significant influence on the development of various early childhood curricula. A historical perspective of early childhood education is provided, leading up to and including present-day practices. Students will learn to apply theory to practice within the classroom setting for children ages birth through eight, including children with exceptionalities. Ethical issues in the Early Childhood setting will be explored. Students are required to complete formal and/or informal field experiences.

CHS113 Infant-Toddler Care and Assessment
3 credits
This course studies children's developmental stages from birth through age two. Principles of curriculum design and implementation for this age group are examined in accordance with theories of infant-toddler learning and development. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS111.

CHS115 Movement and Music
3 credits
This course introduces students to the foundations of music and movement as it is used in the early childhood classroom. Students learn basic concepts of music and movement theory within the context of childhood development and curriculum planning. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS111.

CHS199 Practicum I
3 credits
This course provides students with practical experiences in an early childhood education setting. Students are required to actively participate in an online (4.5 hours weekly) or campus (15 hours per semester) seminar. Students are required to assist a Cooperating Teacher and observe children, staff, and families in an approved early care and education or school classroom for one hundred (100) hours. They will examine the standards, characteristics, qualities, and responsibilities that contribute to being an ethical, intentional early childhood professional. Students will demonstrate knowledge and application of developmentally appropriate practices and intentional curriculum for.
Prerequisite: CHS111
Please note: The requirement for criminal background checks and/or fingerprinting is at the sole discretion of your chosen site/s in accordance with local, state, and federal law. Students are responsible for understanding and meeting any such requirements prior to engaging the observations or field experiences.

CHS201 Creative Activities
3 credits
This course covers the development of young children's art. Developmentally appropriate means of facilitating creative abilities for diverse groups through painting, drawing, clay, collage, and construction are examined. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS111 or permission from the Academic Department.

CHS203 Children's Literature and Language Arts
3 credits
This course is designed to acquaint students with many literature genres beginning with storytelling and including genre such as folk and literature, fantasy, poetry, biographies and more. The course explores the use of technology in educational settings and lesson plans for literacy. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS111.

CHS208 Teaching Exceptional Learners
3 credits
Today's classrooms celebrate diversity and embrace the inclusion of students with special needs, dual language learners, and those who are gifted and/or talented. This course provides students with theoretical and practical applications for creating caring, empathetic classroom communities while supporting each child's individual characteristics and developmental requirements. Students will explore the history and philosophy of special education, as well as, examine theories regarding the education of dual language learners. Strategies for accommodating gifted students will be discussed. Students will investigate current public policies and practices including the IDEA: Individuals with Disabilities Education Act as they pertain to exceptional learners. Other topics include assessments, individualized planning and partnering with families and communities. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS111 or permission of the Academic Department.

CHS236 Home, School and Community
3 credits
This course emphasizes the primary role of families and home-school-community partnerships to ensure children's optimal development. Students will acquire knowledge of theory-based approaches to family and community involvement in early childhood education. Course experiences include learning practical strategies for incorporating family strengths and diversity in the curriculum and classroom environment, building caring communities, developing cultural competence, and advocating for children and families. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS111

CHS250 STEM in the Early Childhood Education Classroom
3 credits
This course introduces students to curriculum strategies to be used with young children to promote their mathematical and scientific abilities. Additionally, it provides instruction on how to incorporate technology into the early childhood math and science curricula. Students will explore the role of STEM-based (Science, Technology, Engineering and Math) project learning to stimulate critical thinking and reasoning skills. Attention will be given to developing systematic perspectives to learning and teaching using inquiry-based approaches, which integrate STEM in order to encourage growth and development for learners of all abilities. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS111.

CHS252 Social Studies in Early Childhood Classroom
3 credits
This course introduces teachers of young children to a variety of standards-based social studies themes and strategies that promote social awareness, and interpersonal skills. This course will encourage students to examine the ways in which the classroom environment and the world outside the classroom affect learning. Concepts in ethnicity, family and community, multiculturalism and diversity are explored. Curriculum planning for young children with a wide variety of needs and abilities will be addressed. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS111.

CHS254 Health, Safety and Nutrition
3 credits
This course explores the issues of health, safety and nutrition in relation to the normal growth and development of young children. Emphasis is placed on the recognition and measurement of normal growth patterns, principles of good nutrition, hygiene, and health maintenance and illness prevention. Understanding cultural issues and special needs of individual children are addressed as aspects of health and safety. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS111.

CHS298 Practicum II
3 credits
This course is a continuation of CHS199 and provides students with practical experiences in early childhood education. Students are required to actively participate in an online (4.5 hours weekly) or campus (15 hours per semester) semester. Students are required to assist a Cooperating Teacher with daily routines and activities, and observe children, staff, and families in an approved early care and education or school classroom for one hundred (100) hours. They will examine developmental characteristics, early learning standards, effective family engagement principles, and key responsibilities that contribute to being an ethical, intentional early childhood professional. Students will demonstrate knowledge and application of developmentally appropriate practices and intentional curriculum for infants, toddlers, preschoolers, and kindergartners. Prerequisites: CHS199. A minimum 2.5 GPA is required.
Please note: The requirement for criminal background checks and/or fingerprinting is at the sole discretion of your chosen site/s in accordance with local, state, and federal law. Students are responsible for understanding and meeting any such requirements prior to engaging the observations or field experiences.

CHS299 Practicum III
3 credits
This course provides students with practical experiences in early childhood education. Students participate in all aspects of the course (discussions, journals, assignments), as well as 100 hours in an early care and education classroom (in infant/toddler or K-3 inclusive settings, if Practicum I and Practicum II were in preschool settings). Students must demonstrate competencies in analyzing case studies, planning and carrying out appropriate lessons to promote young children's cognitive, creative, language and literacy, social and emotional development. Students will use local, state and national standards as the basis of their work.
Prerequisites: CHS111, and permission from the student's Academic Advisor and the Academic Department.
A minimum 2.50 GPA is required.
Please note: The requirement for criminal background checks and/or fingerprinting is at the sole discretion of your chosen site/s in accordance with local, state, and federal law. Students are responsible for understanding and meeting any such requirements prior to engaging the observations or field experiences.

CHS307 Administration of Child Care Programs
3 credits
This course examines the role of the childcare administrator with respect to management duties, which include financial planning, state regulations, curriculum and staff development, nutritional responsibilities, and parent and community relations. Students are required to complete formal and/or informal field experiences.
Prerequisites: CHS199 and CHS298 or CHS299, and six additional credits in Child Studies courses.

CHS320 Emergent Literacy
3 credits
This course details early language, literacy and development of the young child. Students will learn to plan and integrate appropriate cross-curricular language and literacy activities for all types of learners, including children with exceptionalities. Attention is given to understanding, encouraging and supporting local and global communities, diversity and families; and English learners. Students will gain knowledge in the six areas of language and literacy development and how to utilize the classroom environment to foster literacy. Adaptation of curricular materials for the exceptional learners and culturally diverse students are incorporated. Students will construct and implement lesson plans based on language and literacy assignments. Students are required to complete formal and/or informal field experiences.
Prerequisite: CHS203 or permission of the Academic Department.

CHS330 Environment for Play
3 credits
This course exposes students to an evaluation of play from a historical perspective and stresses the importance of play in the development of children and its role in the early childhood curriculum. The effect of play on the cognitive, social, emotional, and physical development of the child is discussed. Students are required to complete formal and/or informal field experiences.
Prerequisites: CHS199 and CHS298, or CHS299 and six additional credits in Child Studies courses.

CHS425 Curriculum Approaches in Early Childhood
3 credits
This course will explore developmentally appropriate approaches to early childhood curriculum development. It will address cross-curricular methods of teaching in the early years of childhood based on developmental stages and levels of the children, incorporating observation and individualization while planning for a larger group. Students will explore play-based curriculum, and other developmentally appropriate curriculum approaches to early childhood education. As with all our courses, the NAEYC standards related to developmentally appropriate practices, curriculum and teaching strategies are imbedded. Students are required to complete formal and/or informal field experiences.
Prerequisites: CHS299, nine credits in Early Childhood or permission of Academic Department.

CHS450 Observations, Assessments and Individualizations
3 credits
This course provides students with a broad overview of assessments of and for young children, age's birth through eight. Students are required to spend approximately 15 hours observing a child across all developmental domains. Students will demonstrate competency in observation skills as they relate to ongoing assessments and meeting the individual needs of children and group lesson planning. Utilization of the State of CT Early Learning Development Standards and CT Preschool Assessment Framework will be incorporated into this course work. Students are required to complete formal and/or informal field experiences.
Prerequisites: CHS199 and CHS298 or CHS299, and six additional credits in Child Studies courses.

CHS490 Capstone: Field Experience
6 credits
Students participate in all aspects of the course/seminar (discussions, journals, assignments), and a minimum of 200 hours of supervised fieldwork. Seminar hours will address classroom management and designing a classroom environment; as well as strategies for integrating teaching methods. Principles of curriculum development and evaluations, designing the classroom setting and methods for handling students' behavior in a cohesive, well managed educational program, adapting to diverse populations and integrated learning; communicating with parents, working as a team, ethical conduct; as well as issues and topics that arise from the student's experience. Within the 200 hours of field work, students will demonstrate their ability to apply child development theory, to manage a classroom, plan, organize and implement daily routines and activities independently, as well as work as part of a team.
Prerequisites: Completion of all Child Studies major course work and permission from the student's Academic
Advisor and the Academic Department.
A minimum 2.5 GPA is required.
Please note: The requirement for criminal background checks and/or fingerprinting is at the sole discretion of your chosen site/s in accordance with local, state, and federal law. Students are responsible for understanding and meeting any such requirements prior to engaging the observations or field experiences.

COM107 Introduction to Communication
3 credits
This introductory course will focus on the knowledge and skills that students need to become competent communicators. This information and these skills will include speaking, listening, media literacy, computer-mediated communication, cultural sensitivity, workplace communication, group dynamics, and critical thinking. Students will prepare and present speeches and group projects that utilize media and technology. Emphasis will be placed on social and workplace interaction, both individually and in group settings.

COM108 Principles of Communication and Media
3 credits
In this introductory-level course for Communication and Media Studies majors, students will become familiarized with the various forms of virtual and mediated communication and how each has been utilized within today's profession. Students will follow the evolution of communication ideas, and how the industry's ideas impact the economy, jobs, and businesses. The course will look at how the industry continually redefines both its methods and delivery.

COM201 Communication Theory
3 credits
The purpose of this course is to provide a foundation for understanding the history and applications of the most studied mass communication theories: Agenda Setting, Framing, Priming, Cultivation Theory, Social Cognitive Theory, Social Perceptions of Reality, Uses & Gratifications, and Third Person Effect. Course requirements will exemplify the student's ability to discuss, write, and present their ideas and evolving theoretical knowledge on various topics. The course will also prepare students to apply theory to other courses in the COM core and in the student's concentration.
Prerequisite: COM108.

COM207 Fundamentals of Professional Presentations
3 credits
This course will prepare students to succeed in formal presentation settings, with special focus given to the development of professional business presentation skills. While reading and viewing topics will include a theoretical approach to presenting, this will be a practice and performance based course. Students will be required to present a variety of speeches to hone their presentation skills.
Prerequisite: COM 107.

COM208 Interpersonal Communication
3 credits
Students will investigate the principles of interpersonal communication, including self-concept, verbal, non-verbal, gender, culture, and conflict management. Students will be able to identify various interpersonal communication theories. By the conclusion of the course, students will design and produce a final project, examining how an interpersonal theory influences both private and public life.

COM240 Introduction to Social Media
3 credits
This course explores the historical development of the Internet and the evolution of social media platforms. In addition, students will analyze the uses and practices of social media in personal, professional, and social contexts. Emphasis will be placed on examining social media through a critical lens, as students explore contemporary issues related to these platforms.

COM250 Introduction to Strategic Communication
3 credits
This course will focus on the role that strategic communication plays in furthering the mission and accomplishing the communication goals of organizations in both profit and non-profit settings. The subfields of public relations, crisis communication, marketing and advertising will be explored. Emphasis is placed on numerous practices that are needed to gather, organize, evaluate, and deliver information that is consistent with an organization's strategic goals.

COM301 Mass Media and Society
3 credits
This course analyzes newspapers, magazines, television, radio, the Internet, and film to evaluate their complex and diverse power for shaping patterns of society.

COM311 Writing for the Communication Profession
3 credits
In this writing intensive course, students will illustrate their professional communication writing skills. They will execute written work with Associates Press style, meet deadlines, make contacts on their beats, and demonstrate interviewing skills. At the end of the course, students will have generated a full portfolio of professional-grade writing samples.
Prerequisite: COM108.

COM324 Persuasion
3 credits
This course stresses the mastery of complex forms of persuasive writing and speaking. Emphasis will be placed on understanding rhetorical theories, developing arguments, formulating rebuttals, and refining the writer's and speakers' style.

COM330 History of Sports Broadcasting
3 credits
This course examines the historical development of sports broadcasting from its origins in radio and television to its current emphasis on multimedia platforms. Students will explore the evolution of the industry and analyze how emerging technologies influence style, content, and practices in broadcasting. Emphasis will be placed on examining signature figures, moments, and trends that transformed how sports entertainment is delivered to its audience in the industry today.

COM335 Group Communication
3 credits
This course focuses on group communication in both professional and personal settings. Students will characterize and analyze the many roles within a group and express how gender and culture influence group interactions. They will investigate the interpersonal and organizational theories influencing group communication. At the conclusion of this course, students will become competent and analytical group collaborators and evaluate and integrate the theories and research underpinning our group interactions.

COM340 Social Media Management
3 credits
This course provides students with foundational knowledge and strategies to manage social media in a professional context. Students will utlize popular social media platforms to build, maintain, and manage an effective and engaging online presence for businesses, organizations, companies, and media personalities. Emphasis will be placed on best practices, creating engaging content, and evaluating popular social media campaigns.

COM341 Media Literacy
3 credits
In this course, students will critically evaluate media texts and devise a personal and societal strategy for increasing media literacy. Students will examine the impact of mass media and technology on society and culture from an industry, and content. Ultimately, students will develop the skills necessary to become a more aware and competent media consumer and producer.

COM375 Public Relations
3 credits
This course focuses on the role of managed communications in public relations. It includes definitions and concepts, press release basics, history, potential careers, and research methods.

COM378 Organizational Communication
3 credits
This course investigates the many aspects of communication within an organization. Students will examine the theories, structure, and methods of organizational practices. Additionally, students will assess social media and other technology for usability and impact on organizational structures. Case studies are incorporated to support concepts throughout the course.

COM400 Media Research Techniques
3 credits
This course provides student with a comprehensive overview of the mass media research methods and process. Explored are the most common research techniques used to study mass media communication, including a variety of both qualitative and quantitative research methods.
Prerequisite: COM108.

COM410 Sports Journalism
3 credits
This course provides students with the creative and technical skills to write and report sports stories across a wide range of print, digital, and social media platforms. Students will utilize fundamental journalism skills of information gathering, interviewing, reporting, and writing, to produce a variety of sports stories, including, athlete or team profiles, game reports, pre and post season wrap-ups, features, and columns. Emphasis will be placed on best journalistic practices and techniques as they relate to the Society of Professional Journalists code of ethics.

COM415 Social Interaction in a Virtual Environment
3 credits
Social Interaction in a Virtual Environment provides students with an understanding of what virtual environments are, beyond the technological hardware driving them. Students learn to conceptualize and experience communication in natural and mediated environments. Students engage in critical and in depth analysis of virtual communication in both personal and professional contexts.

COM450 Advanced Seminar in Communication and Media
3 credits
This course provides students with the opportunity to design and conduct individual research projects under the supervision of a faculty member. Students are expected to present their design and completed projects within the framework of the seminar.
Prerequisites: Senior Standing, COM108, COM201, COM301, and COM400.

COM460 Internship in Communication and Media
3 credits
This course provides students with practical experiences in the communication field. Students meet with the instructor on a regular basis and work in a communication placement for at least 84 hours. The supervising faculty member determines the specific requirements for the internship.
Prerequisite: Permission of the Academic Department. Students must speak with their Academic Advisor, as well as the Center for Career and Professional Development, prior to registering.

CIS112 Introduction to Computing
3 credits
This course strives to meet the high level of computer literacy required of all students to succeed in the twenty-first century. Special emphasis is placed on the ethical use of computer technology for information analysis and communications. Computer units introduce the Internet, operating systems, word processing, spreadsheets, and presentation software. Students may prove competency by passing a waiver examination. No credit is granted if the requirement is waived. Students should contact their Academic Advisor for more information.

CIS120 Introduction to Information Technology
3 credits
This course is designed to provide an in-depth understanding of information technology. Students gain practical knowledge of information technology systems and the different frameworks in which IT is managed in business. Topics include computer architecture and organization, application platforms, database management, web technologies and network configurations. In addition, the course examines the history of information technology and its impact on society.
Prerequisite: CIS112.

CIS200 Programming Fundamentals VBI
3 credits
This course provides opportunities to practice the critical organizational and logical skills required when using data structures for writing programs in high level programming languages. Planning tools for modularity and data structures are introduced.
Prerequisite: CIS112.

CIS213 Project Management I
3 credits
This course introductions students to essential project management tools and methodology. Course topics highlight modern PM techniques for managing application development projects from initiation through delivery. Emphasis is on business strategies that focus on planning, organizing, and controlling significant activities of software project management.
Prerequisites: CIS112 and CIS120.

CIS220 Hardware Fundamentals
3 credits
This course focuses on building knowledge and skills in preventative maintenance, troubleshooting and repair of (PC) desktop computers, laptops, printer, expansion buses, multimedia, video, modems and SCSI controllers. The course introduces operating systems installation and troubleshooting and gives an overview of the current trends in technology of memory, monitors and hand-held devices. The course also covers the fundamentals of networking protocols, network topologies, and hardware and network design. Students will explore TCP/IP, Ethernet, wireless transmission, security concepts, and virtual networks with practical case studies.
Prerequisite: CIS112.

CIS221 Networking Fundamentals
3 credits
This course introduces architecture, structure, functions, components and models of the Internet and other computer networks. The OSI and TCP layered models are used to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. Principles and structures of IP addressing, and the fundamentals of Ethernet concepts, media and operations are introduced to provide a foundation for the curriculum. Labs use a virtual machine to allow students to analyze real data without affecting production networks. Packet Tracker activities help students analyze protocol and network operation and build small networks in a simulated environment. Students build simple LAN topologies by applying basic principles of cabling, performing basic configurations of network devices such as routers and switches and implementing IP addressing schemes.
Prerequisite: CIS220.

CIS222 Fundamentals of IT Security
3 credits
This course introduces the concepts of information security and explores the need for organizational policy to define required services such as confidentiality, authentication, integrity, non-repudiation, access control and availability, and mechanisms to implement those services. The course covers different domains of security including physical security, computer security, and network security; common threats to and attacks against information systems, including accidental damage, identity theft, malicious software, and "spam"; and defensive measures. Students passing this class will be better prepared to take the CompTIA Security+ certification exam.

CIS230 Programming VBII
3 credits
This course applies structured techniques to programming business applications in Visual Basic. Emphasis is on using Visual Basic programming language to build business applications that access and manipulate databases, display and print reports.
Prerequisites: CIS112 and CIS200.

CIS240 Programming in C++
3 credits
C++ language will be explored for modular programming structures, arrays, and pointers. Comparisons between C++ and other programming methodologies, especially C, will be made.
Prerequisites: CIS112 and CIS200.

CIS244 Network Security
3 credits
Introduces the basic concepts of network security within organizations and measures to safeguard these organizations' vital information. Covers basic topologies, protocols, performance issues, and software for LANS/WANS. Assumes student has basic computer knowledge. This course covers a broad range of subjects that form the basis of computer network security studies. Concepts of confidentiality, integrity, and availability will be defined. In addition, basic security models, mandatory access control (MAC), discretionary access control (DAC), trusted operating systems, and secure network design will be explored.

CIS250 Advanced Excel
3 credits
This is a hands-on course in which students will learn to use advanced features of Microsoft Excel. Students will learn the required steps to create appropriate spreadsheets based on various types of data. A key focus will be to promote a deeper understanding of how to use the application and become an intermediate to advanced level user. Students will learn to organize, calculate, and evaluate quantitative data. These important skills are needed today for business and managerial decision making.
Prerequisite: CIS112 or permission of the Academic Department.

CIS280 Multimedia Web Design
3 credits
This introductory multimedia course will use advanced web techniques and applications to provide a fundamental understanding of concepts for designing and developing multimedia websites. Students will develop hands-on experience with multimedia web programming. Topics will include developing, creating, modifying, and editing audio and video files, video shooting, still images, motion graphics, animation, text, digital photography, and digital arts.
Prerequisites: CIS112 and CIS120 or permission of the Academic Department.

CIS290 Mobile Application Development
3 credits
This course will enhance student knowledge and experience in designing and developing mobile applications. The course will cover various topics including mobile programming, cloud-based mobile application, JavaScript functions, webkit browse engine, building mobile applications, installing mobile web apps on iPhone devices and Android devices, jQuery, embedding an interactive map, mongoDB database, usage data, launching SMS, hybrid application, photo-blogging, working with cloud development server, cloud storage, cloud architecture, splash screen, and more.
Prerequisites: CIS280 or permission of the Academic Department.

CIS303 Software Engineering I
3 credits
This course introduces students to theoretical and functional aspects of software engineering. Course topics cover systematic approaches for developing complex software systems and practical strategies for documenting each phase of the software development process. Emphasis is on using software development projects.
Prerequisites: CIS112 and CIS120.

CIS311 Technical Writing in CIS
3 credits
This course is designed to teach technical communication skills and strategies needed to prepare and disseminate information in business and professional settings. This course offers practice in delivering oral presentations and creating effective written and visual designs including electronic media, user manuals, formal technical reports, web pages, and online help guides. This course emphasizes a systematic writing process, and it provides a practical study in mechanics, visual rhetoric, punctuation, grammar, and usage. Prerequisites: ENG110 and ENG130.

CIS312 End-User Computing (Application Design I)
3 credits
This course gives students the opportunity to explore advanced topics in word processing, spreadsheet, and database applications focusing on information support for the managerial end user. Cases and reading assignment alert students to ethical and societal dimensions of systems, information strategies, e-commerce, and global information transfer. The course intends to serve management and computer information students who will need to integrate information theory with advanced computer skills.
Prerequisite: CIS112.

CIS314 Project Management II
3 credits
This course provides advance approaches for managing and tracking medium and large scale software development projects. The focus of the course is to present practical methods for monitoring work schedules and milestones; reducing risks; estimating project resources and cost; integrating scope changes; and maintaining quality throughout the project. Emphasis is on using project management techniques to analyze and control the activities of the project management team. This course builds on topics introduced in CIS213 (Project Management I).
Prerequisites: CIS112, CIS120 and CIS213.

CIS317 Decision Support Systems/Expert Systems
3 credits
Management strategies utilizing computer support systems, simulations, decision modeling tools, and sample expert systems resulting in improved decisions for all levels of management are examined.
Prerequisites: CIS112, CIS312 and Junior Standing.

CIS320 Fundamentals of Router and Switch Configuration
3 credits
This course is a comprehensive guide for anyone wishing to obtain a background in basic CISCO networking concepts. Students are first introduced to theory-based concepts that are followed by practical hands-on labs.
Prerequisite: CIS222.

CIS321 Microsoft Workstation Course (MCSE)
3 credits
This course prepares students to develop the skills needed to deploy and manage Windows. Students first learn how to migrate to Windows workstation. The course then covers the new features in Windows workstation, such as advanced security, and how those features compare to previous versions of Windows. The resource for the course includes a section devoted to troubleshooting and doubles as a manual to be used in the profession.
Prerequisite: CIS320.

CIS322 IT Security Quality Management
3 credits
This course is designed for undergraduate students to learn about Information Technology (IT) and the associated role in security quality management. This course prepares students to evaluate, monitor, implement, and analyze security quality management in the systems lifecycle. The topics covered include Security Systems Development Life Cycle (S-SDLC), Capability Maturity Model Index (CMMI), and ISO/IEC 27001. This course will allow students to comprehend and make sound decisions as it relates to IT security quality management.
Prerequisites: CIS120, CIS213, and CIS222.

CIS337 Networking in Business
3 credits
Emphasis in this course is placed on networked-based information technology (local and wide-area networks) used to gain efficiency and effectiveness for competitive advantages and for building new strategic relationships.
Prerequisites: CIS112 and either CIS230 or CIS240.

CIS340 Computer Ethics
3 credits
This course strives to stimulate consciousness to meet the challenge arising from ethical dilemmas involving the misuse of technology. In a seminar format, violations of confidentiality and personal privacy, software piracy, computer viruses, abuse of Internet resources such as e-mail, ethical systems building, and vendor-client issues are explored.
Prerequisite: CIS112.

CIS341 Enterprise Risk Management
3 credits
This course will be conducted via lectures and discussions based on the text and supplemental materials, hands-on project exercises to practice negotiation principles, and assignments. Group discussions and assignments are designed to enhance collaborative learning and exercise the techniques and considerations presented in the course. Student comprehension of course content will be assessed through examinations, project exercises, individual research on current topics, and active participation in class discussion. Course topics cover a variety of topics and concepts that are critical to understanding enterprise risk management. Course topics include:
1. Risk management concepts
2. Risk management components
3. Risk management systems
4. Risk Management Framework (RMF)
5. Systems Certification & Accreditation (C&A)
6. Cyber security concepts
7. Cyber security models
8. National and international risk management policies

Prerequisites: CIS120, CIS213, and CIS222.

CIS342 Cloud Computing and Virtualization
3 credits
The promise of cloud computing technology to provide unlimited utility computing and storage capacity to organizations is investigated. The various types of current cloud computing services offered by the major service vendors are studied. The challenges of managing "big data" are reviewed, and the relationships of cloud computing, big data, and data mining are examined.
Prerequisites: CIS120 and CIS222.

CIS350 Advanced Multimedia Web Design and Development
3 credits
In this course, students will go through the entire process of planning and building well-designed interactive web sites using HTML. Emphasis is on the design process incorporating proper color, images, and choosing the right fonts. Navigation will be another topic that this course covers in detail. This course may not be substituted for a programming language.
Prerequisite: CIS200 or permission of the Academic Department.

CIS351 Responsive Web Design and Development
3 credits
The emphasis of this course is on Responsive Design for multiple screens including mobile devices. Students will learn how to use CSS 3 and HTML 5 to design a variety of layouts for different devices. The course will conclude with the submission of a final project demonstrating a website that displays and works on a variety of devices.
Prerequisite: CIS350 or permission of the Academic Department.

CIS360 Systems Analysis I
3 credits
This course introduces an overview of the traditional systems development life cycle and emphasizes prototyping for the continuous improvement of technology-based systems.
Prerequisites: CIS112 and CIS200.

CIS361 Systems Analysis II
3 credits
This course examines advanced system analysis techniques for determining business information systems requirements. Topics include object-oriented analysis, agile analysis, prototype development, quality control, and configuration management. Emphasis is on the development and maintenance of software systems. This course builds on Systems Analysis I.
Prerequisites: CIS112, CIS230 or CIS240, CIS360, or permission of the Academic Department.

CIS370 Global E-Commerce
3 credits
Students are introduced to the theory and practice of electronic commerce emphasizing how computer technology presently influences online business strategies and initiatives.
Prerequisites: MGT105 and CIS112.

CIS380 Data Structure and Algorithms
3 credits
This course will apply advanced programming techniques to a fundamental understanding of solving complex algorithmic problems. The course will cover analysis of algorithms, arrays, vectors, linked-lists, stacks, queues, priority queues, trees, traversal searches, binary trees, sorting, graphs, and hashing.
Prerequisites: CIS120, CIS200 and permission of the Academic Department.

CIS398 Internship in CIS
3 credits
This course provides students with practical experience in CIS within private or public sectors under the supervision of a practicing professional. Students are required to spend 15 hours per semester in seminar meetings and work at least 90 hours per semester in a computer facility. A journal describing daily activities is required. Prerequisites: 18 credits in CIS and at least Junior Standing. Students must speak with their Academic Advisor as well as the Center for Career and Professional Development before registering.

CIS404 Software Engineering II
3 credits
This course presents advanced topics on software engineering practices for the design and development of software products. The course focuses on software engineering measures for analyzing and documenting requirements; preparing design specifications; and developing and testing applications. Emphasis is on disciplined software engineering techniques that are used to produce quality and sustainable software products. This course builds on topics introduced in CIS303 (Software Engineering I).
Prerequisites: CIS112, CIS120 and CIS303.

CIS410 Operating Systems
3 credits
This course will provide depth and profound understanding of fundamental concepts of an operating system and its use. Topics will cover operating system concepts including Operations, System Structure, Process Concept, Multithreaded Programming, Process Scheduling, Synchronization, Deadlocks, Memory-Management Strategies, Implementing File Systems, Secondary Storage Structure, I/O Systems, System Protection, System Security, Distributed Operating Systems, and Distributed File Systems.
Prerequisites: CIS112, CIS200 and permission of the Academic Department.

CIS412 End-User Systems Design (Application Design III)
3 credits
This is a hands-on course in designing end-user managerial computer information systems using the integrated Microsoft Office Professional suite of applications including PowerPoint and the Internet for system implementation. Students will design a web page suitable for web publication and at least one integrated system.
Prerequisites: CIS112 and CIS312.

CIS415 Information Resource Management
3 credits
This seminar provides a broad overview of information systems management with attention to planning, organizing, and controlling user services and managing the computer information systems development process. The case study approach is used. Oral and written reports are required.
Prerequisite: Senior Standing in either Computer Information Systems or Management.

CIS420 Database Management Systems
3 credits
An overview of database modeling is presented with the objective of mastering one database management system for personal computers. Each student will prepare a complete database system by designing menus, input screens, queries, and output reports. Also covered are database selection and administration.
Prerequisites: CIS112 and CIS360.

CIS422 Database I
3 credits
Principles and methodologies of database design are presented with the objective of developing a basic database model for a personal computer. Students are required to build a database system that demonstrates basic menus, input screens, queries, and reports. Emphasis is on relational theory.
Prerequisites: CIS112, CIS120, CIS312 and CIS360.

CIS424 Database II
3 credits
This course reinforces topics introduced in CIS422 (Database I) and initiates building complete database systems using Microsoft Visual Basic and Oracle. Students are required to submit a final project that includes planning and creating an operational, menu-driven, customize database management system.
Prerequisite: CIS422.

CIS425 Computer Control and Audit
3 credits
This course is an introduction to the fundamentals of auditing and controlling computer information systems. Emphasis is placed on the design and application of controls within computer information systems. This course may be used to fulfill either a Computer Information Systems or Accounting elective.
Prerequisite: CIS312 (Accounting students) or CIS430 (CIS students).

CIS427 Database III
3 credits
This course reinforces topics introduced in CIS424 (Database II). This course provides advanced knowledge of relational database management systems (RDBM) and distributional databases. Practical exercises will be used to highlight RDBM strategies; diagnose problems; and improve database performance.
Prerequisites: CIS112, CIS120, CIS200, CIS230, CIS312, CIS412, CIS422, and CIS424.

CIS429 Database IV
3 credits
This course reinforces themes introduced in CIS427 (Database III) and highlights essential techniques in Oracle database performance tuning. Practical exercises will be used to formulate SQL queries and tune SQL statements for optimal performance. Topics include performance diagnostics and tuning; using tuning tools and utilities; using triggers to customize information management in the Oracle database; managing memory; and tracking and managing dependencies.
Prerequisites: CIS112, CIS120, CIS200, CIS230, CIS312, CIS412, CIS422, CIS424 and CIS427.

CIS430 Accounting Information Systems
3 credits
This course introduces the system flow of financial information in the contexts of the system development process and the actual applications of computer technology to record keeping and information gathering functions. Applications studied include procurement and receiving, inventory control, accounts payable, marketing and shipping, billing and collections, etc. Case studies and a hands-on computer project are required. This course may be used to fulfill either a CIS or Accounting elective.
Prerequisites: ACC303 (Accounting students) or at least Junior Standing for CIS majors.

CIS441 Fundamentals of Client/Server Technology
3 credits
This course prepares the student to administer networks using the Microsoft Windows Server operating system. Focusing on updates to the software and in-depth coverage of the administration aspects of Windows Server, this course includes topics such as installing, configuring, managing, and troubleshooting server installation.
Prerequisite: CIS320.

CIS450 Seminar in CIS
3 credits
This course provides the opportunity to do in-depth research on a topic of individual interest in CIS in order to integrate and assimilate information issues. It is the capstone course for the major and enables students to prepare documents representing their accomplishments, perceptions, and expertise for future evaluation. Frequent meetings between students and instructor serve to focus and direct the study.
Prerequisites: Senior Standing and 21 credits in CIS.

Forensic Science courses quality as Natural Science or Liberal Arts electives. FRS380 may be used to fulfill the general education science requirement.

CRJ101 Introduction to Criminal Justice
3 credits
The student will be introduced to the American Criminal Justice System from the perspective of the criminal justice professional. The course examines the historical development and role of the police, prosecution, corrections, probation, parole, and rehabilitation.

CRJ102 Introduction to Law Enforcement
3 credits
This course studies the role of police in society with attention to the history of law enforcement, the organization of police forces, centralized police power, community policing, and the recruitment and training of police officers.

CRJ103 Introduction to Corrections
3 credits
This course studies the history of corrections, including imprisonment and other acts of punishment, institutional and non-institutional. The philosophy and rationale for various sentencing alternatives are considered.

CRJ104 Introduction to Security
3 credits
This course is an introductory survey of the security field, including private, corporate, industrial, and retail applications. Comparisons are made between private and public policing.

CRJ180 Forensic Science I
3 credits
This course begins with a basic overview of forensic science from the "science" viewpoint. Scientific principles and practices will be applied to specific examples within the following: drug analysis, paternity, DNA fingerprinting, hair/fiber analysis, blood identification, microscopy, spectrophotometry, and chromatography.
Prerequisite: BIO143 or ENV121 or permission of the Academic Department.

CRJ180L Forensics Laboratory
1 credit
Students will have the opportunity to learn about several forensic techniques and increase their skill at each technique in a hands-on format. Each student will perform experiments and analyze evidence with techniques including, but not limited to, the following: density determination, measurement and accuracy, statistical analysis, microscopy, hair and fiber analysis, fingerprint analysis, impression lifting and analysis, DNA fingerprinting and gel electrophoresis, thin layer chromatography, light spectrophotometry, glass fragment analysis, soils, ballistics, spatter patterns, and gas chromatography.
Prerequisite or Corequisite: BIO144 or CHM116 or FRS180 or permission of the Academic Department.

CRJ201 Juvenile Justice
3 credits
The student is introduced to the juvenile justice process. While the focus is on the criminal court system's handling of the juvenile offender, additional areas of study include the forces that contribute to juvenile delinquency, as well as prevention rehabilitation.
Prerequisite: CRJ101.

CRJ207 Foundations of Terrorism
3 credits
This is a survey course on the study of terrorism. The social, political, economic, and religious foundations of terrorism will be explored. Specific terrorist organizations and tactics will be studied. The role of intelligence gathering and counter-terrorist activities will be addressed. Finally, the role of the media will be explored in terms of how it reports on terrorist activities and why terrorists need the media to be successful.

CRJ209 Criminal Law
3 credits
The course examines substantive and procedural criminal law including the Common Law and statutory offenses. Law of evidence, burden of proof, the jury system, and pre-trial dispositions are also studied.
Prerequisite: CRJ101 or LAW101.

CRJ211 Criminal Investigation
3 credits
The student is introduced to the principles of criminal investigation. These include techniques and methods used in searching the crime scene, locating and interviewing witnesses, interrogating witnesses, and developing suspects. Attention is given to the basics of forensic science, including photography.
Prerequisite: CRJ102.

CRJ212 Crime Mapping and Analysis
3 credits
This course introduces the practice of gathering, analyzing, and plotting crime data to determine crime patterns, crime trend correlations, hot spots and the forecast of future crimes. Emphasis is on the use of the GIS systems with various models and techniques of crime data research.
Prerequisite: CRJ102.

CRJ213 Fingerprinting
3 credits
This course studies the history and application of fingerprint science. It assumes knowledge, skills, and ability to recognize and identify fingerprint pattern, including topics like latent print identification and classification, the Henry System, AFIS, and court testimony on fingerprint identification. A lab is required on fingerprint identification.
Prerequisite: CRJ102.

CRJ215 Institutional Corrections
3 credits
This course studies the theories, history and functions of correctional jails and prisons. It examines all types of prisons, prison climate, various types of incarceration and the overall functions of jails or prisons. The correctional staff, standards, and the future of prisons will be discussed.
Prerequisite: CRJ103.

CRJ222 Cybercrime
3 credits
This course provides theoretical bases and practical strategies for lifelong learning. Students will become aware of university resources, as well as the policies and procedures critical to success. Through this course, students are introduced to the many types of cybercrimes. Students will learn principles of cybercrime, including techniques, methods of investigation, identifying, and seizing electronic evidence.
Prerequisite: CRJ101.

CRJ280 Forensic Science II
3 credits
This course is designed to provide students with a deeper understanding of several aspects of forensic science including crime scene processing, evidence collection, chain of evidence (with associated paperwork), motor vehicle accidents, blood spatter, and ballistics. Students will be asked to analyze evidence, participate in case studies, and utilize databases for both ballistics and blood spatter.
Prerequisites: CRJ180 and CRJ180L or permission of the Academic Department.

CRJ302 Criminal Procedure
3 credits
This course is a survey and analysis of the due process rights of individuals in the criminal process. Emphasis is on the impact of the Bill of Rights on the practices of police, prosecutors and judges, and the remedies available for the violation of those rights.
Prerequisite: CRJ209.

CRJ309 Police Administration and Management
3 credits
The student is introduced to the basics of administering and managing law enforcement professionals. The focus is on issues faced in managing police officers – federal, state, or local. The course addresses relations with non-governmental community leaders.   Budgeting and planning are also covered.
Prerequisite: CRJ102.

CRJ311 Effective Communication for Criminal Justice Professionals
3 credits
This course is designed to impart communication skills specifically geared toward the criminal justice professional. This course provides both a theoretical and practical study of the role of communication as it relates to law enforcement. Subjects include: thinking before speaking, oral and written communications, use of presentation and visual aids, purposes of speech, public speaking including extemporaneous style speaking, non-verbal communication, grammar, making reports on the job, departmental records and record keeping, proper communication in the courtroom, interviewing and interrogating witnesses and suspects, communication technology, communicating with ethnic groups, and more.
Prerequisite: CRJ101

CRJ322 Human Trafficking
3 credits
The course examines issues related to human trafficking and immigration from a local, national and global perspective. The students will identify issues related to commercial human exploitation and trafficking for the purpose of prostitution and other slave-like practices including forced labor, the exploitation of immigrants for domestic service, the sale of children for irregular inter-country adoption, and the sale of young girls for transnational marriages. This course will examine the subject matter from the perspectives of the victims, offenders and law enforcement.

CRJ326 Digital Forensics
3 credits
This course provides the knowledge and skills to identify, track and prosecute cyber-criminals. Students will be able to identify evidence in computer-related crime and abuse cases and track intrusive hacker's path through a client system. Emphasis will be placed on recovering, collecting, and analyzing data from any digital medial device, such as mobile devices, bar codes, games consoles, digital cameras, and videos.
Prerequisite: CRJ222.

CRJ331 Community Corrections
3 credits
This course surveys the origins and development of contemporary practices in probation, parole, and other forms of community corrections, including the impact of these practices on other elements of the criminal justice system.
Prerequisite: CRJ103.

CRJ332 White-Collar Crime
3 credits
This course provides an analysis of crimes committed by persons in a position of trust, including embezzlement, fraud, false advertising, price fixing, black market activities, and governmental corruption. Crimes against one's employer and crimes committed by corporate executives for their corporations are studied.
Prerequisite: CRJ101.

CRJ333 Organized Crime
3 credits
The course is an historical and contemporary review of the development and operation of organizations committed to criminal conduct both in the United States and the rest of the world.
Prerequisite: CRJ101.

CRJ335 Prisoners' Rights
3 credits
This course is a comprehensive study of the history and development of the Constitutional rights of prisoners, including an overview of the judicial system, application of administrative law, issuance of punishment and overall privileges as it relates to the treatment of offenders in corrections.
Prerequisite: CRJ103.

CRJ342 Crime Scene Investigation
3 credits
This course offers a methodical and detailed approach to crime scene investigation, including crime scene processing, identification and collection of physical evidence and chain of custody. Students will be able to successfully recognize, document, collect, and preserve physical evidence.
Prerequisite: CRJ101.

CRJ344 Fire & Arson Investigation
3 credits
This course studies the compilation and analysis of information related to fires and explosions. The primary focus of this course is to understand how to conduct, determine and document the area of origin and cause of a fire and the factors that contribute to the ignition and subsequent growth. Laws pertaining to burning, arson, and search and seizure are discussed. Attention is given to the basics of fire science, forensic science, including photography.
Prerequisite: CRJ211 or permission of the Academic Department.

CRJ346 Electronic Investigation
3 credits
This course studies the vast amount of information available to investigators through public and the Internet. The focus is on how to understand, obtain, discern and utilize public record information for investigatory purposes. This course is relevant to both public and private investigators.
Prerequisite: CRJ101.

CRJ355 Research Methods in Criminal Justice
3 credits
This course will review the basic techniques of research methodology, especially as applied to the field of criminal justice. Major topics will include the purposes of research, types of research design, data collection techniques, and the ethics of research.
Prerequisite: CRJ101.

CRJ356 Statistical Methods in Criminal Justice
3 credits
Elementary review of probability theory and its application to data analysis. Covered topics include descriptive statistics, inferential statistics and focusing on tests of significance, tests of association and casual analysis. This course will be heavily based on use of computer software, such as SPSS.
Prerequisite: CRJ355.

CRJ401 Ethics and Discretion in Criminal Justice
3 credits
The student is asked to consider the ethical issues involved in a criminal justice career. The concepts of integrity, honesty, and trustworthiness are examined as they bear upon the criminal justice professional's relationship to his colleagues, superiors, and community.
Prerequisite: CRJ101.

CRJ402 Comparative Criminal Justice
3 credits
This is a survey course, the purpose of which is to introduce the student to foreign criminal justice systems.
Prerequisite: CRJ101.

CRJ404 Theoretical Criminology
3 credits
This course will review the wide range of theoretical explanations for criminal behavior. Emphasis will be placed on contemporary, biological, psychological, sociological, economic, and integrated theories of behavior.
Prerequisite: CRJ101 or permission of the Academic Department.

CRJ405 Advanced Seminar in Criminal Justice
3 credits
This is a capstone course that draws together the principles learned in previous CRJ courses. The seminar topic is at the discretion of the Academic Department.
Prerequisite: Senior Standing and the permission of the Academic Department.

CRJ408 Correctional Management
3 credits
This course studies the functions of correctional administrators and the issues that drive them to create new operational approaches to respond to new challenges. It is an integration of theory and practice, providing the background and theory that guides practice and the administration of correctional agencies.
Prerequisite: CRJ215 and CRJ331.

CRJ460 Internship in Criminal Justice
1 – 6 credits
The student is placed in an internship requiring hands-on involvement in an area of the criminal justice system of interest to the student. This may occur in a federal, state, or local agency.
Prerequisite: Permission of the Academic Department. Students must speak with their Academic Advisor prior to registering for an internship.

ECO201 Macroeconomics
3 credits
This course examines the fundamental structure of a macro economy and familiarizes students with the problems of employment, inflation, interest rates, and business cycles. Topics include the determination of income and output, the role of fiscal and monetary policy, and the interaction of an economy with other political, social, and technical factors.

ECO202 Microeconomics
3 credits
This course familiarizes students with the decision-making processes of individual economic units such as household, firms, and industries, and their interrelationships. Topics include the nature and framework of the forces of supply and demand, household behavior, and consumer choice; the behavior of the firm under different industrial structures, resource allocation and income distribution; and international trade and comparative advantage.

ECO303 Money and Banking
3 credits
The course studies the process of financial intermediation in the economy and is primarily focused on the role of money and banking. Topics include the nature of commercial banks and the scope of their operations, the relationship between the banking sector and the other sectors of an economy, the role of the Federal Reserve, and the international financial linkages of an economy.
Prerequisite: ECO201.

EMH101 Introduction to Emergency Management and Homeland Security
3 credits
This course introduces the student to the closely interrelated fields of emergency management and homeland security. The course focuses on the development of the emergency management system within the United States, including the structure of federal, state and local emergency management systems. The course will also look at emergency management as implemented around the world. Students will be given an overview of the four phases of emergency management: mitigation, preparedness, response and recovery. The history of the U.S. Department of Homeland Security will be covered, including events that led to its creation, its mission and organization. Homeland security efforts at the state and local level will be explored. The course will define terrorism and discuss known terrorist groups that have posed a threat to the United States.

EMH201 Risk and Vulnerability Assessment
3 credits
This course will provide the student with a solid foundation in risk and vulnerability assessment. The course will compare and contrast different risk and vulnerability assessment models, outlining critical components of each. Students will use best practices and lessons learned to analyze and apply models for planning and implementing protective measures for people, facilities, and critical infrastructure.
Prerequisite: EMH101.

EMH220 Public Health Emergency Preparation and Response
3 credits
This course explores public health theory and practice in response to emergencies. The public health infrastructure on a local, regional, state and federal level will be examined. The student will discover how to coordinate a response among public health and partner agencies as detailed in the National Response Framework. Public health response to both natural and man-made emergencies, including extreme weather, pandemics and bioterrorism events will be discussed.

EMH250 Management of Hazardous Materials Incidents
3 credits
This course is an introduction to the process of successfully managing an incident involving hazardous materials. The course will explore the various references and tests used to identify hazardous materials. Students will discover how to complete incident action plans using the National Incident Management System and how to apply best practices to respond to and manage a hazardous materials incident.
Prerequisite: EMH101.

EMH280 Crisis Communications and Social Media
3 credits
This course will introduce the student to the closely interrelated fields of Crisis Communications and Social Media. The course focuses on the challenges of communicating during a crisis by analyzing both lessons learned and best practices of social media use. Using methods of critical thinking and problem solving, the student will explore options of how to best communicate via social media for potential or pending disasters.

EMH290 Foundations of Intelligence
3 credits
The intelligence failures of 9/11 and the Global War on Terrorism that followed increased national attention on the Homeland. Recent terrorism events here and around the world have only heightened scrutiny of intelligence operations as they relate to and support homeland security measures. Large-scale natural and manmade disasters have further demonstrated the need for integration of the intelligence function into emergency management and response. This course will provide the student with an overview of the intelligence field, the application of intelligence processes to emergency management and homeland security scenarios, and the impact of state and local fusion centers on emergency response.
Prerequisite: EMH101.

EMH301 Disaster Planning and Preparedness
3 credits
This course will introduce the student to the various elements of disaster planning and preparedness by analyzing a variety of modern disasters. The course will incorporate lessons learned and best practices from federal, state and local agencies. Using methods of critical thinking and problem solving, the student will explore options of how to best prepare a community for potential or pending disasters.
Prerequisite: EMH101.

EMH311 Critical Communications
3 credits
In this course, students will examine the ways emergency management and homeland security professionals engage in oral and written communication. Often, they communicate with the public before, during, and after an emergency or disaster event. Communication before and during an event is critical to saving lives, preventing injury, and mitigating the impact to property and the environment. Communication after an event is important for memorializing how the event occurred and detailing what response actions were necessary. Further, the successes and failures of disaster exercises and drills need to document as a vehicle for evaluation and improvement of response activities. Students in this course will learn about the importance of communication with stakeholders regarding grant writing and budgeting.
Prerequisite: EMH101.

EMH340 Emergency Response & Incident Management
3 credits
This course will introduce the student to how emergency response is structured and organized at the federal, state and local levels of government. Incorporating real life scenarios, the course will examine the essential elements of the various aspects of emergency response. These elements include flexibility, interoperable communications, and collaboration with stakeholders, problem solving, and critical thinking during the four phases of emergency management. The course focuses on a collection of best practices and time proven incident management techniques which are outlined in the National Response Framework.
Prerequisite: EMH101.

EMH360 History of Terrorism and Homeland Security in the U.S.
3 credits
This course examines the history of international and domestic terrorism and its' effects on United States national security policy. The student will explore the cultural, political and religious aspects of the terrorist environment and the different goals and objectives of terrorist groups. This course will also provide a review of modern methodologies used to secure the homeland, including preparation for and response to acts of terrorism. Topics include organization and history of the Department of Homeland Security; a brief history of terrorism and its evolution; financing, attack, recruitment and training methods of terrorist groups; terrorist exploitation of the media; and counterterrorism strategies.

EMH370 Response to Weapons of Mass Destruction
3 credits
This course will provide a solid foundation of the critical elements of a response to weapons of mass destruction (WMD). The course will compare and contrast the different categories of WMDs; chemical, biological, radiological, nuclear and explosives (CBRNE). The potential devastation of a WMD incident will be explored. The course will examine modern events in which WMDs have been employed and the specific response to them.
Prerequisite: EMH101.

EMH380 Crisis Decision Making
3 credits
This course provides a detailed exploration of the principles and practices used for decision making in the emergency management and related homeland security fields. Students will explore leadership decisions made during historic disasters and during terrorist incidents. The political, financial, ethical, and social impacts of leadership decisions during disasters and terrorism events will be discussed.

EMH460 Internship or 300-400 Level Directed Elective
3 credits
Students are strongly encouraged to take part in an internship after completing at least 60 credits of the requirements of the EMH program. As much as possible, experiential learning methods will be employed throughout the program to give students a real-world view of emergency management and homeland security. An internship at an emergency management or homeland security related agency or organization will provide the student with first-hand experience in these dynamic fields. An internship is an approved on-the-job work experience where knowledge of emergency management and homeland security obtained from classroom theory is integrated with practical work experiences. Internships provide students with knowledge of career opportunities; increase the likelihood of employment; help students gain an understanding of the vital role emergency management and homeland security plays in government, private, and non-profit agencies; and prepare students for a successful career in these exciting and challenging fields.
Prerequisite: EMH101.

EMH490 Emergency Planning Project
3 credits
This course is the culmination of the EMH program and is divided into two phases. Students will assume the role of an emergency management or homeland security administrator. Working with the instructor, the student will choose a crisis or disaster scenario, such as a large scale weather event that is due to hit your jurisdiction; the receipt of credible intelligence that a terrorist attack is imminent within your jurisdiction; or that a pandemic health crisis is migrating toward your jurisdiction. As an administrator, you have been tasked by the executive of your organization to prepare plans to mitigate, prepare for, respond to and recover from the specific incident. Communication and collaboration with stakeholders have been identified as a key objective. Phase I involves the student researching the issue, developing plans and alternative plans, and preparing to request funding to implement the plans. Phase II involves the student preparing a formal presentation to be delivered to the organization's executive level management team in which the student t must demonstrate a mastery of the issue and present a well-reasoned and defensible implementation of the plans for their assigned scenario.
Prerequisites: EMH101, EMH201, EMH301

ENG110 College Writing
3 credits
This introductory writing course is designed to refine students' analytical and critical writing skills by focusing on the writing process. Students will practice various writing styles, research methods, and critical thinking skills which will contribute to success in their University courses and their chosen careers.

ENG130 Literature and Composition
3 credits
Students will engage in the active reading and critical analysis of various genres of literature while examining text for the author's use of literary devices such as imagery, symbolism, and theme. Additionally, students will apply literary response methodologies to interpret, connect, and respond to analytical queries through persuasive and responsive writing.
Prerequisite: ENG110.

ENG213 Poetry
3 credits
This course will teach students how to interpret and analyze various types of poetry. Special attention will be paid to the time period and cultural significance of selected genres of poetry.
Prerequisite: ENG130.

ENG214 Short Fiction
3 credits
This course examines the short story as a literary genre. Students will read stories from a range of cultures and historical periods. A diversity of stories allows students to develop a breadth of knowledge on the genre and to understand short stories from multiple viewpoints.
Prerequisite: ENG 130.

ENG260 African-American Literature
3 credits
This course introduces students to African-American writers. Essays, poetry, drama, and fiction from representative African-American writers are read and discussed.
Prerequisite: ENG130.

ENG303 Women in Literature
3 credits
Students will read, evaluate, and analyze the role of women in literature as authors, characters, and critics. Special attention will be paid to how the role of women in society has progressed from the 14th Century through the present. An emphasis will also be placed on using written analysis to respond to the study of women in literature.
Prerequisite: ENG 130.

ENG311 Creative Writing
3 credits
Students in this course will encounter various genres of literature and writing. Students will develop skills in writing poetry, description, narrative, and dialogue. Students will engage in honest and meaningful discussions with their peers regarding their work, and eventually will submit a finished piece of work in the hope of publication.
Prerequisite: ENG130.

ENG362 Shakespeare
3 credits
This course introduces students to Shakespeare's language, themes, and dramatic art. Representative history plays, comedies, tragedies, and poetry are studied.
Prerequisite: ENG130 or permission of the Academic Department.

ENG412 Special Problems in English
3 credits
This course suggested particularly for English minors, offers a venue for further studies in the triumvirate: writing, literature, and critical theory, or a combination thereof.
Prerequisite: Permission of the Academic Department.

ELC080 Listening and Speaking Level 1
0 credits
A basic level English as a Second Language course that focuses on listening and speaking skills, this course will help equip low-beginning students with the skills necessary to comprehend spoken English, make and confirm predictions, identify main ideas and details, infer meaning from context, and express and support opinions with reasons and results. This is a non-credit bearing class.

ELC084 Reading and Writing Level 1
0 credits
A basic level English as a Second Language course that focuses on reading and writing skills, this course will help equip low-beginning students with the skills necessary to comprehend written English, make and confirm predictions, identify main ideas and details in a reading, scan text to find specific information, and express ideas or support opinions with reasons and results in context-appropriate written language. This is a non-credit bearing class.

ELC090 Listening and Speaking Level 2
0 credits
A basic level English as a Second Language course that focuses on listening and speaking skills, this course will help equip high-beginning students with the skills necessary to comprehend spoken English, make and confirm predictions, identify main ideas and details, infer meaning from context, and express and support opinions with reasons and results. This is a non-credit bearing class.

ELC094 Reading and Writing Level 2
0 credits
A basic level English as a Second Language course that focuses on reading and writing skills, this course will help equip high-beginning students with the skills necessary to comprehend written English, make and confirm predictions, identify main ideas and details in a reading, scan text to find specific information, and organize and express ideas or support opinions with reasons and results in context-appropriate written language. Students read authentic shorts stories, novels, poetry, and articles to build vocabulary, reinforce grammar skills, and improve overall fluency.

ELC096 Listening and Speaking Level 3
0 credits
An intermediate level English as a Second Language course that focuses on listening and speaking skills, this course will help equip low-intermediate students with the skills necessary to comprehend spoken English, make and confirm predictions, identify main ideas and details, infer meaning from context, and express and support opinions with reasons and results.

ELC097 Reading and Writing Level 3
0 credits
An intermediate level English as a Second Language course that focuses on reading and writing skills, this course will help equip low-intermediate students with the skills necessary to comprehend written English, make and confirm predictions, identify main ideas and details in a reading, scan text to find specific information, and organize and express ideas or support opinions with reasons and results in context-appropriate written language.

ELC124 Listening and Speaking Level 4
2 credits
An intermediate level English as a Second Language course that focuses on listening and speaking skills, this course will help equip high-intermediate students with the skills necessary to comprehend spoken English, make and confirm predictions, identify main ideas and details, infer meaning from context, and express and support opinions with reasons and results.

ELC125 Reading and Writing Level 4
2 credits
An intermediate level English as a Second Language course that focuses on reading and writing skills, this course will help equip high-intermediate students with the skills necessary to comprehend written English, make and confirm predictions, identify main ideas and details in a reading, scan text to find specific information, and organize and express ideas or support opinions with reasons and results in context-appropriate written language.

ELC202 Listening and Speaking Level 5
2 credits
An advanced level English as a Second Language course that focuses on listening and speaking skills, this course will help equip low-advanced students with the skills necessary to comprehend spoken English, make and confirm predictions, identify main ideas and details, infer meaning from context, and express and support opinions with reasons and results.

ELC203 Reading and Writing Level 5
2 credits
An intermediate level English as a Second Language course that focuses on reading and writing skills, this course will equip low-advanced students with the skills necessary to comprehend written English, make and confirm predictions, identify main ideas and details in a reading, scan text to find specific information, and organize and express ideas or support opinions with reasons and results in context-appropriate written language.

ELC201 Academic Writing I
3 Credits
This course will focus on the fundamentals of academic writing with the goal of sharpening students' critical thinking and writing skills, with a special attention to reasoning, formulating, and developing arguments and explanations. Additionally, emphasizing the basics of rhetoric, the course will give students practice theorizing and writing for the various audiences they will encounter in college and beyond. Attention will be paid to mechanics, usage, and style, as well as handling and citing sources. All elements of this course will include guidance from an experienced ESL instructor and feedback (peer-review/peer-editing) from fellow students to provide writers with the knowledge to address challenging writing topics.

ELC206 ESL American Culture I
3 credits
This course will contribute to the revising and realignment of the English Language Institute courses to the current levels of the most widely used international English language testing services. The content of this course has also been updated to reflect the 2016 edition of the program textbook, incorporating present-day linguistic and pedagogical theory, including an online laboratory component that will provide further practice in the vocabulary and skills taught within each course. These improvements to the English as a Second Language program will more suitably prepare our international students for a course of study in an academic setting, making them both better equipped and more confident in themselves to complete their respective degree programs at the University.

ELC209 Listening and Speaking Level 6
2 credits
An advanced level English as a Second Language course that focuses on listening and speaking skills, this course will help equip high-advanced students with the skills necessary to comprehend spoken English, make and confirm predictions, identify main ideas and details, infer meaning from context, and express and support opinions with reasons and results.

ELC210 Reading and Writing Level 6
2 credits
An intermediate level English as a Second Language course that focuses on reading and writing skills, this course will equip high-advanced students with the skills necessary to comprehend written English, make and confirm predictions, identify main ideas and details in a reading, scan text to find specific information, and organize and express ideas or support opinions with reasons and results in context-appropriate written language.

ENV110 Exploring Environmental Issues
3 credits
Environmental issues are one of the most pressing problems for society to address in the 21st century. This course explores the many aspects of the environment and emphasizes the ways in which the physical, biological, and chemical components interact. Students will gain a broad understanding of the environment, including relationships among organisms, the importance of biodiversity, and the structure of different biomes across the globe. Emphasis is placed on how humans interact with the environment, and special topics will include managing current threats to human and environmental health and the sustainable use of natural resources within a changing climate.

ENV121 Environmental Science: A Global Concern
3 credits
Environmental issues are one of the most pressing problems for society to address in the 21st century. This course presents the scientific foundations of how the environment works and will begin by studying how the principles of biology, chemistry, and physics interact to shape the environment around us. Students will learn the organization of biological populations, communities, and biomes and how these function with the physical environment. The course will then focus on how humans interact with the environment. Topics in this portion of the course will include sustainable management and conservation, as well as evaluating and managing threats to human and environmental health in a changing climate. The associated laboratory course, ENV121L, is required within the major.

ENV121L Environmental Science Lab: A Global Concern
1 credit
This course is a laboratory for ENV121 Environmental Science: A Global Concern. Emphasis is placed on laboratory experiences that enhance materials presented in ENV121. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in ENV121.
Prerequisite or Corequisite: ENV121.
Laboratory fee required.

ENV200 Environmental Policy
3 credits
This course provides the foundation for an examination of the role of government in the conservation, preservation, and utilization of natural resources and the environment. The history of federal legislation, regulation, and environmental law will be discussed in general terms. Major laws and treatises as well as agencies (and their programs) will be examined in detail.
Prerequisite: ENV121.

ENV201 Environmental Ethics
3 credits
Students consider the intrinsic relationships of humans to their biotic and abiotic surroundings. They reflect on the issues of meaning, attitudes, and value. Topics include the historical roots of the ecological crisis and movement, conflicting views on ecological problems, and ethical conflicts associated with the environment and Cooperation with nature.
Prerequisite: ENV121.

ENV205 Introduction to Geographic Information Systems
3 credits
A Geographic Information System (GIS) processes and analyzes spatial information. By understanding geographic location and spatial relationships, these computer programs aid in decision making and often increase the efficiency of many industries, including environmental science, business, medicine, government, and law enforcement. Specifically, GIS is used daily to map and manage natural resources and environmental information, determine the best placement for new businesses, efficiently design transportation networks, deploy police officers and model criminal activity, respond and recover from natural disasters, and track routes of disease outbreaks and much more. As geographic information continues to become more readily available, the demand for skilled GIS professionals will increase. In this course, students will learn the fundamentals of ArcGIS, the most widely used GIS program. Further, students will learn where to obtain spatial data, how to properly construct maps, and how to manipulate and model spatial information to solve complex problems. The course has both a lecture and a computer lab component where hands-on exercises are performed for students to gain experience. Students will perform an original research project using the methods learned within the course.

ENV240 Ocean Conservation and Management
3 credits
This course is an introduction to the global concerns surrounding conservation and management of the marine ecosystem. The approach is interdisciplinary and focuses on applying an understanding of the physical, chemical and biological processes of the world's oceans to the conservation economics and international policy that will govern sustainable change.

ENV250 Meteorology
3 credits
This course provides a general overview of the basic science and concepts in the study and forecasting of weather. Students will learn the scientific foundations of weather, to locate and analyze weather data, to examine the formation of hazardous weather, and assess the role of humans in weather and the climate. The overall goal of this course is to gain the knowledge necessary to analyze weather data and formulate a local weather forecast. There are no prerequisites.

ENV300 Toxicology
3 credits
This course begins with the basic principles of toxicology including dose-response relationships, bioactivation and bioaccumulation, detoxification and risk determination. Principles will be applied to specific examples within the following: hepatic, respiratory, circulatory, nervous, and reproductive systems. Emphasis will be placed on chemical carcinogens (natural and synthetic) and drug metabolism.
Prerequisite: ENV121 or BIO120 or BIO143 or permission of the Academic Department.

ENV301 Soils in our Environment
3 credits
This course expands on a student's collected knowledge-base in environmental science by applying it to the concepts of soil science. The principles of composition and genesis; chemical, physical and biological properties; classification and mapping; soil water; and management and conservation practices will be discussed and demonstrated. The course will also explore the role of soil in contemporary environmental quality, contamination, and remediation issues.
Prerequisites: ENV121, BIO144, and one of the following: BIO226, BIO360 or permission of the Academic Department.

ENV315 Environmental Health and Safety
3 credits
This course provides a detailed overview of safety and health in the work environment. Students will be prepared to ensure worker safety in a range of industries through completing a survey of topics including ergonomics and workplace stress, hazardous chemicals, bloodborne pathogens, terrorism preparedness, fire safety, accident prevention and investigation, and industrial hygiene. In addition, students will become familiar with current safety-related laws and OSHA standards.

ENV330 Physical Oceanography
3 credits
This course is an overview of the world's oceans and the role they play in global geologic, climatologic, and biologic systems. Students will investigate current ocean science and technologies, patterns of environmental change, and coastal dynamics.
Prerequisite: ENV240.

ENV405 Environmental Law and Practice
3 credits
Students learn the relevant federal and state environmental laws together with their practical application to corporate and real estate transactions. Specific areas of study include environmental due diligence. The course covers the specific area in which individuals encounter environmental issues in the practice of law.
Prerequisite: LAW204, ENV110, ENV121 or LAW101.

ENV410 Coral Reef Ecology and Restoration
3 credits
This course is a detailed exploration of the ecology of the coral reef ecosystem, including current conservation and restoration methods. Students will investigate fish, invertebrates, and plants common to coral reefs; causes of natural and human-induced tropical ocean pollution and their subsequent effects on coral reef ecosystem dynamics; and restoration techniques to recreate, reconstruct or repair damaged tropical reefs.

ENV420 Ecological Field Methods
3 credits
This course is an investigation into established ecological sampling and field methods. Techniques for sampling plants, soils, aquatic invertebrates, small mammals, and insects will be discussed and demonstrated. Students will learn to design, plan and conduct a field ecology research project, as well as how to effectively analyze, interpret and communicate the collected field data.
Prerequisites: ENV121, BIO144 and one of the following: BIO226, BIO360 or CHM310.

ENV430 Strategies for Sustainable Development
3 credits
There is a growing demand for professionals in every discipline who have the knowledge to implement sustainable strategies in order to use resources more efficiently. This course is an introduction to the concepts of sustainability and how to apply these concepts to determine a product's impact on environmental and human health. Students will learn the basics of how to quantitatively estimate a product's use of natural resources and how to prioritize sustainability measures. Topics will include energy and water consumption, waste materials from products, impacts on air and water quality, and life cycle assessment.
Prerequisite: ENV121.

ENV435 Independent Study
1 – 3 credits
Students engage in independent research in either a laboratory or field setting. Students may also elect to complete a literature review. Results of this work are presented at the end of the semester. Application, proposal submission and registration policies should be discussed with the faculty mentor prior to registration.

ENV440 Methods in Scientific Diving
3 credits
This course provides a detailed overview of the methodology and procedure associated with underwater science research. Students will explore mapping techniques, transect and quadrat use and proper sediment and biological sampling methods. Completion of the course requires one week of travel to a Caribbean destination to demonstrate proficiency in the learned underwater research techniques.

ENV498 Internship I
3 credits
Students engage in independent research in either a laboratory or field setting. Students may also elect to complete a literature review. Results of this work are presented at the end of the semester. Application, proposal submission, and registration policies should be discussed with the faculty mentor prior to registration.
Prerequisite: Permission of the Academic Department. Students must speak with their Academic Advisor, as well as the Center for Career and Professional Development before registering.

EQU105 Exploring the Equine Industry
3 credits
Horses are at the center of a powerful agricultural industry, with direct, indirect and induced spending totaling over $100 billion dollars each year. This course looks closely at this industry and explores the equestrian culture that surrounds it. Students examine the roles of horses and other equines in our society, the duty of care placed on owners and caretakers, and the impact of the industry on land stewardship. Current events, various values systems, animal rights and welfare, and the history and future of the industry are all considered. This course is open to students in any major.

EQU165 Equine Care and Management
3 credits
This course concentrates on the principles underlying best practices in the care and handling of equines. Those practices that maintain health and prevent injury are explored with an understanding of the equine as a domesticated biological creature that has evolved from a wild, herd-living, grazing, flight-oriented, prey species. Topics to be studied are aligned with hands-on activities of EQU165L, and include equine behavior, daily care and health needs, equestrian activities, tack and equipment, and emergency care. Safety is considered throughout, as well as the business concerns of those involved in the care, custody, and control of animals. Enrollment in EQU165L is a recommended companion for Equine Studies majors.

EQU165L Equine Care and Management Lab
1 credit
This laboratory course provides hands-on experience in the care and handling of equines in a professional stable setting. Special emphasis is placed on prevention of illness and injury. Course activities are aligned with the classroom study of EQU165 so that the student develops a professional caliber of hands-on skill in equine management. Topics to be addressed will include safe handling techniques, daily routine, grooming, selection and fit of tack and equipment, barn safety, basic feeding, parasite control, and emergency care. Enrollment in EQU165 is a recommended companion for Equine Studies majors.

EQU166 Facility Design and Operation
3 credits
This course examines the planning, construction, maintenance, and operation of equestrian facilities. Barn placement, design, and layout are covered in detail, considering such factors as environmental concerns, drainage, ventilation, efficiency, safety and fire prevention, pastures, fencing, maintenance procedures, and purchasing and storing feed. Also covered are record keeping, insurance requirements; and selection, training and management of staff. EQU166L is a recommended companion for Equine Studies majors.

EQU166L Facility Design and Operation Lab
1 credit
This course is the practical lab component of EQU166, enabling students to examine and consider applications of the course concepts in a variety of real-life settings. EQU166 is a recommended companion for Equine Studies majors.

EQU170 Equine Communication
1 credit
This course is a study in the safe and gentle handling of equines, founded on an understanding of the history of the species and using non-verbal body language communication. Students learn to distinguish resistance based in fear from that based in disrespect. Meeting the animal on its own terms leads to more effective and meaningful communication, and thereby a safer and more productive relationship.

EQU171 Concepts of Equine Massage
1 credit
This course will prepare the student to do a simple but effective equine sports massage. The material will include how and why massage therapy works, covering rudimentary equine anatomy, physiology and kinesiology. Students learn how to do basic massage therapy strokes from effleurage to trigger points and stretch work, with plenty of hands-on experience. Prerequisite: EQU165 or permission of the Academic Department.

EQU172 Introduction to Hoof Care
1 credit
This course introduces the form, function, care, and maintenance of the equine hoof. A survey of trimming theories and techniques produces an understanding of the role of sound, functional hooves for the horse's gaits and performance. The effects of shoes, appliances, health, and nutrition on hoof form and function are addressed, and tools and tasks of the professional farrier's trade are introduced. Prerequisite: EQU165 or permission of the Academic Department.

EQU198 Stable Management Experience
3 credits
This course provides hands-on experience in the care and handling of equines, as well as an introduction to best practices in work with horses. Husbandry skills will be developed as appropriate to a professional stable setting, and students will develop a core of knowledge, skills, and attitudes that are essential to running a profitable equestrian business. Special emphasis is placed on sustainability and prevention of illness and injury. All students in the course are required to have access to live horses and equestrian facilities to complete the photo and video assignments for this experience.
Prerequisites: EQU165, and EQU166. Strongly recommended preparation: COM107.
Equine Studies students may take EQU198 in lieu of the following three 1 credits courses:
EQU165L Equine Care and Management Lab (major core)
EQU166 L Facility Design and Operation Lab (major core)
One 1-credit elective in the concentration

EQU212 Animal Assisted Counseling
3 credits
This course is designed to provide a brief introduction to Animal Assisted Therapy (AAT), an approach to counseling that fully integrates animals into the therapeutic process. This approach can be applied to a wide range of psychosocial issues. This course begins with a detailed introduction to AAT, and then covers other relevant topics including the importance of the human-animal bond, the psychological importance of animals, and the role that they play. Applications of the various forms of AAT will be considered, leading to field visits to a variety of local centers that provide AAT.
Prerequisite: HSV101.
EQU212 qualifies as a Social Science or Liberal Arts elective.

EQU220 Unmounted Horsemanship
3 credits
This course prepares students for the challenges of handing equines on the ground in a variety of situations. The principles of compassion, mutual respect, safety for humans and animals are applied throughout, with emphasis on the risks involved in handling all equines. Normal and abnormal behavior of the domesticated equine, including the effects of confinement and human expectations, is considered. Students learn techniques that apply to restraint, working with green or fearful animals, and emergent situations.
Prerequisite: EQU170.

EQU251 Equine Biology
3 credits
This course establishes a foundation for understanding the basic conformational and anatomical parts of the horse, in relation to different body systems, specific organs, and unique qualities and adaptations of the equine species. The function and dysfunction of bodily processes is discussed with a focus on care and prevention, husbandry practices, and the influence on the animal's performance. The course will also address effective communication using appropriate terminology. EQU251 qualifies as a Science elective.

EQU252 Equine Nutrition
3 credits
This course involves an examination of the nutrients needed by the horse and the various feeds that can be combined to meet the requirements of an equine diet. The course also includes a survey of varying feed management practices and programs that meet the needs of individual horses in work/competition or at pasture, for growth, reproduction, maintenance, and old age. Also addressed are parasites, plant toxicity, and feed quality and labeling. Nutrition-related diseases are studied with emphasis on prevention.

EQU265 Foundations of Equestrian Instruction
3 credits
This course introduces the prospective horseback-riding instructor to the theory that underlies the teaching of riding to individual students and groups. Students will come to appreciate the value of this historic profession by understanding the rationale of classical riding theory and the use of a training scale. Lesson planning that considers different learning and teaching styles and a variety of riding disciplines will be explored. Assessment criteria, the teaching environment, and school horses are considered, as these things are all related to safety and effective learning. Students will develop critical thinking by observing and evaluating instructors in the field, and communication and collaboration skills through appropriate learning activities.
Prerequisite: EQU165 or permission of the Academic Department.

EQU270 Equine Event Management
1 credit
All Equine disciplines engage in judged performances (Horse Shows), educational experiences (Clinics), judged skill demonstrations (Gymkhanas), and pure entertainment. Each one of these Equine Events needs to be planned and managed. This course gives an overview of techniques, timelines, guidelines, and staffing and budget concerns for a variety of equine events. In addition, there will be lectures, visiting speakers and hands-on participation in event planning to assist students with learning.

EQU299 Riding Instructor Practicum
3 credits
This course builds on the foundations introduced in EQU265 by providing an opportunity for supervised practice teaching and collaborative learning. Lesson planning, skill development, and assessment strategies are applied to individual and group lessons. Students learn to adapt to changing circumstances, as controlling the learning environment and managing unexpected events must be practiced in a live teaching setting. Best practices for safety of horse and rider are reinforced throughout the course. In addition, this course will introduce the process of instructor certification, and prepare the student for the first steps in earning certification in a variety of disciplines.
Prerequisite: EQU265.

EQU301 Equine Industry Orientation
3 credits
In this course, students develop a basic understanding of the modern equine business manager's day-to-day concerns and examines various real-life scenarios that affect such areas as management, public relations, and the law. Personal professional development topics are addressed in relation to specific businesses and the industry as a whole, which contributes billions of dollars to the global economy. Various sectors of the equine industry are discussed, with consideration of how they intersect and form a dynamic network.
Prerequisite: EQU105

EQU302 Principles of Equine Reproduction
3 credits
This course provides a foundation for future employment at a veterinary clinic or farm specializing in equine reproduction. Students will develop a basic understanding of equine reproduction, including various breeding methods, embryo recovery and transfer, reproductive health of mares and stallions, reproductive technology, and evaluation of reproductive methods and foaling. Students will explore, examine and consider the design, staffing, and management of a successful breeding operation.
Prerequisite: EQU251.

EQU303 Equine Industry Work Experience
3 credits
This independent study course allows students to explore and experience the range and depth of employment opportunity in the equine industry. The student will develop a learning plan under advisement and undertake a supervised work experience with one or more employers to support the plan. A detailed report and a presentation reviewing the experience document the student's work. The approval of the Program Director is required to register for this course.

EQU306 Equine Locomotion
3 credits
This course is a study of the way the equine locomotor system is put together and how it makes the animal move, including an evolutionary perspective as well as individual and breed tendencies. The material will include detailed anatomy, equine movement analysis, hoof mechanics, and myokinesiology. Through in-depth training in observation, students will learn the use of gait study and its relationship to physical comfort and athletic performance.
Prerequisite: EQU251 or equivalent.

EQU315 Hoof Trimming Principles and Practices
3 credits
This course is an introduction to the tools, techniques, and methods of basic hoof trimming practice. It is based on the understanding that a sound, functioning hoof is necessary for both the horse's comfort and athletic performance. The student will consider various accepted theories of hoof function for their relevance to the broader goal of establishing natural equilibrium in the hoof and begin the practical application of appropriate trimming techniques on live horses. Safe practices and concern for the hoof trimmer's health will be stressed. Tool purchase is required.
Prerequisite: EQU306

EQU317 Equine Massage I: Principles and Practice
3 credits
This course is an introduction to equine sports massage practice covering traditional massage techniques and their application to the equine locomotor system. This course will review musculoskeletal anatomy and movement analysis, developing an understanding of its value for the horse's comfort and athletic performance. The student will consider the science behind sports massage and its relevance to balancing the horse's dynamic conformation and begin the practical application of appropriate massage techniques on live horses. Safety and concern for the practitioner's health will be stressed.
Prerequisite: EQU306, or permission of the Academic Department.

EQU322 Equine Veterinary Assisting
3 credits
This course explores the roles and expectations of an equine veterinary assistant as they relate to the patient, veterinarian, and horse owner. Study is focused on knowledge of restraint and safety, organization, efficiency and time management, as well as office and client interaction. Topics from prerequisite courses will be further explored with practical application of some skills.
Prerequisites: EQU16, EQU251, and LCS105.

EQU340 Equine Business Ethics
3 credits
The challenges associated with business in general, and the very important issues unique to the equine industry, will be discussed to increase students' awareness of the problems they might face. These will include the ethical dilemmas involved in the misuse of horses, and the decisions that must be made regarding a variety of issues where there may not be clear guidelines.
Prerequisite: EQU301

EQU363 Advanced Horsemanship
3 credits
This independent study course allows students to engage in focused study of a specific area of practice within the equine industry. The student will develop a learning plan under advisement and undertake a supervised course of study including a survey of various approaches to practice within the specialty. Work product documenting the learning in this course may include reports, videos, journals, or the like, with a summative presentation reviewing the experience. The approval of the Program Director is required to register for this course.

EQU/HIS380 The Horse in Human History
3 credits
This course is a study of the equine influence on the development of human society. The connection between horses and early peoples, the war horses of Mongol, Moorish, and Medieval periods, the conquest of the Americas and arrival of horses to the native American civilizations, and the inter-relationship between the horse and the rise of industrialization are examined. Students analyze the role of the horse and the contribution it has made toward shaping human history.
Prerequisite: One previous History course or permission of the Academic Department.

EQU401 Equine Medical Management
3 credits
This course provides an in-depth look at various aspects of preventative medicine, diagnosis, and treatment of medical concerns in equines. The course examines the roles of owner, stable manager, veterinarian, and complementary practitioners with the objective of understanding how best to facilitate cooperative and collaborative relationships among the members of the care management team. In addition, students learn how to assess the seriousness of any equine medical problem and take appropriate action.
Prerequisite: EQU251

EQU403 Equine Senior Seminar
3 credits
This course is the culminating course for the Equine major. It provides the opportunity for the student to plan, research, and complete an individual capstone project under the close supervision of a faculty member. Students will present the design and results of their work both in writing and orally within the class, with the opportunity to present for a public audience as well. This course requires students to integrate and apply the knowledge and skills gained throughout the degree program, developing a project that has the potential to create lasting change within the equine industry. Collaboration with others is a key component of this project development.
Prerequisites: Senior Standing and Writing in the Discipline course.

LAW410 Equine Law
3 credits
This course covers the major issues of equine law including, but not limited to, ownership and transfer of horses and interests in horses, duties and rights of co-owners, trainers, agents, boarders, partners, and syndicate managers; racing and licensing; treatment of horses; court procedures; and issues involving insurance, intellectual property, bankruptcy, and torts.
Prerequisite: Junior or Senior Standing.
Strongly Recommended Preparation: LAW101, LAW205.

EQU416 Hoof Rehabilitation
3 credits
This course further explores the implication and concerns of establishing and maintaining a barefoot lifestyle. The student will explore the difficulties inherent in the process of transitioning from shod to bare, while developing confidence in the basic trimming skills. Advanced techniques are applied to foster the rehabilitation of deformed or damaged hooves. Best business practices for careers in hoof trimming are addressed. The course will stress safety and concern for the hoof trimmer's health throughout. Tool purchase is required.
Prerequisite: EQU315 Hoof Trimming I or equivalent.

EQU418 Equine Massage II: Rehabilitation
3 credits
This course further explores the implications and concerns of establishing and maintaining a sound healthy horse using equine sports massage. The student will explore the difficulties inherent in the process of restoring and maintaining optimal movement, while developing confidence in the basic skills and learning the application of advanced techniques. Best business practices for careers in equine massage will be addressed. The course will stress safety and concern for the practitioner's health throughout.
Prerequisite: EQU317, or permission of the Academic Department.

EQU435 Independent Study
3 credits
This course allows students to engage in independent work in a specialty focus area, tying research-based knowledge to advanced professional practice. The student will develop a learning plan under advisement and complete a supervised course of study within the specialty. Work product documenting the learning in this course will reflect the type of study undertaken, but will include a summative presentation reviewing the experience.
Prerequisite: one Equine elective course at the 300-400 level.

EQU460 Equine Internship
3 credits
This course allows students to work in an approved equine-related business to develop specialized skills and knowledge that come from on-the-job experience. The student will complete a minimum of 120 hours of work experience for credit in this course, although more hours may be required if an Internship is required for a Certificate. A detailed journal and a presentation documenting the experience document the student's work. The approval of the Program Director and Center for Career and Professional Development is required to register for this course.

FIN201 Principles of Finance
3 credits
This course examines the role of finance in relation to other business operations and within the financial community. It covers the development and use of the basic tools and operational/quality measures for financial administration, financial analysis, planning and control, investment decisions, and management of sources of funds.
Prerequisites: ACC111 and MGT105

FIN280 Introduction to the Securities Industry
3 Credits
FIN 280 is designed to prepare students to take FINRA's Securities Industry Essentials Exam (SIE). The SIE is a preliminary exam that tests the taker's knowledge about the investment securities world. Passing this exam proves to the world that the successful test-taker has mastered basic knowledge of securities, securities markets and securities regulation. A successful score indicates the individual is a viable candidate for employment in the financial services industries. Upon completion of this course, and successfully passing all course assignments, the student will be adequately prepared with the requisite knowledge to sit for the examination. and presumably pass the examination. No guarantee that the student will pass the exam is made hereby or represented by the University or the Malcolm Baldrige School of Business. The SIE does not qualify an individual to sell stocks, bonds, or options. Individuals must be sponsored by a FINRA member firm to sit for the actual licensing exam. For more information, please go to the following link: http://www.finra.org/industry/registration-qualification-exams.

FIN302 Corporate Finance
3 credits
This course is an analysis of capital investments relative to rates of return, goals, risks, and other operational/quality measures. A study of equity and debt financing, dividend policy, and multinational operations is also reviewed.
Prerequisite: FIN201.

FIN305 Analysis of Financial Statements
3 credits
Modern investing and lending decisions are based on financial statement analysis. Investing and lending decisions require the application of thorough analysis to carefully evaluate data. Sound information is obtained by an understanding of the data from which it is derived, as well as by the application of tools of analysis to aid in its extrication and evaluation. The course focuses on understanding the data that are analyzed, as well as the methods by which they are analyzed and interpreted.
Prerequisite: ACC211.

FIN306 Personal Financial Planning
3 credits
This course is an introduction to the principles of personal financial planning. Course material will introduce the student to financial markets, financial products, and investment alternatives. A study of the more common markets and investment trends and their contributions to corporate and personal wealth is included. Course is beneficial for students who are interested in pursuing the certified financial planner (CFP) designation.
Prerequisite: FIN201.

FIN313 Investment Company and Variable Products
3 credits
This course is designed to prepare you to take the FINRA Series 6 Investment Company and Variable Contracts Products Representative Examination. The Series 6 exam qualifies the individual to compete for sales positions in the mutual fund or insurance industries. Individuals who take the Series 6 are certified to sell and open customer accounts for variable annuities, mutual fund shares, retirement plans and other insurance-related products. Upon completion of the course, and successfully passing all examinations and quizzes in this course, the student will be adequately prepared with the requisite knowledge to sit for the examination and presumably pass the examination. No guarantee that the student will pass the exam is made hereby or represented by the University or Malcolm Baldrige School of Business.

The Series 6 does not qualify an individual to sell stocks, bonds, or options. Individuals must be sponsored by a FINRA member firm to sit for the Series 6 Exam. For more information, please go to the following link:
http://www.finra.org/industry/registration-qualificaiton-exams.
Prerequisites: FIN201 and Senior Standing.

FIN401 Insurance and Risk Management
3 credits
This course presents fundamental principles of insurance and their application in life, disability, property, and liability insurance. The concept of risk and the operational/quality measures and techniques used by a risk manager are included. The course provides the basic knowledge for intelligent solutions of personal and business insurance problems, as well as for further specialized study of insurance.
Prerequisites: ECO202 and MAT220.

FIN402 Behavioral Finance in Personal Investment
3 credits
This course examines the theoretical and practical foundation of the burgeoning field of Behavioral Finance, providing a practical foundation for the field of investment management, wealth accumulation, and financial therapy. Students will develop the skills and theoretical orientation that is necessary to succeed in the fields of personal wealth management and corporate financial management across multiple industries.

FIN403 Investment Management
3 credits
This course analyzes the theory and practice of investment measurement and management. Topics include principles of selection of assets, personal portfolio management, and performance criteria for selecting and making alternative corporate investment decisions.
Prerequisite: FIN201.

FIN405 Seminar in Finance
3 credits
This seminar examines and evaluates current theories, issues, and problems relating to financial management and decision-making. Emphasis is placed on both internal and external factors affecting managerial policies and strategic measures. The course includes study of relevant literature and financial policies prevailing in business. A case method of study is followed.
Prerequisites: FIN302 and FIN305.

FIN406 Seminar in Personal Finance
3 credits
This course addresses select issues in personal finance including investment alternatives, tax strategies, retirement and estate planning, and wealth creation and management. A case study format is used, with emphasis on integrating financial, legal, and tax disciplines into an integrated financial plan.
Prerequisites: FIN306 and Senior Standing in the Finance Program.

FIN407 Business Valuations for Mergers and Acquisitions
3 credits
This course considers the strategic development of business valuations from the point of view of mergers, friendly or unfriendly, and appraisal of businesses for acquisition purposes. Tax and accounting rules involved in merger and acquisition activity are reviewed. Tactics of defense in acquisition battles are discussed and the ultimate impact on shareholder wealth is examined. Valuation of closely held businesses for sale or estate purposes is explored.
Prerequisites: FIN302 and FIN305.

FIN411 International Financial Management
3 credits
This course covers international capital movements and balance of payment problems, as well as problems of international operations as they affect financial functions. Foreign and international institutions and the foreign exchange process are examined. Financial requirements, problems, sources, and policies of multinational corporations are considered.
Prerequisite: ECO201.

FIN413 General Securities Brokerage Theory and Practice
3 credits
This course is designed to prepare the student to take the FINRA Series 7 General Securities Representative Qualification Examination. Individuals who hold The Series 7 are officially listed as "registered representatives" by FINRA. The course focuses on topics that relate to the critical functions and tasks of financial planners and securities brokers. Topics covered include the organization, participants, and functions of securities markets, as well as the principle factors that affect them; the transaction procedures for various securities; forming and monitoring investment portfolios and maintaining investment accounts. Upon completion of the course, and successfully passing all examinations and quizzes, the student will be sufficiently

prepared with the requisite knowledge to sit for the examination and presumably do well. Neither Post University, nor Malcolm Baldrige School of Business guarantees that successful passage of this course will result in successful passage of the Series 7 Examination itself. No guarantee that the student will pass the exam is made hereby or represented by the University or Malcolm Baldrige School of Business. The Series 7 Licensure qualifies an individual to perform in the position of a general securities representative, including sales of corporate securities, investment company securities, variable annuities, direct participation programs, options and government securities. Individuals must be sponsored by a FINRA member firm to sit for the Series 7 Exam. For more information, please got to the following link:
http://www.finra.org/industry/registration-qualificaiton-exams.   .
Prerequisites: FIN201 and Senior Standing.

FIN422 International Investments
3 Credits
This course helps students conceptualize the theories of fundamental investment and understand professional techniques and practical applications of international investments. Topics include economic analysis of investing opportunities, investment instruments, financial risk and return, organization and control, and general investment strategies.
Prerequisites: FIN201 and IBA301

FIN460 Internship in Finance
An internship in Finance provides valuable work experience for students to enter any professional environment. Students will have the opportunity to apply learned management & business skills, apply theories/ideas in a work environment. This course is designed to be an in-depth workplace experience and students are encouraged to consider topics that reflect their career aspirations.
Prerequisite: Approval of the Academic Department.

FRS380 Chemistry and Physics in Forensics
3 credits
To analyze many crimes, one needs to have a good understanding of both chemistry and physics. Students will learn about the fundamentals of organic and inorganic chemistry (titration, precipitation, colorimetric tests) and apply them to forensic uses. Students will also apply the basic physical principles (one-dimensional and two-dimensional analysis, kinematics, motion and gravitation, work and energy, momentum, rotational motion, solids and fluids, and heat and thermodynamics).
Prerequisites: CHM115 and PHY115, CRJ180, MAT130 or permission of the Academic Department.

Geography Course Descriptions
GEO-designated courses qualify as Social Science or Liberal Arts electives.

GEO203 Human Geography
3 credits
This course provides students with an understanding of how human culture impacts the global physical environment and, in turn, how human culture has evolved as a result of geography. The focus is on human-environmental relationships incorporating economics, history, politics, science, and culture. Students will apply the main concepts of the course through the research and analysis of nation case studies in various regions around the world, showing students the importance of geography in today's global society.

History Course Descriptions
History courses numbered 201 or higher qualify as Humanities or Liberal Arts electives.

HIS101 World Civilization I
3 credits
This course provides a survey of significant developments relating to the rise of early Mediterranean, European, and Asiatic societies. Economic, political, and religious themes are stressed from the foundations of civilization to the eve of the Western Enlightenment.

HIS102 World Civilization II
3 credits
This course provides a survey of significant developments in world history from the science and philosophical revolutions of Europe in the 17th and 18th century to the Post-World War II Era. Emphasis is placed on the emergence of ideological movements; regional, economic, and political patterns; and technological innovations that fostered the rise and fall of empires as well as promoted war and peace.

HIS201 United States History I
3 credits
This course provides an overview of Early American history beginning with European exploration and colonial development of the "New World." Students will analyze the trials, tribulations, successes, and failures of establishing a new nation, concluding their study simultaneously with the end of the Civil War. The focus of the course will be on the political, economic, and social components that define each time period and piece together the ever-evolving development of the United States.

HIS202 United States History II
3 credits
This course provides a survey of significant developments in United States history from Reconstruction to present day. Students will explore the political, economic, social, and cultural successes and struggles as the United States evolves into one of the most powerful nations in the world. Main topics discussed include industrialization and urbanization, expansionism and imperialism, prosperity and depression, World Wars, and globalization.

EQU/HIS380 The Horse in Human History
3 credits
This course is a study of the equine influence on the development of human society. The connection between horses and early peoples, the war horses of Mongol, Moorish, and Medieval periods, the conquest of the Americas and arrival of horses to the native American civilizations, and the inter-relationship between the horse and the rise of industrialization are examined. Students analyze the role of the horse and the contribution it has made toward shaping human history.
Prerequisite: One previous History course or permission of the Academic Department.

HRM201 Human Resource Management
3 credits
This course includes the presentation, analysis, and discussion of the specific functions of a Human Resources Department, including human relations knowledge and skills vital to the success of any Human Resources manager. Students will explore the standards of performance that are expected of managers, subordinates and the organization with a special emphasis on the supportive relationships needed between employees and their organizations. This course also will explore a number of contemporary and controversial issues related to Human Resource Management.
Prerequisite: MGT105.

HRM303 Labor and Management Relations
3 credits
This course evaluates current problems encountered by management in the negotiation and administration of labor relation agreements and processes. Topics that will be explored and examined include preparation for bargaining agreements, costing of labor contracts, bargaining power, negotiations, impasses, the role of women in labor movements and the future of Labor & Management Relations.
Prerequisite: HRM201.

HRM305 Managing a Diverse Workplace
3 credits
This course focuses on a variety of topics related to meeting the demands of an increasingly diverse workplace. Students will explore the difference between Affirmative Action, valuing diversity, and managing diversity. Characteristics of diverse populations, including ethnic minorities, gender issues, older workers, workers with disabilities, and foreign workers will be studied. Students will learn strategies for implementing diversity and building cooperation and trust among diverse work groups.
Prerequisite: HRM201.

HRM307 Compensation and Benefits
3 credits
This course focuses on the strategic choices in managing compensation. Major compensation issues are discussed in the contest of current theory, research, and practice. Students will explore the issues that influence the determination of compensation and benefits in an organization, the design of the various forms of compensation and benefits, and how organizations manage the compensation system.
Prerequisite: HRM201.

HRM308 Training and Development
3 credits
This course focuses on the role of training and employee development in organizations. It acquaints students with current theory on learning and program design, training methods and evaluation, e-learning and the use of technology in training, and the relationship of training to career management.
Prerequisite: HRM201.

HRM314 SHRM Certification Prep Course
3 credits
Offered in partnership with the Society for Human Resource Management (SHRM), the curriculum is designed by global subject matter experts and covers the entire SHRM Body of Competency and Knowledge™ (SHRM BoCK™) which encourages HR professionals to acquire the Competencies and Knowledge they'll need to effectively perform their jobs and achieve career success. Our course is designed to help students learn and retain the material effectively and efficiently by combining the best exam preparation system with expert instruction and peer discussion. As part of the course, students receive the new SHRM Learning System for SHRM-CP/SHRM-SCP. Comprised of comprehensive learning modules in print and e-reader formats, and advanced online resources, these study materials streamline study time, accelerate learning and build confidence for passing the SHRM-CP/SHRM-SCP exam.

HRM325 Managing Culture and International Human Resources
3 Credits
This course examines the role of culture in the operations of an organization. Students will explore ways to identify cultural differences and the fundamental definitions of culture differences. Further exploration will be done on culture's impact on strategic approach, organizational structure, and different approaches to human resources. Students will learn of the new approaches toward creating international managers a team building across cultures.
Prerequisite: HRM201

HRM335 Organizational Behavior
3 credits
This course includes the study of individual and small group behavior in organizations and the interpretation of this behavior in the context of the managerial environment. Students will explore the nature of such concepts as influence, power and control, attitudes, communication, conflict, and interpersonal relations as a means of understanding of the dynamics of group behavior.
Prerequisite: MGT105 and Junior or Senior Standing.

HRM341 Employment Law
3 credits
This course focuses on the complex subject of employment law, a branch of contract law that deals with relationships between employers and employees. Students will examine a range of problems and issues arising during the employment relationship and legal protection of employee rights upon termination of the employment relationship. Specific subjects to be explored will include staffing, the employment-at-will doctrine, drug testing, the Family and Medical Leave Act, occupational safety and health, and privacy in the workplace and handling employee claims in the workplace. An emphasis is placed on current developments in the field.
Prerequisite: HRM201.

HRM411 Seminar in Human Resource Management
3 credits
This course provides a discussion and analysis of the current issues and problems challenging individuals responsible for the effective management of an organization's human resources. Research by students in areas of personal interest is the basis for class discussions. These discussions seek to explore all points of view associated with these often-controversial areas.
Prerequisite: HRM201.

HSV101 Introduction to Human Services
3 credits
This course studies the history of the theory and practice of human services. It explores the roles and responsibilities of the human services professional as well as the skills required to provide services to clients in a variety of settings. Additionally, students will learn about current trends in human services which include aging, diversity, technology, collaboration between the client and helper and the role of advocacy within the human services field.

HSV200 Intervention Methods of Human Services
3 credits
This course is an introduction to the theories, principles, and skills of the generic helping process in social work practice. Students learn how to engage a client, along with assessment, treatment planning, intervention, and follow-up as applied to individuals and families.
Prerequisite: HSV101.

EQU212 Animal Assisted Counseling
3 credits
This course is designed to provide a brief introduction to Animal Assisted Therapy (AAT), an approach to counseling that fully integrates animals into the therapeutic process. This approach can be applied to a wide range of psychosocial issues. This course begins with a detailed introduction to AAT, and then covers other relevant topics including the importance of the human-animal bond, the psychological importance of animals, and the role that they play. Applications of the various forms of AAT will be considered, leading to field visits to a variety of local centers that provide AAT.
Prerequisite: HSV101.
EQU212 qualifies as a Social Science or Liberal Arts elective.

HSV260 Social Welfare
3 credits
This course examines human needs and the resources available to assist families and individuals in need. The historical and social roots of social welfare from ancient cultures to contemporary America are considered. The course provides an analysis of social welfare systems including their basic concepts and economic and political determinants.
Prerequisite: HSV101.

HSV301 Interviewing Methods
3 credits
This course provides an opportunity to learn basic communication skills and interviewing techniques essential for working with people. An emphasis is placed on developing skills in listening, intake, assessment and evaluation, referral and report writing. Case studies will be used to explore typical presenting problems and appropriate responses.
Prerequisite: HSV101.

HSV303 Introduction to Counseling
3 credits
This course introduces the basic principles, skills, methods and techniques employed in the counseling process. The focus is on establishing rapport, developing a therapeutic alliance, assessment, conceptualizing strategies for intervention, and the planning and delivering of counseling services. The course will also promote exploration into personal values and professional ethics.
Prerequisite: HSV101.

HSV309 Theories of Counseling
3 credits
This course will introduce the student to the basic concepts, theories and approaches that are applied to human service counseling. Students will compare and contrast the various theories that impact contemporary counseling including analytic, experiential, relational, and action-oriented and systems approaches.
Prerequisite: HSV101.

HSV320 Multicultural Issues in Human Services
3 credits
This course examines the various issues of multiculturalism within the human service environment and its effect of the delivery of human services. Topics include race, gender, class, sexual orientation, age, ability and religion; and their influence on the delivery of human services to marginalized communities. Oppression and discrimination are examined.
Prerequisite: HSV101 or SOC101.

HSV330 Group Counseling
3 credits
This course presents a theoretical foundation for group processes and counseling techniques. Students are introduced to the skills and requirements needed for effective group counseling, including communication, leadership, problem solving, decision-making, and establishing group membership, norms and goals.

HSV332 Family System Dynamics
3 credits
This course examines families as a system of interconnected and interdependent individuals required to play specific roles and follow rules within the family structure. This examination is based on family systems theory and the assumption that individuals cannot be studies or understood alone, but as part of a functional family system. Special attention is paid to examining how the family system affects relationships and society and how individual roles within the family structure can lead to dysfunction.
Prerequisite: HSV101.

HSV335 Violence Against Women
3 credits
This course will focus on types of violence against women, including domestic violence, abuse, rape, sexual assault, sex trafficking, and sexual violence on college campuses. Themes include causes and impact of violence against women, sexism and institutionalized oppression, the objectification of women's bodies, media's role in perpetuating violence against women, and homophobic violence. These topics will be examined through a historical and cross-cultural perspective with special attention to how race, class, and sexual orientation intersect women's experiences of violence.
Prerequisite: HSV101 or SOC101.

HSV364 Human Behavior in the Social Environment
3 credits
This course traces the development of human behavior in primary groups throughout the life cycle. It follows maturational, emotional, cognitive, and social systems theory from early life development through childhood, adolescence, and adulthood into old age, with a focus on the individual and primary groups.
Prerequisite: HSV101.

HSV368 Crisis Intervention
3 credits
This course introduces the concepts and strategies of crisis theory and practices carried out in a social-psychological and cultural framework. Effective crisis management is explored to learn how people feel, think, and behave during periods of crisis, and what strategies and resources are available to them.
Prerequisite: HSV101.

HSV400 Ethical and Legal Issues in Human Services
3 credits
This course surveys ethical, legal, and professional issues facing human service practitioners. The course is designed to teach a process of ethical decision-making and to increase awareness of the moral and legal complexities in the field of human services. It includes consideration of the human service worker's ethical responsibilities to clients, colleagues, practice settings, and the profession.
Prerequisite: HSV101 or permission of the Academic Department.

HSV405 Human Service Administration
3 credits
This course introduces students to the principles of Human Service administration. Emphasis is on the basic skills require to effectively manage agency staff and other resources in human service organizational settings. The focus of the course is on the unique needs of human service managers in planning, organizing, budgeting, and supervising their programs and organizations within an ever-changing social environment.
Prerequisite: HSV101 or permission of the Academic Department.

HSV450 Senior Seminar in Human Services
3 credits
This is a capstone course in which students will apply their knowledge and professional development during their college experience to the design, planning and writing of a scholarly human services course paper. Students will be required to complete a senior-level composition based on a scholarly investigation in a selected area of human services, which will be presented and discussed in a seminar format.
Prerequisites: Completion of HSV101, completion of HSV460 and Senior standing.

HSV460 & HSV461 Human Services Practicum
6 credits
This course provides prospective human services workers with an opportunity to learn experientially at a human services agency in the community. The focus of this internship is for the student to learn how an agency functions and experience being a part of that agency.   Students are required to complete 180 agency hours in HSV460 and 180 agency hours in HSV461. Human Services majors are required to complete internships at two separate agencies. Students must speak with their Academic Advisor as well as the Center for Career and Professional Development before registering.
Prerequisites: HSV101, HSV320, and completion of at least 90 course credits.

HSV465 Action Research Methods
3 credits
This course presents an overview of action research that assists human services and criminal justice professional in improving their practice with individuals, groups, families and communities. The course will prepare students to be able to explore significant human services and criminal justice issues and to take restorative action to resolve problems. It will also build people's' capacity to resolve issues effectively and provide long-term outcomes to enhance individuals, families, and community environments.

IBA301 Principles of International Business
3 credits
This course familiarizes students with the multidimensional macro-environment of international business and teaches them the tools necessary for the analysis and evaluation of diverse problems within that environment. Basic principles and issues of international economics are introduced, as well as global aspects of politics and culture. The different managerial functions within a multi-national firm are examined.
Prerequisite: MGT105.

IBA305 International Business Law
3 credits
This course surveys the basic principles of government regulation of international business operations. Specific national laws and international treaties that apply to topics such as export, competition, finance, and transportation are covered. Agreements covered include the General Agreement on Trade and Tariffs (G.A.T.T.), The Treaty of Rome, various free trade agreements and tax treaties.
Prerequisite: IBA301.

IBA314 International Accounting & Finance
3 credits
This course addresses the dramatically different accounting, auditing, and financial disclosure standards that exist among countries. Such differences complicate the preparation of consolidated financial statements, the calculation of taxes, the use of ratio analysis for international comparisons, and the evaluation of performance of individual subsidiaries and managerial personnel. Managers and investors must take such differences into account and must understand the economic, cultural, and political environments in each country, which give rise to the observed differences.
Prerequisites: ACC211, FIN201 and IBA301.

IBA320 International Logistics
3 credits
This course focuses on physical distribution, sourcing activities and production in the global context. It covers management issues dealing with shipping and customs activities in different national contexts and examines the opportunities and the logistics of dealing with various international treaties such as GATT, NAFTA, and the Treaty of Rome. The course explores various issues arising out of the growth of international trade, which increases the volume of purchasing, global sourcing and production, and logistics activities.
Prerequisite: IBA301.

IBA421 International Management
3 credits
This course studies the interaction between the multinational corporation, its environment, and the effect of cross-cultural behaviors on organizational performance. It analyzes the inseparable relationships between cross-cultural communications and management effectiveness. The course also covers the concept of cultural synergy, the practice of cross-cultural nations, cross-cultural leadership, motivation, and decision-making.
Prerequisite: MGT105.

IBA430 Introduction to Exports Management
3 credits
This course is an introduction to exporting with focus on generating international sales for a company and how to move those goods overseas. It will include means to evaluate the match between a company's product and foreign markets; how to find and utilize information about foreign markets; creating an international market plan; means of making contacts and developing customers abroad; and typical ways to move products abroad.
Prerequisite: IBA 301 or BUS 320 or IBA 320.

IBA431 Export Management II
3 credits
This course is required as part of the Certificate in Export Management. The course is offered on a directed study basis at the discretion of the Director of the GEM program. Students work with the instructor to develop and present an export plan for a real manufacturing company. The course requires both classroom and off-campus activity with the subject company. Prerequisite: IBA430.

IBA460 Internship in International Business
3 credits
An internship in International Business provides valuable work experience for students to enter any professional environment. Students will have the opportunity to apply learned management & business skills, apply theories/ideas in a work environment. This course is designed to be an in-depth workplace experience and students are encouraged to consider topics that reflect their career aspirations.
Prerequisite: Approval of the Academic Department.

IBA490 Special Topics in International Business
3 credits
This course deals with selected topics of current importance in international business. The topics and course content may vary from semester to semester. Topics many be selected from the following: research projects, international capital budgeting, comparative cross-cultural behaviors and business practices, international financial markets and institutions, international distribution and transportation, custom brokerage, regional trade and competition, marketing opportunities in the European community, international financing strategy.
Prerequisite: Senior standing.

LCS105 Elements of Organizations
3 credits
Students need a basic understanding of how organizations work in order to manage their personal and professional lives. This course provides an interdisciplinary perspective on the foundations underlying all organizations (businesses, non-profit and governmental organizations) specifically as they relate to the nature of management and leadership, ethics, social responsibility, and communications.
Prerequisite: None; this course is designed for non-business majors.

LAW101 Introduction to Law
3 credits
This Course is an introduction to the American Federal and State legal systems. Students will learn about the Constitution and the 3 Branches of Government it creates: Legislative, Executive, and Judicial. Topics include jurisdiction, statutes, case law, and specific areas of the law. This Course is designed for all students: legal studies majors, and those taking it as an elective.

LAW105 Estate Administration and Probate Practice
3 credits
Students learn the role that wills, trusts and powers of attorney play in the management of personal assets. Additionally, students will become familiar with the procedures employed to open, manage and close decedents' estates. Other topics include the role of the fiduciary, intestacy and long term care.
Prerequisite: LAW101

LAW201 Real Estate Law and Practice
3 credits
Students learn how to handle a real estate transaction from the drafting of the sales contract to the closing. Subjects covered include Notes, Mortgages and Deeds of Trust, Titles and Title Insurance, Recording Liens, Encumbrances, Foreclosures, and Easements.
Prerequisite: LAW101.

LAW203 Civil Litigation Practice
3 credits
Students are introduced to all aspects of a civil lawsuit, including Jurisdiction, Rules of Procedure, Pleadings, Motions, Discovery, Trial Procedures, and the Appellate Process.
Prerequisite: LAW101.

LAW204 Business Law I
3 credits
This course covers Constitutional Law and the rights and duties that apply to business entities, as well as to individuals. Also covered are Tort Law, body and property injury, as well as harm to reputation in the business context; Criminal Law, specifically those areas pertinent to business, such as bribery and embezzlement; Intellectual Property Law, including copyright, patent and trademark laws; Contract Law, which encompasses sales contracts and the application of the Uniform Commercial Code, as well as Common Law contracts, such as employment contracts.

LAW205 Legal Research
3 credits
Students become familiar with legal resource materials and how they are researched. Publications discussed include those that report Constitutional Law, Statutory Law, Case Law, Administrative Regulations, and Municipal Law. Further, students are introduced to the American Digest System, Shepard's and Computer-Assisted Legal Research. Research assignments introduce students to the legal research process.
Prerequisite: LAW101.

LAW206 Business Law II
3 credits
This course continues the study of contracts and the Uniform Commercial Code from Business Law I. Also covered are forms of business including Partnerships and Corporations, Administrative Law, the Federal Trade Commission and Consumer Protection, Employment Law and the Workers Compensation Act, Environmental Regulation, and Bankruptcy.
Prerequisite LAW204.

LAW209 Family Law and Practice
3 credits
Students become familiar with such family law matters as annulment, legal separation, marriage and dissolution of marriage. Further, students are introduced to the general litigation process that resolves disputes, including post judgment matters. Other family matters such as adoption, guardianship, domestic violence, actions for custody, and rights to property and support are covered.
Prerequisite: LAW101.

LAW298 Legal Studies Internship (AS Degree)
3 credits
Students learn how to apply knowledge gained from Associate in Legal Studies/Certificate in Paralegal Studies course work to the practical work of a legal practice setting. Students are required to meet 15 hours per semester in seminar meetings and to work in a legal practice setting, which could include law firms, corporate legal departments, or government agencies, for 120 hours.
Prerequisites: LAW105, LAW201, LAW203, LAW205. Students must meet with their Academic Advisor, as well as the Center for Career and Professional Development prior to registering.

LAW301 Bankruptcy Law & Practice
3 credits
Students become familiar with the Bankruptcy Code, as amended; the general functions of the Bankruptcy Court, and the power of the United States Bankruptcy Court for the District of Connecticut. Students are introduced to Chapter 7, Chapter 11, and Chapter 13 proceedings and rules.
Prerequisite: LAW101; LAW203 is recommended.

LAW303 Constitutional Law
3 credits
LAW-designated course qualifies as a Humanities or Liberal Arts elective. This course is an in-depth study of the history, development, and application of U.S. Constitutional Law as seen from the perspective of political science and legal studies.
Prerequisites: LAW101 and PSC101.

LAW306 E-Commerce: The Legal Context
3 credits
Upon successful completion of this course, students should have a fundamental understanding and practical knowledge of the following subject areas: technology and e-commerce, intellectual property issues and e-commerce, the law of business and finance and e-commerce, socio-legal issues and e-commerce, and international legal issues and e-commerce.

LAW307 Business Organizations and Practice
3 credits
Students are introduced to the substantive law of business entities including sole proprietorships, general and limited partnerships, and corporations. Subjects covered include the application of substantive law to incorporation procedure, partnership agreements, general corporation maintenance, corporate capitalization, financing and corporate changes such as mergers, amendments, and dissolutions.
Prerequisite: LAW101 or LAW204 strongly recommended.

LAW310 Patent, Trademark and Copyright Law
3 credits
This is an introductory course on the law of Intellectual Property. Among the topics covered are freedom of speech on the web, ISP responsibilities, infringement, trademark issues on the web, privacy and the Internet, copyright piracy and international trade issues, and new developments in trade secret law.

LAW325 E-Government: The New Legal Environment of Business
3 credits
This is a web-supported course that examines the developing concept of e-government. Students become familiar with the methods used by state and federal government to regulate business by means of government websites. Assessment is based on a student-generated portfolio.

LAW334 Alternate Dispute Resolution
3 credits
Students will be introduced to types of dispute resolution processes that do not involve adjudication. These processes are referred collectively as Alternative Dispute Resolution (ADR). ADR is used in public and private sectors as well as court sponsored programs. Students will gain an understanding of ADR, through an overview of conflict and dispute resolution. The theories, methods, and terminology of ADR will be introduced with emphasis on negotiation, mediation, and arbitration.

LAW405 Environmental Law and Practice
3 credits
Students learn the relevant federal and state environmental laws together with their practical applications to corporate and real estate transactions. Specific areas of study include environmental due diligence. This course covers the specific area in which individuals and business entities encounter environmental law.
Prerequisite: ENV121 or LAW101 or LAW204.

LAW410 Equine Law
3 credits
This course covers the major issues of equine law including, but not limited to, ownership and transfer of horses and interests in horses, duties and rights of co-owners, trainers, agents, boarders, partners, and syndicate managers; racing and licensing; treatment of horses; court procedures; and issues involving insurance, intellectual property, bankruptcy, and torts.
Prerequisite: Junior or Senior Standing.
Strongly Recommended Preparation: LAW101, LAW205.

LAW415 Personal Injury Law
3 credits
Students become familiar with Personal Injury Law, which is based on tort law concepts. Among the topics to be discussed are tort law, legal analysis, negligence, intentional torts, strict liability, and product liability.

LAW425 Legal Writing
3 credits
Students learn the techniques of legal writing. Specific writing assignments include the case brief, motions, pleadings, discovery documents and written instruments. The course culminates in a Memorandum of Law and therefore, attention is given to advanced legal research.
Prerequisites: LAW203 and LAW205.

LAW430 Medical Malpractice Law
3 credits
Students become familiar with Medical Malpractice Law, which is based on tort law concepts. The topics to be discussed include tort law, risk management, investigation of claims, litigation and the medical malpractice trial.
Prerequisite: LAW415.

LAW440 Legal Ethics
3 credits
This course is a comprehensive in-depth, hands-on study of the specific and ethical issues faced by the legal professional as guided by the Model Rules of Professional Conduct. It is designed for both the business professional who may interact with legal professionals and for the prospective legal professional, with emphasis on the practice requirements, which guide the latter. The objective is to provide a foundation and a guide for dealing with ethical dilemmas in the practice of law.

LAW460 Legal Studies Internship
3 credits
Students learn how to apply knowledge gained from course work to the practical work of a law office. Students are required to meet 15 hours per semester in seminar meetings and to work in a law office setting, which could include law firms, corporate legal departments, or government agencies, for 120 hours.
Prerequisites: LAW105, LAW201, LAW203 and LAW205. Students must speak with their Academic Advisor as well as the Center for Career and Professional Development before registering.

MGT105 Principles of Management
3 credits
This course is an introduction to the principles of management examining their application in public and private, profit and non-profit organizations. Students will explore the areas of employee motivation, group behavior, leadership, strategic planning, organizational design, and career opportunities. Fundamental concepts of management, effective communication competency, ethical dilemmas faced by managers and corporate social responsibility will be explored.
No Prerequisite: This course can be used as a substitute for LCS105 Elements of Organizations.

MGT203 Foundations of Leadership
3 credits
This course will heighten awareness and broaden the participant's knowledge of leadership theory, trends & applications, with a strong focus on ethical leadership. This course encompasses leadership/management theories, techniques, and applications, managing ethical gray areas with integrity, and integrating leadership skills into daily work practices. This course provides students with an overview of business structure/functions, leadership styles, managerial processes, strategic planning, and change-oriented ethical leadership and considers the impact of public policy on leaders.

MGT221 Entrepreneurship, Creativity and Innovation
3 credits
This course will focus on exploring and creating new venture ideas. Participants will study characteristics of successful entrepreneurs and will learn how to identify and evaluate entrepreneurial opportunities. The emphasis will be on creativity and innovation in new venture creation. This course also will introduce the basic business skills needed to start up and establish new entrepreneurial ventures.

MGT306 Small Business Management
3 credits
This course examines the skills required to set up, operate, and manage a small business. The development of a business plan is integral and introduces the entrepreneurial concepts of business management, planning, capital, managing employees, marketing products and services.
Prerequisite: MGT221 or permission of the Academic Department.

MGT347 Systems Management
3 credits
This course introduces the systems approach to management with a view towards the entire range of managerial responsibilities associated with achieving effective performance from a "learning" organization. Management simulations and short cases applying systems tools reinforces systems theory.
Prerequisites: MGT105 and CIS112.

MGT408 Organizational Theory and Development
3 credits
This course examines the nature and problems of organizational design, development, and change in complex organizations. The application of organizational theories in the treatment of technological, economic, and behavioral problems confronted by the practicing manager is examined. Theories of organizational growth, change, and development and their impact on organizational outcomes are explored.
Prerequisite: MGT105.

HRM411 Seminar in Human Resource Management
3 credits
This course provides a discussion and analysis of the current issues and problems challenging individuals responsible for the effective management of an organization's human resources. Research by students in areas of personal interest is the basis for class discussions. These discussions seek to explore all points of view associated with these often-controversial areas.
Prerequisite: HRM201.

MGT416 Managing a Growing Business
3 credits
This course examines the challenges of building and managing a firm after startup and through reasonable maturity. Included are issues such as cash management, strategic planning for growth, leadership and team development, revenue growth, business valuation, succession planning and harvesting. Through case studies of growing businesses, readings, video cases and guest speakers, students apply business knowledge and skills to the problems and opportunities facing firms at different stages of growth and development.
Prerequisite: MGT306.

MGT435 Independent Study in Management I
3 credits
This course offers the opportunity to do independent research in Management under the direction of a faculty mentor.
Prerequisite: Senior standing in the Management program, or permission of the Academic Department.

MGT450 Seminar in Management
3 credits
This course provides an opportunity for students to do in-depth research and study on modern management theories, practices, and managerial techniques currently used in the industry. A special focus is placed on the future of management and helping students understand the need for creativity and innovation in the current and future organization. The seminar format facilitates an exchange of ideas among the participants in the selection, development and discussion of each topic. Frequent meetings between students and instructor serve to focus and to direct the effort of each student.
Prerequisite: Senior standing in the Management program, or permission of the Academic Department.

MGT460 Internship in Management
3 credits
An internship in Management provides valuable work experience for students to enter any professional environment. Students will have the opportunity to apply learned management & business skills, apply theories/ideas in a work environment. This course is designed to be an in-depth workplace experience and students are encouraged to consider topics that reflect their career aspirations.
Prerequisite: Approval of the Academic Department.

CMG301 Construction Management Fundamentals
3 credits
This course introduces project management in the construction industry. Content includes professional practices and standard forms for analyzing common problems in the construction industry by examining real-life examples that reinforce construction concepts through application. This course mirrors current construction planning techniques by making construction management decisions based on the same research methods used in actual construction projects.

CMG302 Construction Planning, Equipment, and Methods
3 credits
This course provides students with a detailed understanding of the fundamentals required to estimate construction projects. This is done by defining the scope of individual construction tasks within the overall project, identifying the most cost effective type of tool, equipment, materials and/or process to use, then accurately calculating the cost and time associated with completion of the tasks and the entire project.

MKT200 Principles of Marketing
3 credits
This course examines the basic marketing principles practiced by modern organizations including product development, distribution, promotion and pricing. Students explore topics including consumer engagement, strategic planning, and best practices along with the importance of measurements, analysis and utilizing acquired data. This is the foundation course for upper-level marketing courses.

MKT201 Retail Merchandising and Management
3 credits
This course examines strategic retail management as an introduction to the principles and methods of retailing. Emphasis is placed on targeting consumers, store design and location, merchandising, pricing, HR, store operations, and the overall retail strategy. Topics include trends in U.S. and global retailing markets, online retailing, forecasting, financial planning and promotional strategy.
Prerequisite: MKT200.

MKT203 Sales and Techniques of Selling
3 credits
This course examines basic principles, methods, and techniques of selling. Students learn formalized sales procedures and practice these skills through exercises and individual sales presentations. Also covered are verbal and non-verbal sales cues, the psychology of selling, sales strategies and specialized sales situations.
Prerequisite: MKT200.

MKT204 Advertising
3 credits
This is an introductory course dealing with the theories, methods, and practices of modern advertising including customer engagement, strategic planning, measuring results, industry regulations and ethics. The course gives the students hands-on experience producing advertising campaigns including graphics and media selection.
Prerequisite: MKT200.

MKT235 Social Media Marketing
3 credits
The course examines social media in general in order to focus on its integration with a marketing strategy. Students will learn to build social media marketing plans and do the necessary analysis to customize plans to organizations. The theoretical underpinnings of social media will be explored so that students will better understand social media's explosive popularity. Various social media marketing tools will be touched upon as well as the evolving nature of social media communication.
Prerequisite: MKT200.

MKT301 Business To Business Marketing
3 credits
This course offers an overview of marketing as it applies to raw material suppliers, manufacturers, and middlemen. This includes industrial demand, marketing, intelligence systems & analysis, product and service best practices, strategic planning, channels of distribution, pricing, promotion, and control.
Prerequisite: MKT200.

MKT304 Advertising Copy, Layout, and Design
3 credits
This course goes beyond advertising theory and teaches the mechanics behind print, digital, and broadcast media. The course integrates data-driven processes along with the functions of copy writing, layout, design, and artwork. It develops an understanding of the advertising department within a company including best practices, ethics, and the resources available from an outside advertising agency.
Prerequisite: MKT204.

MKT305 Internet & Interactive Media Marketing
3 credits
This course examines the impact of the Internet on business and how it has expanded a firm's ability to customize its product and service offerings to levels not attainable in the past. Students will explore ethics in marketing on the Internet, customer engagement, best practices, analysis of data & measuring results. This course also defines the different capabilities that social media has enabled marketers to utilize. The course addresses the benefits as well as the limitations of Internet marketing and elements of social media platforms in marketing campaigns.
Prerequisite: MKT200.

MKT311 International Marketing
3 credits
This course is an introduction to the problems associated with managing marketing operations in international companies. It introduces students to organizations, best practices, the multi-cultural consumer, strategic planning, principles, policies, procedures, ethics, and techniques used in efficient and effective marketing of products and supplies by business and industry in international marketing. It provides students with concepts and ideas for solving business problems dealing with International marketing.
Prerequisite: MKT200.

MKT315 Marketing Management
3 credits
This course explores 21st Century marketing management as it relates to strategic planning, research driven decisions, strengthening brand equity, communicating value, achieving customer loyalty and meeting revenue goals. Key focus areas include global market analysis, segment and channel strategies, product innovation and lifecycle management, targeted marketing communications, customer insights and the importance of business ethics.
Prerequisite: MKT 200.

MKT319 Brand Management
3 credits
This course examines the principles, theories, and techniques of strategic brand management. Key concepts include brand equity sources and outcomes, marketing program design and implementation, and activities to measure and manage brand equity.
Prerequisite: MKT200.

MKT320 Sales Force Management and Leadership
3 credits
This course covers supervising, managing and leading an organization's sales force. Emphasis is placed on strategic planning, sales leadership, consumer and market analysis, process and knowledge management and measurement. Topics include sales force recruitment and selection, leadership, ethics, goal setting, measurement and analysis, motivation and rewards, training and development.
Prerequisite: MKT203.

MKT321 Customer Relationship Management
3 credits
This course will look at relationship marketing and the organization needed within a company to successfully operate as a true customer-centric company. Students will learn to incorporate techniques and strategies using smart phones, tablets, social web tools as well as traditional marketing materials to help organizations achieve their customer engagement goals. The technological revolution known as "big data" is used as a basis for effective CRM platforms and initiatives.
Prerequisite: MKT200.

MKT330 Social Marketing Strategies
3 credits
Social Marketing offers a revolutionary approach to solving a range of social problems in the areas of health, safety, environmental protection, financial well-being and community involvement. The primary objective of the course is to expose students to the application of traditional marketing principles and techniques to the challenges and rewards of influencing positive public behavior and bring about social change, the discipline known as Corporate Social Marketing.
Prerequisite: MKT200.

MKT382 Consumer Behavior
3 credits
This course focuses on understanding consumer behavior and its role in developing successful marketing strategies. Key concepts include the internal and external factors that influence the customer journey, the use of analytics to derive customer behavior insights, and the translation of insights into effective marketing strategies.
Prerequisite: MKT200.

MKT401 Topics in Marketing
3 credits
This course allows students to study an approved marketing subject/topic and to prepare a substantial paper as agreed upon between the individual student and the instructor. Class discussions will include overview of current topics in marketing, as well as a review of marketing best practices, consumer behavior, sales, globalization, strategic planning, leadership, ethics, measurement & analysis. Course includes careful instructor monitoring of project progress via individual or group meetings with students.
Prerequisites: MKT200, MKT315 and MKT411.

MKT411 Marketing Research
3 credits
This course discusses various tools and techniques used by managers of marketing research. Topics covered include developing the research study, analysis, selecting a sample, focus interviewing, questionnaire design, data collection & analysis, measurement, validating results, and drafting the final report. Students also learn basic statistical analysis of research findings.
Prerequisite: MKT200.

MKT460 Internship in Marketing
3 credits
An internship in Marketing provides valuable work experience for students to enter any professional environment. Students will have the opportunity to apply learned marketing, management & business skills, apply marketing theories/ideas in a work environment. This course is designed to be an in-depth workplace experience and students are encouraged to consider internship placements that reflect their career aspirations.
Prerequisite: Approval of the Academic Department.

MKT474 Strategic Marketing
3 credits
This upper-level marketing course builds on concepts introduced in previous marketing courses and focuses on the development and application of value-enhanced strategies utilized by marketing managers. This course is required for students majoring in marketing and is also beneficial to those interested in product planning, market research, pricing, selling, communication, distribution, services delivery and e-commerce of an organization. The primary application of the course is to help organizations realize profits; however, the concepts and models presented in the course are easily applied to institutions, both profit and not-for-profit, that seek to enhance their value to their various customer and stakeholder groups.
Prerequisite: MKT200.

MKT480 Web Analytics
3 credits
Students will focus on strategies for analyzing digital data that is generated by consumer's online activity. The course utilizes digital analytical tools that provide management with customer feedback on the company, their products and services, and their competitors. Students will also learn how to use web based data to draw insights and provide solutions to business problems.
Prerequisite: MKT200

MAT101 Elementary Algebra
3 credits
This course develops the fundamental processes of algebraic thinking and provides students with the skills for further study in higher-level algebra based courses. Topics include a study of the real number system, solving and graphing linear equations and inequalities in one and two variables, exponents, scientific notation, and operations on polynomials, ratios, proportions, and basic factoring in a problem-solving context.
Prerequisite: Recommendation of Academic Department.

MAT102 Intermediate Algebra
3 credits
This course builds upon algebraic skills learned in MAT101 or a similar experience and provides students with additional skills needed for further study in higher-level algebra based courses. Topics include further development of the study of linear functions, solving absolute value equations and inequalities, solving linear systems for break-even analysis, working with polynomial functions, and further development of factoring skills, applications of quadratic functions, and simplifying and radical expressions.
Prerequisite: Permission of Academic Department.

MAT105 Quantitative Methods
3 credits
This course surveys topics in elementary algebra, personal finance, probability, and statistics. Topics include solving algebraic equations, solving ratio and proportion problems, applications involving percentage and interest, applying the definition of probability, measures of central tendency, descriptive statistics, frequency distributions, graphical representation of data, and applications of the normal distribution. Topics focus on real-life situations, decision-making skills, and problem solving. Some working knowledge of elementary algebra is expected. Scientific graphing calculator strongly recommended.

MAT120 College Algebra
3 credits
This course provides a deeper understanding of the concepts of algebra including function applications, inequalities in two variables, matrix operations, linear programing, quadratic and polynomial applications, and solving rational and radical equations.
Prerequisite: C or better in MAT102 or permission of Academic Department.

MAT130 Pre-Calculus and Trigonometry
3 credits
This course builds on the fundamentals of college algebra and continues with a study of linear, quadratic, polynomial, exponential, logarithmic, rational, radical, and trigonometric functions. Also, students determine the limits of functions using tables, graphs and algebraic methods and discuss continuity and one-sided analysis of functions. Emphasis is placed on problem solving through mathematical modeling and real world applications.
Prerequisite: MAT120 or permission of the Academic Department.

MAT171 Calculus I
3 credits
This course begins the study of differential and integral calculus of one variable. Topics include limits, derivatives of algebraic and trigonometric functions, applications of derivatives, integration and applications of integration. Graphic calculator is required. Course requires the purchase of a subscription to supplementary online program.
Prerequisite: MAT130 or permission of Academic Department.

MAT172 Calculus II
3 credits
This course is a continuation of MAT171. Topics include the definite integral, the Fundamental Theorem of Calculus, exponential and logarithmic functions, techniques and integration, and applications. Graphing calculator required. Course may require purchase of subscription to supplementary online program.
Prerequisite: MAT171.

MAT220 Statistics I
3 credits
This course offers students an opportunity to experience statistics as it would occur in various settings. This course is integrated with a state of the art online program designed to assist students in achieving their goals of high level performance in and out of the classroom. Topics are presented through real life case studies and include an overview of the fundamentals of statistics, collective and descriptive statistic techniques, data collection and sampling, the normal distribution and probability, hypothesis testing, population inferences, simple linear regression, and correlation. An understanding of basic algebra is required. Scientific or graphing calculator and access to a spreadsheet program is recommended.

MAT223 Statistics II
3 credits
This course is a continuation of introductory statistics with applications. Topics covered include inferences involving two populations, analysis of variance, linear regression analysis, and elements of nonparametric statistics. Scientific or graphing calculator and access to a spreadsheet program is recommended.

MAT230 Finite Analysis
3 credits
This course introduces mathematical techniques used in business, economics, and social sciences. Topics include mathematics of finance, systems of linear equations and inequalities, Gaussian elimination method, linear programming, Simplex method, and probability. These techniques are applied to the optimization of profit and cost functions that arise in production and transportation problems. Course requires subscription to a supplementary online program.
Prerequisite: MAT120 or MAT130.

MAT241 Fundamentals of Data Mining
3 credits
The volume of data being generated is growing exponentially. Data Mining is the practice that has evolved out of the need to harness, filter, and extract meaning from extreme volumes of data. Data mining techniques are valuable in research, business operations, and national security matters. This course provides a foundation in data mining classification techniques, such as decision trees, neural networks, and genetic algorithms.

MAT261 Discrete Mathematics
3 credits
This course introduces students to writing rigorous proofs in the context of discrete structures. Topics include propositional and predicative logic, set theory, elementary proof techniques, relations, functions or sets, induction, elementary number theory (integers, and their properties), combinatorics (permutations, counting principles), and basic discrete probability.
Prerequisite: MAT171.

MAT271 Multivariable Calculus I
3 credits
This course begins the study of multivariable calculus. Topics include parametric equations, polar coordinates, infinite sequences and series, and vector functions and their applications. Graphic calculator is required. Course may require purchase of subscription to supplementary online program.
Prerequisite: MAT172 or recommendation of Academic Department.

MAT272 Multivariable Calculus II
3 credits
This course completes the sequential study of calculus. Topics include partial and directional derivatives, language multipliers, multiple integrals, vector calculus, and second-order differential equations. Graphing calculator is required. Course may require the purchase of a subscription to supplementary online program.
Prerequisite: MAT271 or recommendation of Academic Department.

MAT311 Principles of Information Presentation
3 credits
In this course, students will develop and employ effective oral and written communication strategies to collect information from a variety of sources. Students will also hone their professional presentation skills by learning how to prepare and deliver appropriate and compelling quantitative narratives for written, oral, and visual presentation to technically and non-technically trained audiences.
Prerequisite: Junior Standing.

MAT320 Biostatistics
3 credits
This course focuses on the connections between statistical theory and biological applications. Topics include probability distributions, hypothesis testing, regression, contingency tables, ANOVA, and nonparametric statistics. Throughout the course, an emphasis is placed on applying strategies to real biological data.
Prerequisite: MAT220.

MAT343 Machine Learning
3 credits
This course in Machine Learning, a branch of artificial intelligence, covers the concepts, techniques, and algorithms involved in building computer systems that learn from experience. Topics of study include linear discriminants, neural networks, decision trees, support vector machines, unsupervised learning, and reinforcement learning and how they are applied within the Machine Learning field.

MAT355 Linear Algebra
3 credits
This course covers concepts of matrix theory and systems of linear equations. Topics include matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors, orthogonality, optimization, and finite-state Markov chains. An emphasis is placed on applications of matrices in solving problems, with and without technology, involving systems of linear equations and linear programming within the contexts of economics, science, and engineering, among others. All these disciplines use models and theorems that are based on linear equations or use linear equations to approximate complex phenomenon. Learning how to manipulate linear equations allows one to better understand the models and solve practical problems.

MAT375 Differential Equations
3 credits
Many phenomena found in the realms of engineering, physics, chemistry, and ecology, among others, are described by differential equations, which are based on the rate of change of variables. In this course, students will learn how to solve differential equations by analytical, graphical, and numerical methods and how to apply differential equations to modeling physical systems. This course is a study of ordinary differential equations approached from an applications perspective, and the focus will be on practical understanding of the physical meaning of the equations and their solutions.
Prerequisite: MAT271.

MAT385 Numerical Analysis
3 credits
This course covers how functions, derivatives, integrals, and differential equations are handled as strings of numbers in the computer. Topics include iterative methods for solving equations, interpolation, numerical calculus, function approximation, numerical solutions to ordinary differential equations, and boundary value problems. These concepts support the understanding required for many programming processes and optimization strategies.

MAT410 Time Series & Econometrics
3 credits
This course begins with simple linear regression and builds to time series analysis, stationary and non-stationary models, models for estimation, seasonality, and structural breaks. Emphasis will be placed on the importance of empirical research and the steps involved in conducting and using the learned strategies to complete an empirical research project.
Prerequisite: all 100 and 200 level Applied Mathematics and Data Science degree requirements, MAT311, or recommendation of the Academic Department.

MAT415 Mathematical Modeling
3 credits
This course introduces the concepts of mathematical and data-based decision modeling. Topics include probability concepts and distributions, sampling and estimation, statistical quality control models, and queues and process simulation modeling. Emphasis will be on building and analyzing decision models using real world cases.
Prerequisites: MAT223 and, MAT261.

MAT425 Optimization Theory
3 credits
This course builds on the foundation in Linear Programming established in MAT355 Linear Algebra. Topics include linear programming models, duality, and sensitivity analysis and using the models to make informed decisions. An emphasis will be placed on prevalent business applications and skills required to integrate theory into practice in the workplace.
Prerequisite: MAT355.

MAT460 MAT Internship
3 credits
Students earn credit towards their degree with 120 hours of first-hand experiential learning in an applied mathematics and data science related role. An internship is an approved on-the-job educational experience where knowledge of applied mathematics and data science obtained from classroom theory is integrated with practical work experiences. Internships provide students with knowledge of career opportunities, increase the likelihood of employment, and prepare students to embark on a successful career in this growing field.
Prerequisites: Completion of 60 credits in the Applied Mathematics and Data Science program and permission from the Academic Department.

MAT490 MAT Independent Study
3 credits
The Applied Mathematics and Data Science Independent Study is a culmination of the Applied Mathematics and Data Science program. It provides a forum for the student to choose an area of interest to synthesize their accumulation of knowledge, skills, and abilities into a single project. The completed project offers a way for students to highlight and showcase their career readiness to potential employers. Each student's Independent Study will be customized to reflect relevant, current interests, needs, and/or topics.
Prerequisites: Completion of 60 credits in the Applied Mathematics and Data Science program and permission from the Academic Department.

Music Course Descriptions
MUS-designated courses qualify as Humanities or Liberal Arts electives.

MUS101 Music Appreciation
3 credits
This course is designed for students with no previous training in Western classical music. It provides a foundation for intelligent and appreciative listening of music through an understanding of the ways in which music is put together and the characteristics of various musical styles of classical music. Recordings, as well as videotaped performances, are played during class periods. Attendance at live performances is highly recommended.

MUS103 Foundation of Music
3 credits
This course is an introduction to the basic principles of music designed to develop basic music literacy. Topics include notation scales, key signature, time signatures, staff recognition, intervals, and triads.

MUS121 Rhythm, Blues & Hip Hop
3 credits
This course is designed for students with no previous formal training in Western music. This course will examine American popular music from the blues to current musical styles and trends. Historical and musical developments, specific musical forms and techniques, as well as social, economic and political conditions that influence the development of an "American Popular Music" will be explored in the course. Students improve their ability to listen and gain an understanding of various stylistic features to recognize differences among performance and styles. Our study, listening and discussion will include, but is not limited to, all styles of American popular music.

MUS320 American Music
3 credits
This course surveys the scope of American music from its beginnings to the present day. Folk music, classical music, pop music, the Broadway musical, jazz, and rock are played, assessed, and discussed in an historical framework. Both recordings and videos are used to enhance the students' understanding and knowledge of this music.
This course must have a minimum of sophomore standing to take this course.

NUR300 Professional Aspects of Nursing Practice
3 credits
This course provides an understanding of the critical role nurses play in providing safe and quality care in health care delivery systems. The ethical, professional, and legal aspects of nursing practice are examined. Students will engage in contemporary issues and analyze the core competencies of professional nursing practice, while exploring strategies to model the professional nursing practice role.
Prerequisites: Nursing Major, Junior standing (61 credits or more)

NUR310 Health Assessment
3 credits
This course focuses on health assessment through the lifespan. Assessment is presented holistically with principles of health promotion and client education integrated alongside concepts related to wellness and communication. Clinical reasoning, patient and interprofessional communication, documentation, and physical assessment skills are at the core of this course.
Prerequisites: Nursing Major, Junior standing (61 credits or more)

NUR315 Scholarly Inquiry for Evidence-Based Practice
3 credits
This course provides a foundation for the evaluation and utilization of research and other sources of knowledge necessary to address patient needs and provide quality care. Emphasis is placed on the formulation of researchable clinical questions, and on the organization of information to develop thesis statements, as well as support ideas and arguments with evidence. Evidence-based practice models and the research process are examined. Scholarly writing and the role of the nurse as a researcher and a research consumer are stressed throughout the course.
Prerequisites: Nursing major, Junior standing (61 credits or more).

NUR320 End of Life: Death, Dying and Bereavement
3 credits
This course explores issues related to death, dying, grief, and loss. The content of the course draws from an interdisciplinary knowledge base and considers end of life issues throughout the life span. An overview of the psychological, medical, and social aspects of death, dying, and terminal illness is provided. The process of bereavement, ethical, spiritual, and moral issues related to death and terminal illness will be examined. Cross-cultural variation and types of death will also be considered.
Prerequisites: ENG 110, ENG 130, Junior standing (61 credits or more), open to non-nursing majors.

NUR325 Cultural Influences on Health, Illness and Health Care
3 credits
This course examines the ways in which culture affects health, illness, and the delivery of health care. Discussions revolve around perceptions of health, disease, treatments, and the values associated with these factors. The need for cultural sensitivity in health care is stressed. Considerable emphasis is given to the history and theory behind cultural competence care, the domains of health, illness, healing, and the health concerns of specific populations. Students will become aware of the dimensions and complexities involved in caring for people from diverse cultural backgrounds.
Prerequisites: ENG 110, ENG 130, Junior standing (61 credits or more), open to non-nursing majors.

NUR330 Nursing Leadership and Management
3 credits
This course enables students to develop theoretical and practical knowledge of leadership and management that can be utilized in nursing practice. Students learn to apply leadership concepts, and skills by demonstrating appropriate delegation, oversight and accountability of care, teambuilding, communication, and collaborative strategies. Emphasis is placed on creating cultures of quality and safety in complex health care delivery systems.
Prerequisites: Nursing Major, Junior standing (61 credits or more)

NUR445 Population and Community Health Nursing
3 credits
This course provides a theoretical background for the study of community and population health nursing and is based on the synthesis of nursing theory and public health science. Emphasis is on health promotion, health maintenance and disease prevention among communities and populations. The course assists students to recognize and analyze the interrelationships between individuals, families, population groups, and communities in determining the health status of each. The impact of political, economic, social, environmental, and cultural concerns on the health of populations is examined.
Prerequisites: nursing major, and all 300-level nursing courses, or permission from the Academic Department.

NUR490 Nursing Capstone
3 credits
The emphasis of this capstone course is on health promotion and disease prevention in the community. Students apply the knowledge and skills acquired in their nursing course work to design a health plan and interventions that consider determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness and injury. The student is provided opportunities to apply technology and evidence-based strategies, integrate principles of leadership, collaboration, communication, and clinical reasoning to influence the health of a group or community. Prerequisites: nursing major, and all 300-level nursing courses, NUR 445, or permission from the Academic Department.

PHL101 Introduction to Philosophy
3 credits
This course is designed to introduce the student to philosophical investigation. Part one includes the origin, nature, and value of philosophy. Part two is an analysis of the problems of human nature, our universe, and the existence of God. Part three includes an introduction to the areas of metaphysics, theory of knowledge, ethics and political and social philosophy.

PHL203 Ethics
3 credits
This course introduces ethics, exploring prominent ethical theories and philosophical questions that bear upon ethics. These theories will serve as a basis for analyzing contemporary ethical issues such as capital punishment, euthanasia, abortion, lying, sexual behaviors, bioethics, business and media ethics, and animal rights.

PHL301 World Religions
3 credits
This course studies the major religions of the world including Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. Topics include the absolute, the world, human nature, the problems of humans, and the solution for humans; also, topics on the origin of religion, primal religion, and definitions of religion.

PHL302 Eastern Philosophy
3 credits
This course introduces the philosophies of India, China, and Japan as well as a presentation and analysis of the major schools of philosophy, including Hinduism, Buddhism, the Confucian school, Taoism, and Zen Buddhism. Topics include finding one's true self, transformation, compassion, moral cultivation, sage hood and enlightenment.

PHL305 Political Philosophy
3 credits
This course will address fundamental philosophical questions surrounding the legitimacy and effectiveness of government. Through the analysis of excerpts from classical and contemporary philosophical texts, students will explore a thematic approach to the concepts and theories outlined by well-known political philosophers. Topics of study include types of governments, individual rights and responsibilities, economic justice, social justice, and globalization.

PHL309 Understanding our Universe
3 credits
This course introduces the major philosophical, theological, and scientific issues in cosmology as well as an overview of the evolution of man's view of the universe throughout the ages, with emphasis on the present worldview, the Big Bang universe. Topics include the creation, evolution, and future of the universe. Philosophical questions of free will and determinism, design or accident life and intelligence in the universe, God and the universe will be addressed.

PFA304 Film: The Reel Experience
3 credits
This course deals with the elements of film including the script, filming techniques, direction, acting, editing, art and set design, costume and makeup and historical development. Examples from various genres are viewed for analysis.

PFA320 Introduction to Theater
3 credits
This course gives students an appreciation of the theater as a performing art throughout history. Students will examine the dramatic genre while developing an understanding of the components of production and performance. One component of the course will be the participation in actual phases of staging and production as well as attendance at a live performance.

Physics Course Descriptions
PHY-designated courses qualify as Natural Science or Liberal Arts electives. All PHY courses may be used to fulfill the general education science elective requirement.

PHY115 Physics I
3 credits
This is the first part of a two-semester course series that allows students to systematically study the physical forces that shape our universe. Students pay special attention to one-and-two dimensional motion, work and energy, momentum, the Law of Gravity, rotational dynamics, Laws of Thermodynamics, vibrations and waves, and sound. Lecture topics are reinforced through hands-on application of theory in a laboratory environment.
Prerequisite: MAT120.

PHY115L Physics I Lab
1 credit
This course is a laboratory for PHY115 Physics. Emphasis is placed on laboratory experiences that enhance materials presented in PHY115. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY115.
Prerequisite or Corequisite: PHY115.
Laboratory fee required.

PHY116 Physics II
3 credits
This course is the second part of a two-semester sequence that helps students explore the basic tenets of physics. The focus of Physics II is on the dynamic aspects of the universe. Physics II continues with discussion about light, refraction, reflection, mirrors, and lenses, optic waves, and relativity, as well as quantum, atomic and nuclear physics.
Prerequisite: PHY115.

PHY116L Physics II Lab
1 credit
This course is a laboratory for PHY116 Physics II. Emphasis is placed on laboratory experiences that enhance materials presented in PHY116. Upon completion, students should be able to apply the laboratory experiences to concepts presented in PHY16.
Prerequisite or Corequisite: PHY116.
Laboratory fee required.

PSC101 American National Government
3 credits

This course provides a survey introduction to the Unites Dates governmental system at the national level. Students are introduced to the major components of the federal government as well as the system's human and legal context: the American political culture and constitutionalism.

PSC102 State and Local Government
3 credits

This course is an introduction to non-national governmental structure in the United States. It addresses not only state and municipal institutions, but also analyzes the relationship that exist within federalism. Emphasis is given to political processes, regional differences, and the role of the public.

PSC201 Comparative Government
3 credits

This survey course focuses on a selection of major nation-states in the international arena, comparing their governmental institutions, policy decision-making processes, and political cultures. Each state is also examined for its historical background and prevailing contemporary issues of concern.

PSC302 American Political Thought
3 credits

This course provides a chronological analysis of the theoretical and ideological influences that have shaped American ideas and values from the 1600's to today. Students will develop an understanding of the evolution of ideas, values, and public policies discussed in today's politics through the analysis of historical events, political thought leaders, and primary source documents.

PSC323 American Foreign Policy Since 1900
3 credits

This course provides a chronological assessment of United States foreign policy starting with the Spanish-American War of 1898 which positioned the United States as an influential actor in foreign relations. Students will gain a historical understanding of the United States' role in the global community and how domestic and international events impacted policy decisions by U.S. government leaders throughout the 20th and 21st century. Examples of topics covered include World War I, isolationism and neutrality, World War II, the Cold War, and international terrorism.

Project Management Course Descriptions

PMG301 Project Management I
3 credits

Project Management I uses a balanced treatment of both the technical and behavioral issues in project management as well as covering a broad range of industries to which project management principles can be applied. It focuses on how project management is integral to the organization. The course not only delivers the tools and processes essential to successful project management but also emphasizes that the effectiveness of these tools and methods are shaped and determined by the prevailing culture of the organization and interpersonal dynamics of the people involved. It offers a holistic view that focuses on methodology as well as the human dimension and how they interact to determine the outcome of projects.

PMG302 Project Management II
3 credits

Project Management II is a continuation of the presentation of the concepts, theories, and practical applications begun in Project Management I (PMG301). It uses a continued balanced treatment of both the technical and behavioral issues in project management as well as covering a broad range of industries to which project management principles can be applied. It focuses on how project management is integral to the organization. The course not only delivers the tools and processes essential to successful project management but also emphasizes that the effectiveness of these tools and methods are shaped and determined by the prevailing culture of the organization and interpersonal dynamics of the people involved. It offers a holistic view that focuses on methodology as well as the human dimension and how they interact to determine the outcome of projects.

PMG320 Working in Teams
3 credits
This course examines the design, management, and leadership of teams in organizational and community settings. The focus is on the interpersonal processes and structural characteristics that influence the effectiveness of teams. The purpose of this course is to understand the theory and processes of group and team behavior so that small groups can be more effective, efficient, and enjoyable.

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Psychology Course Descriptions
PSY-designated courses qualify as Social Science or Liberal Arts electives.

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PSY101 Fundamentals of Psychology I
3 credits
This course emphasizes the nature of psychology as a social and behavioral science. It surveys fundamental areas in psychology, including research methodologies, the brain and behavior, learning, human development, intelligence, personality, psychological disorders, and social psychology.

PSY102 Fundamentals of Psychology II
3 credits
This course is intended for students who want to continue the exploration of psychology introduced in Fundamentals of Psychology I (PSY101). It surveys such areas as psychological research, discipline-specific ethics, sensation and perception, states of consciousness, memory, motivation and emotion, thinking and language, health psychology, and sociocultural diversity.
Prerequisite: PSY101.

PSY200 Psychological Development Across the Lifespan
3 credits
This survey course focuses on stages of human psychological development throughout the lifespan. Psychological development of the infant, child, adolescent, adult, and older adult are examined. Concepts, theories and empirical findings related to cognitive, emotional, social and physical development are emphasized. Attention is given to key developmental issues including continuity vs. discontinuity (stage theories) and the influences of nature and nurture. Students reflect on how diverse sociocultural experiences and perspectives impact development.
Prerequisite: PSY101.

PSY201 Child Development
3 credits
This course emphasizes the psychological development of the child from birth to adolescence. Consideration is given to data, theories, and methods of study in child behavior. Emphasis is placed upon the general characteristics of various stages of development and upon general determinants of the developmental process. Prerequisites: PSY101 and PSY200 (PSY200 for Psychology majors only).

PSY203 Adolescent Psychology
3 credits
This course is an intensive study of the development of adolescents in terms of theory and research with special attention to the contemporary problems that confront adolescents.
Prerequisites: PSY101 and PSY200 (PSY200 for Psychology majors only).

PSY220 Multicultural Psychology
3 credits
This course will explore how cultural differences in worldview, communication, racial identity, gender identity, sexuality, immigration, and other cultural issues influence human behavior and psychological processes.
Prerequisite: PSY101.

PSY240 Forensic Psychology
3 credits
This introductory course in forensic psychology explores the relationship between psychology and the law. A key focus will be the roles and responsibilities of forensic psychologists including consulting in police matters, court proceedings, and correctional settings. Emphasis will be placed on expert testimony, mental health assessments, and risk assessments. The psychology of criminal behavior and victimology also will be examined. Students will apply their knowledge of forensic psychology to analyze real world criminal cases.
Prerequisite: PSY 101.

PSY260 Educational Psychology
3 credits
Students will examine the application of psychology in educational settings. A key focus will be to explore how psychological theory and research are used to inform developmentally appropriate instructional practices. Other topics include strategies for behavior management and change, student motivation, assessment of student learning, and working with students with special needs. Diversity and multicultural perspectives will be considered.
Prerequisite: PSY101

PSY270 Industrial/Organizational Psychology
3 credits
This course introduces the field of Industrial/Organizational Psychology. Basic psychological concepts and theories related to personality, motivation and group dynamics are examined in the context of behavioral interactions in the workplace. Selected topics include theories of personality and psychological testing, employee motivation and engagement, and employee wellness and positive psychology. This course is ideal for preparing students to pursue careers in human resources, management, psychology and related fields.
Prerequisite: PSY101.

PSY301 Social Psychology
3 credits
This course seeks to explore the behavior of the individual as it is determined by social situations. Among the topics covered are socialization, attitude formation and change, social perception and attribution, affiliation, achievement, and aggression.
Prerequisite: PSY101.

PSY305 Theories of Personality
3 credits
This course surveys the major theories of personality in terms of their origins, underlying assumptions, and implications for psychology in general. Theorists considered include, but may not be limited to Freud, Horney, Erikson, Kelly, Skinner, Rogers, and Bandura. Factor analytic theory and biological typology are also covered.
Prerequisite: PSY101.

PSY306 Abnormal Psychology
3 credits
This course examines the major theories of psychopathology. For each theory, consideration is given to the definition of abnormality, supportive research data, classification systems, and suggested intervention strategies.
Prerequisites: PSY101 and Junior standing.

PSY307 Drugs and Behavior
3 credits
This course surveys drugs and their effects on human behavior, physiology, and society in general. The "non-drugs" (alcohol, caffeine, and nicotine): the psychotherapeutic drugs (anti-anxiety agents, stimulants and depressants); and narcotics, hallucinogens, including marijuana and LSD, are thoroughly examined.
Prerequisite: PSY101

PSY310 Learning Theory
3 credits
Students in this course will examine the psychology of learning by studying how behavior is shaped through experience. The focus will be to explore theory and research related to behavioral, social, biological, and cognitive perspectives of learning. Students will apply their knowledge to learning principles to solving real world problems of behavioral management and treatment of psychological disorders.
Prerequisite: PSY101.

PSY315 Psychological Tests and Measurements
3 credits
This course examines the various tests used in the assessment of individuals. Considerable emphasis is given to such topics as the assumptions underlying the construction of tests, determination of validity, and the estimation of reliability.
Prerequisites: PSY101 or permission of the Academic Department.

PSY320 Language Development in Young Children
3 credits
This course will explore the foundations of language acquisition in young children. Emphasis will be placed on analyzing language development from psychological, biological, and educational perspectives. Students will examine developmental benchmarks of language with respect to form (syntax, morphology, and phonology), content (semantics), and use (pragmatics). Issues of cultural diversity, English as a second language, and special needs populations will be examined.
Prerequisite: PSY101.

PSY321 Fundamentals of Applied Behavior Analysis
3 credits
This introductory course in Applied Behavior Analysis (ABA) explores the application of basic learning theory principles to formulating strategies for behavior change. Key topics include operationalizing and measuring behaviors, examining the role of antecedent stimuli in eliciting behavior, reinforcement and punishment in mediating behavior change, and exploring ethical issues facing behavior analysts. Students will apply their knowledge of ABA to recommend best practice strategies for behavior modification in real world settings.
Prerequisite: PSY 310.

PSY340 Neuropsychology I
3 credits
This course examines the neuropsychological basis of behavior. Attention is given to such topics as neuronal transmission, anatomy of the nervous system, evolution of the brain, emotion, learning and memory, lateralization and language, brain damage, psychopathology, and clinical neuropsychology evaluation.
Prerequisites: BIO120 and PSY102, or permission of the Academic Department.

PSY341 Research Methods in the Social Sciences
3 credits
This course emphasizes the methods and techniques for research in psychology and sociology, including both laboratory and survey techniques. Emphasis is placed on the development of empirical questions from theory, research design and control, construction of survey instruments, statistical analysis and interpretation of results. Exercises include development of an original research project appropriate to the students' major field.
Prerequisites: MAT220 and either PSY102 or SOC340.

PSY343 Neuropsychology II
3 credits
Students examine advanced topics in the neuropsychological basis of behavior. Attention is given to such topics as neuronal transmission, psychopharmacology, the biology of sensory and motor systems, nervous system interaction with the endocrine system, regulation of biological rhythms, and neuropsychology of trauma-related disorders. This course will build upon concepts in PSY340.
Prerequisite: PSY340 or permission of the Academic Department.

PSY347 Psychology of Trauma-Related Disorders
3 Credits
Students examine the psychological impact of trauma exposure on the individual, family, and society. A primary focus is the diagnosis and assessment of trauma-related disorders, including Post-Traumatic Stress Disorder (PTSD). Attention is given to secondary psychological outcomes which often accompany PTSD including depression, substance abuse, suicide, behavioral problems, and family dysfunction. Intervention and therapeutic treatment strategies for trauma-related disorders are addressed. In addition, relevant career opportunities in the field of trauma psychology will be discussed.
Prerequisite: PSY101.

PSY395 Special Topics in Forensic Psychology
3 credits
This course focuses on advanced topics in forensic psychology. Through analyzing real world case studies and current research, students conduct in-depth explorations of how forensic psychology is applied within legal settings. Topics include career opportunities, ethical responsibilities, police investigations, expert testimony, criminal mental health and risk assessments, and victimology. Intervention and treatment techniques to reduce recidivism will be explored. Special attention will be given to issues related to juvenile offenders.
Prerequisite PSY240.

PSY403 Sensation and Perception
3 credits
In this course, students will explore how sensory information is processed, organized, and interpreted to shape perception. Major concepts, theoretical perspectives, and research findings in the field of sensation and perception will be examined. A key focus will be to analyze how sensation and perception is influenced by biological, experiential, and cognitive factors. In addition, perceptual disorders and illusions will be addressed.

PSY405 Neuropsychology of Trauma-Related Disorders
3 credits
Students examine the neuropsychology of trauma-related disorders including Post-Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI). A primary focus is studying the neurobiological changes in nervous system anatomy and physiology that occur in response to trauma exposure. Genetic susceptibility to developing trauma related disorders is examined. Intervention and therapeutic treatment strategies for PTSD, TBI, and related disorders are addressed. In addition, career opportunities related to the neuropsychology of trauma will be discussed.
Prerequisites: PSY340 and PSY347.

PSY412 Advanced Concepts in Applied Behavior Analysis
3 credits
This advanced course in Applied Behavior Analysis builds upon the concepts learned in Fundamentals of Applied Behavior Analysis (PSY321). Students will apply the principles of Applied Behavior Analysis to modify behavior in real-life educational and clinical situations. Key topics include behavioral data collection, graphing, and research design methodologies; functional behavior assessment and analysis; in depth exploration of reinforcement procedures; and antecedent, behavior, and consequence relationships. Students will practice ethical decision making and problem solve barriers to implementation of Applied Behavior Analysis in complex clinical settings. Importantly, students will learn about career opportunities in Advanced Behavior Analysis and certification requirements for professionals in this field.
Prerequisite: PSY 321.

PSY413 Writing in the Behavioral Sciences
3 credits
This course focuses on developing discipline-specific writing skills necessary to prepare students for various careers in psychology ranging from basic research to clinical work. Students will write scientific research papers in accordance with acceptable standards for publication in scholarly journals, grant proposals for laboratory research and human service agencies, observation notes, and clinical case/reports notes. Emphasis will be placed on appropriate use of discipline-specific writing elements including word choice, phrasing, language use (verbosity), and APA style.
Prerequisite: PSY341.

PSY421 Psychology Capstone
3 credits
This course is the culminating course for the Psychology degree. This course provides the opportunity for students to design and conduct individual research projects under the supervision of a faculty member. Students will present the design and results of their work within the framework of a seminar. In addition, students will demonstrate their ability to integrate and apply knowledge pertaining to key psychological theories, debates, and professional principles introduced in previous Psychology courses. Collaboration on small group projects will also be emphasized.
Prerequisites: PSY341 and standing as a Senior Psychology Major.

PSY460 Internship in Psychology
3-6 credits
This course is an opportunity for students to experience the world of professional psychology through direct participation. Internships are arranged on an individual basis and may, therefore, be served in a variety of off campus settings, including hospitals, research laboratories, private industrial organizations, community mental health facilities, etc.
Prerequisites: Psychology major with a minimum of 12 credits in Psychology. Students must speak with their Academic Advisor, as well as the Center for Career and Professional Development before registering.

SCI135 Open Water Dive
3 credits
This is an introductory course for beginning level Scuba instruction. Students will learn the fundamentals of scuba diving including proper use of dive equipment, safety protocols, and dive techniques and processes. The course includes classroom lectures and pool sessions. Upon completion of the course, students will have the opportunity to earn Open Water dive certification.
Prerequisites: 200-yard swim and 10-minute tread.

SCI315 Writing in the Sciences
3 credits
This course will focus on word and phrasing choice, language use (verbosity), sentence structure, and the passive voice. Students will learn the correct writing style to properly assemble and document laboratory reports, land-use permits, site assessments, and professional interviews. The final component of the class will involve learning to research peer-reviewed scientific literature and compose a properly cited scientific research paper.
 Prerequisites: COM107, ENG110, ENG130, and a science laboratory course.

SOC101 Principles of Sociology
3 credits
This course is an introduction to the basic concepts in Sociology and an analysis of culture, socialization, stratification, social organization, class, social interaction, social change, and conflict.

SOC201 Social Problems
3 credits
This course is an in-depth study of the major problems confronting society. Some of the problems studied include crime and violence, sexual inequalities and discrimination, health and illness, poverty and affluence, population and pollution and crises in the institutions of the family, religion, economics, education, and the political system.
Prerequisite: SOC101.

SOC210 Social Inequality
3 credits
An examination of the causes and consequences of inequality historically and cross-culturally in America and around the world, including difference in wealth, power and prestige. Also considered are the factors of race, ethnicity, age, and gender in social inequality.
Prerequisite: SOC101.

SOC211 Sociology of Marriage and the Family
3 credits
This course studies the family as an institution: its structures, problems, functions, and changing patterns in an historical and cross-cultural perspective.
Prerequisite: SOC101.

SOC217 Alcohol & Drugs
3 credits
This course is concerned with the use patterns, distribution, and social control of drugs and alcohol in modern society. Special emphasis is given to heavy alcohol and drug usage and its impact on such areas as the family, health, crime and delinquency, and work. Cross-cultural comparisons are considered together with intra-cultural factors such as socio-economic patterns, ethnicity, gender, and urbanization. The approach is interdisciplinary and includes contributions from anthropology, social psychology, as well as sociology.
Prerequisite: SOC101.

SOC312 Race and Ethnicity
3 credits
A study of racial and ethnic minorities and immigrant groups in America. Classic and contemporary sociological theories are used to examine the social structures and cultural ideologies that promote oppression and domination and their impact on the social stratification and the life chances of minority group members.
Prerequisite: SOC101.

SOC315 Sex and Gender
3 credits
This course examines societal definitions and social evolution of female and male roles with emphasis on the social construction of gender roles. Implications for social location, aspiration, achievement, behavior, deviance, illness, and health are studied from an historical and cross-cultural perspective.
Prerequisite: SOC101.

SOC321 Aging
3 credits
This course examines the physical, social, and psychological problems of the aging in contemporary society. Emphasis is placed on the concept of Sociology 203 aging from the early twenties throughout the life cycle. Specific attention is given to the relationship of aging to the family, work, and the community in historical and cross-cultural contexts.
Prerequisite: SOC101.

SOC322 Criminology
3 credits
This course examines the origin, causes, history, and theories of crime. Special emphasis is placed on the criminal justice system from arrest to imprisonment, the careers of law enforcers and criminals, organized "white collar" crime, organized syndicate crime such as the Mafia, and the "victimless crimes" of prostitution, drug addiction, etc.
Prerequisite: SOC101.

SOC324 Deviant Behavior
3 credits
This course presents "deviance" as endemic to society. Consideration is given to processes of social labeling and stigmatization of "deviant" persons and groups, the development of "deviant" identity, together with an examination of the theories of social organization and disorganization that seek to explain "deviant" behavior.
Prerequisite: SOC101.

SOC325 Extraordinary Groups
3 credits
This course underscores the varieties of human organization and how extraordinary groups illustrate major sociological principles and meaningful sociological concepts in concrete form.
Prerequisite: SOC101.

SOC326 Medical Sociology
3 credits
This course applies sociology to the field of medicine; social and cultural factors in the etiology of illness and wellness, the sick role, physician patient relationship, the social organization of the hospital, medical careers, and health care.
Prerequisite: SOC101.

SOC340 Sociological Theory
3 credits
This course traces the development of sociological thought in the Western world from Comte to contemporary social theorists, including Durkheim, Marx, Weber, Simmel, Parsons, Merton, Goffman, Garfunkel, and Collins.
Prerequisite: SOC101.

SOC350 Mental Illness and Addictive Behaviors
3 credits
This course emphasizes a sociological examination of the medical model, underlying assumptions, and therapeutic practices as applied to mental illness and addictive behaviors; with special emphasis given to the political economy and illness-producing consequences of the modern mental and rehabilitative sciences.
Prerequisite: SOC101.

SOC401 Sociology in the Community
3 credits
This course is a study of communities from small towns to metropolitan centers, with special emphasis on social stratification and political processes as they affect community life.
Prerequisite: SOC101.

SOC420, SOC421 Issues in Contemporary Sociology I, II
3 credits each
These courses focus on special areas of interest, such as sociology of mental illness, death and dying, work and leisure, and criminal justice.
Prerequisites: SOC340 and PSY341.

SPA101, SPA102 Elementary Spanish I, II
3 credits each
This course sequence emphasizes the basic skills of listening, speaking, reading, and writing. The focus is on the acquisition of vocabulary which is practical and applicable to students' lives. Attention is also given to the understandings of the Hispanic culture.
Students are strongly encouraged to complete both semesters of elementary Spanish.
Prerequisite: SPA101 is a prerequisite for SPA102.

SPA201, SPA202 Intermediate Spanish I, II
3 credits each
This Spanish course allows students to further develop language proficiency while learning the cultural diversity of the Spanish speaking world. This course is an expansion of Spanish 101, 102 and will include academic contexts using authentic cultural materials, readings, and audio-visuals.
Prerequisite: SPA102. SPA201 is a prerequisite for SPA202.

SMG101 Foundations of Sport Management
3 credits
This course provides an overview of the sport industry. History of, careers in, growth trends and the management of a variety of sport organizations, especially organizations that have shown excellence, will be examined.

SMG151 Sport in Society
3 credits
This course provides students with the opportunity to examine the relationship between sport and the world we live in. Students will be encouraged to think critically about the impact sport has on our lives. Topics such as youth sport, violence in sport, deviance in sport, race and sport, fairness in sport, etc. will be examined.
Prerequisite: SOC101.

SMG201 Sport and Athletic Administration
3 credits
The wide variety of tasks, policies and procedures that govern the administration of a sport or athletic program/organization will be examined in this course.

SMG251 Sport Event and Facility Management
3 credits
This course offers a comprehensive study of the planning, maintenance, operations, financial considerations, customer engagement, and personnel management of sporting events and the facilities that host the events.

SMG301 Sport Marketing
3 credits
This course focuses on the application of marketing principles and practices relevant to the sport industry. Practical and theoretical applications of marketing sport will be examined. Attention will be paid to the 5 P's of marketing and how they apply to the world of sport marketing. Fairness and honesty in terms of marketing will be stressed.
Prerequisite: MKT200.

SMG351 Sport Law
3 credits
This course will examine the legal environment in which professional and amateur sport operates. Areas of law to be examined include, but may not be limited to, contract, labor, tort, and antitrust law. The ideas of proper customer engagement, fairness, and honesty will be stressed.
Prerequisite: BUS204.

SMG355 Sports Psychology
3 credits
This course examines the many areas that make up the field of short psychology. The inner workings of the psychological factors influencing sport and exercise performance and the metal and emotional processes involved will be thoroughly evaluated. Current psychological phenomena, within a sport setting, will be analyzed. Strategies and techniques to help individuals and groups optimize sport performance will be researched and discussed. Students will learn about these topics through lectures, the textbook, and guest speakers.
Prerequisite: PSY101

MG365 Sport Communication
3 credits
This course examines the many areas that make up the field of sport communication. The inner workings of the media relations operation of professional sports organizations and collegiate sports programs will be thoroughly evaluated. The role of communication in the sports industry today and how it has evolved in recent decades will also be examined and discussed. The writing and preparation of press releases, production of media guides, conducting press conferences, dealing with public relations crisis and the ways the social media has changed the landscape in sport communication will also be areas of focus. Students will learn about these topics through lectures, the textbook, and guest speakers.
Prerequisite: COM107.

SMG401 Sport Economics
3 credits
This course applies economic methods and theory to the sporting world. Topics to be examined will include, but may not be limited to, the value of a sport franchise to a municipality, economic impact of hosting sporting events, financing and professional sport facilities, organizational planning, and sport and economic development.
Prerequisite: ECO201.

SMG451 Sport Management Internship
3 credits
This course provides students the opportunity to apply learned sport management skills, theories, and ideas in a work experience. Students are encouraged to consider Internship sites that reflect their career aspirations, portray organizational excellence, and showcase a community of best practices, value customer input, and exhibit fairness. The Internship experience will be a minimum of eight weeks working a minimum of fifteen hours per week.
Prerequisites: SMG101, SMG151, SMG301 and completion of at least 90 credits.

SMG476 Sport Management Co-op
12 credits
SMG476 provides valuable work experience for the student planning to enter the sports industry. This course affords students the opportunity to apply learned sport management skills, theories, and ideas in a work environment. This course is designed to be an in-depth experience and students are encouraged to consider Internship sites that reflect their career aspirations, portray organizational excellence, and showcase a community of best practices, value customer input, and exhibit fairness. The Co-op experience will be a minimum of twelve weeks working a minimum of forty hours per week in a Sport Management setting.
Prerequisites: SMG101, SMG151, SMG301, and completion of at least 90 credits.

16.0 Graduate Course Descriptions

Master of Business Administration Strategies for Success – Non-credit

This course introduces Master of Business Administration students to the program, processes and online technology used in our program. It is designed to help students to understand the rigor expected and the resources available in the Master of Business Administration program, thereby increasing students' ability to succeed. The course also exposes students to research methodology necessary for success in the Master of Business Administration program and business/professional situations; strengthens writing skills necessary for graduate-level work and professional success, including APA style practices, and prepares students for the capstone experience. This four-week course is a self-paced tutorial with resources and is required for all new students in the Master of Business Administration.

Prior to enrolling in the Master of Business Administration program, all prerequisite courses should be completed.

BUS501 Economic Foundations of Applied Accounting and Finance
3 credits

This course is designed to expose students to a variety of economic, financial, and accounting concepts. The course will demonstrate how these concepts interact with one another and provide a basis for business planning and management. Students will be exposed to a variety of financial and non-financial decision making tools and gain an understanding of how these tools are used in managing and decision making in business, government and not for profit organizations.

BUS505 Organizational Creativity, Discovery, and Innovation
3 credits

This is a multi-disciplinary course focusing on the creative process as it impacts the managing and leading of knowledge workers. The course will examine the processes involved in creativity, discovery, and innovation and explore the motivations involved in innovation both internal to the individual and external to the organization. Course content will draw on psychology, marketing, management, general business, fine arts, philosophy, and leadership disciplines with the intent to expose students to the varied approaches and results of the creative process. Students will learn strategies for enhancing creativity and innovation skills through activities and virtual team projects and experiences. Students will study creative minds and organizations and the impact they have on new value creation. This course serves as the program's cornerstone course and as such is designed to be the introductory course in the program.

BUS506 Strategic Integrated Marketing Communications
3 credits

This course presents an integrated marketing perspective that will help current and future businesspersons coordinate the various marketing and communication functions within his or her organization. Industry dynamics are changing as local and global organizations are competing for market shares. Consumers on the other hand have become savvy and want to stretch their dollar to the maximum. In this course, we study the theories and principles of marketing and advertising, advertising design, consumer behavior, brand management, new and alternative media strategies, social media and mobile strategies, corporate communications and sales promotion techniques.

BUS508 The Future of Management and Leadership II
3 credits

This course is designed to provide an overview of, and insights into management and leadership. Distinguishing between these two important concepts and then providing a historical perspective will provide context to current management and leadership models as well as best practices and trends for the future. The course will focus on necessary basics such as decision-making and the use of analytics, vision development and deployment, communication, empowerment, risk-taking, managing conflict and leading innovation. The course will also investigate other critical areas of management and leadership such as leading in a hyper-connected society, emotional intelligence, and thinking systematically and strategically, all in pursuit of managing and leading for the future.

BUS515 Organizational Dynamics and Effectiveness
3 credits

This course focuses on managing organizations for high performance in a rapidly changing business environment. The course explores key dynamics impacting organizational effectiveness from both the internal and external perspective. The student will develop an understanding of essential human resource management (HRM) functions that drive and support the changing world of work, as well as other elements key to organizational performance. Topics include organizational structuring, acquiring talent, developing/rewarding/retaining employees, leading and managing dynamics for performance. Additional organizational dynamics to be explored include decision-making, external influences, and multiculturalism.

BUS521 Business Analytics for Managers
3 credits
Though it was once only required of academics, quants and PhDs, the ability to understand, analyze and make decisions based on data has become an imperative skill across all industries and careers. This class has been designed to give the students a base knowledge of Business Analytics through real world application. At the end of the course students will understand the processes and skills needed by managers to develop Business Requirements, analyze and display data for decision making, and drive organizations toward data centric processes.

BUS522 Financial Tools for Managers
3 credits
This course examines the fundamental principles of corporate finance and introduces practical tools for financial decision making in both entrepreneurial and innovative business environments. Students will use flexible financial models, which allow in-depth analysis to evaluate options and make informed recommendations. The class sessions will include exercises utilizing models and modeling techniques that cover financial items from basic financial statements to budgets to leverage and more. Assignments will require students to evaluate a business situation and make and support their decision based on their analysis.

BUS523 Quantitative Analysis for Decision Making
3 credits
This course provides a foundation of Quantitative Analysis and Decision Making. The course will begin with an overview of quantitative and qualitative decision making beginning with basic definitions and terminology. This course will provide the students with basic statistics used in organization for decision making including normal and sampling distributions, estimation, hypothesis testing, and correlation and regression. Students will explore the issues of quality control, forecasting, and inventory control models. Finally, the students will analyze tools that leaders will need to manage under uncertainty.

BUS525 Business Strategy and Planning
3 credits
This course focuses on the application of the key steps undertaken in implementing a strategic planning process in an ever-changing world. It examines and discusses the process, tools, and skills that organizations develop and employ throughout the business strategy cycle. Working on their selected business projects and case studies, students will apply the following business strategy planning steps: formulate a vision, understand the stakeholder roles, analyze internal assets and market competitiveness, generate, evaluate and select winning strategies, integrate action plans, and implement, learn, and adapt as necessary. Students will exercise the use of various tools and skills common to this field, including mission and vision, statements, Porter's Five Forces, SWOT & PESTLE analyses, blue ocean strategies, and goals and SMART objectives.

BUS527 Global Business Strategy
3 credits
This course is designed to develop an understanding of international business and strategy by examining the challenges and opportunities created by operating across national boundaries. The emphasis will be on rapidly changing international business environments by developing an understanding of the complexities of dealing with different social, cultural, economic and legal systems.

BUS530 Project Management
3 credits
This course provides an overview of the project management process. It examines the methods of managing projects by planning, prioritizing, scheduling, budgeting, and monitoring. This course emphasizes common tools and techniques used by project managers to complete projects on time and on budget.

BUS604 Virtual Teams and Opportunities
3 credits
This course is intended for students who wish to work in the project management field or interact with project managers. This course is ideal for anyone who wishes to improve the performance of their projects by delivering projects within scope, on time, and within budget, while meeting customer satisfaction (product quality).

BUS609 Healthcare Decisions, Analytics & Systems Performance
3 credits
Improving the efficiency of health care is one of the most important management challenges of this century. By 2020, US health spending is expected to reach $4.6 trillion and comprise 19.8 percent of GDP. This class will focus on contemporary performance and efficiency evaluation methods, data analysis, and benchmarking tools and strategies to improve healthcare costs. The strength and limitations of various performance assessment methods will be explored along with variables defining the process.

BUS610 New Venture Creation
3 credits
This course will focus on identifying and differentiating between ideas and real business opportunities. Students will develop skills needed to successfully screen and evaluate opportunities. Opportunity recognition, evaluation, and analysis will be emphasized. Emphasis is placed on environmental analysis, opportunity recognition, creativity and innovation, new venture screening, identification of competitive advantages, logistics and implementation issues. Elements of a business plan will be introduced as a tool in conducting feasibility studies.

BUS611 Virtual Technology and eHealth
3 credits
New leaders of our future healthcare environment will need the skills to manage technology that reinvents itself every two to three years. This course will build upon the core management and leadership skills learned in the foundation courses, so the learner can manage not only the new technologies, but also the people who work in technology. Critical thinking and creativity skills will be stretched as the learner designs high level technology solutions and processes. This course will also give special attention to key topics such as electronic health records, health information exchanges, security, disaster recovery, process reengineering, and organizational change management. The overall emphasis will be the building of leadership skills that optimizes technology from a business perspective.
*This course is linked to the 45 credit MBA and is in teach-out.

BUS613 Managing Community & Population Health
3 credits
Managing Community and Population Health, addresses *health* rather than healthcare, and focuses on the developing public policies and business models that are rapidly emerging in response to the national realization that merely treating disease not only will not create a healthy populace, it will overwhelm GDP and the country. The underpinnings of community and population health are clinical management *and* public health promotion *and* disease prevention, all recently enhanced by technology that supports a consumer-centric health system guided by data/analytics, benchmarks, and evidence based practice, within a continuum of care newly defined in the era of the Patient Protection and the Affordable Care Act and the Triple Aim. This course integrates the clinical, policy and business aspects of Community and Population Health to educate future leaders who will find themselves in the middle of the transition from healthcare to *health systems.*

BUS615 New Product Development
3 Credits
This course will address the contemporary design and development issues common to new products and services. The course focus is on the product development process, which brings together the design, manufacturing and marketing activities of an enterprise. The course will also cover additional topics common to both product and service development, including global product/service development, management of intellectual properties, risk management and logistics management.
* This course is linked to the 45 credit MBA and is in teach out.

BUS622 Operational Financial Management
3 credits
This course will examine the role of finance and the formation of financial strategies needed to support operations. A quick review of key financial statements and the information derived from these statements will be followed by an analysis of financial needs based on various scenarios. Specific attention will be paid to cash flow. Sources of equity and debt capital are examined. The course focuses on managing the cash cycle under different operational conditions. These include financially stable operations, growth and expansion, distress, special projects, acquisitions, etc. The different sources of cash from equity to bank lines of credit and mezzanine and other non-bank loans are researched and evaluated with respect to risk, cost, and availability to allow the student to make sound financing decisions appropriate for their organization in any situation. This is not an accounting course but a course designed to help operating managers in manufacturing, service, non-profit, health care, and other organizations as well as entrepreneurs and intrapreneurs assess the finances they need and work together with accountants and finance professionals to develop projections of needed cash and to cover these needs through equity or debt.

BUS623 Project and Risk Management
3 credits
This course exposes students to ways to manage project risk effectively by identifying, analyzing, and communicating inevitable changes to project scope and objectives. The course further examines quantitative techniques for risk assessment and decision making, as well as the steps and elements of a risk management plan, including the ongoing monitoring of risk factors. At the completion of this course, students will be equipped with the tools to manage change in the least disruptive way possible for the organization and other project stakeholders

BUS625 Acquisitions in New Business Formation
3 credits
This course will deal with the issues involved in acquiring businesses (new or existing) including identification, due diligence, data acquisition and analysis, valuation and options for financing. It will focus on interactive discussions on the fore mentioned topics to expand student learning. Assignments are based on focusing on potential business ventures and acquisitions. The written assignments will be based on a potential business venture and/or acquisitions that will be chosen by the individual.

BUS626 Consumer Psychology and Buying Motivations
3 credits
An essential part of marketing is understanding the consumer and the deliberate and imprudent motivations that drive their behavior. The drivers that engage consumers to act upon or make certain buying decisions, allows the marketing executive to target the right customer for acquisition and retention. These drivers provide marketers with a better understanding of consumers' needs and wants on a deeper, psychosomatic level. Beyond an overview of consumer behavior, this course will take a systemic look at the factors that stimulate consumer perception, judgment, and actions, while also exploring social and cultural influences. Finally, the course will examine ethical marketing and social responsibility and their impact a consumer's decision to utilize products or services.
Prerequisites: MBA Core Courses

BUS627 Advanced Marketing Research and Analytics
3 credits
This course studies the application of quantitative methods to aid in marketing research, analysis, and decision making. Students will learn to develop research questions, survey construction, statistical processing in Excel, and data presentation and recommendations. This course addresses the critical role that technology plays throughout the marketing function.
Prerequisites: Core Courses

BUS628 Strategic Brand Management
3 credits
Brand perception in a global and visual culture can affect consumer behavior and company success in the competitive environment. This course will examine brand management through seven approaches that include: economic, identity, consumer-based, personality, relational, community, and cultural. Students will explore the historical trajectory of brand management and its influence in the marketplace including how brand management has evolved, and the environmental drivers that inform the constructs and the interconnection of the seven brand approaches. Students will evaluate concepts and terminology, and gain an understanding of theory, practice, and application of the constructs of brand management. This course will look at practical strategies for brand management and its impact on consumer culture through analyzing of different paradigms, assumptions, theory, methods and data, and managerial implications of brand management. Topics include concept development to real world application in successful brand management with a focus on current trends and scholarship in the field.

BUS630 Healthcare Quality, Performance and Financial Management
3 credits
The complexities of health care delivery and the legal environment call for accountability of all concerned. Quality performance and risk management topics will be explored as an organized response focusing attention on issues of quality through hospitals overall quality control programs, quality management of medical and professional staff, hospital board and institutional management. Methods of establishing risk programs within the institution will be explored along with ways to create uniformity of outcomes of the risk management programs.

BUS632 Advanced Financial Statement Analysis
3 credits
This course examines the fundamental principles, benefits, goals, and uses, of financial statements and financial statement analysis by understanding the development of financial statements and how it feeds and leads toward the development of financial models. The student will define, determine and develop key ratios, and tools, that aid within the decision-making process. Students will develop the skills to interpret financial statements that will enhance their understanding of how data feeds into financial models and how financial analytical tools and add value by developing methodologies for not only researching proper tools and model formats but how they will be used from management perspectives. The student will be able to work within a scenario based project to help understand how financial modeling, and related analytics, are used within a corporate environment. This course will include topics such as ratios, forecasting, variance, budget and trend analysis, risk/return, financial ethics, and leadership. The course assessment will include discussion board
questions, case studies, and a continuing scenario based project that will begin within week 6 ending within week 8.

BUS633 Investment Management and Analysis
3 credits
This course explores advanced investment topics, and this is critical for a complete understanding of the issues within portfolio analysis, investment management and valuation of businesses/financial assets. This course reviews some basic foundations of models and risk and return and debt and equity security analysis. The course also reviews derivative securities and portfolio management approaches. The course assessment is based upon papers, discussions and a project.

BUS635 Organizational Risk Management
3 credits
This course provides a complete review of the financial principles and practices used to manage risk in organizations with a focus on linking strategic planning, measurement analysis and best practice theory to actual practice. The course covers principles of insurance including pricing, measurement, risk and regulations. The course looks at the aversion to risk as well as various methodologies used to minimize and manage risk. Covered in the course are retirement plans, social security, insurance and investments. The course assessment is based upon papers, discussions, and a final integrated project.

BUS638 Issues and Applications in Project Management
3 credits
Issues and Applications of Project Management will focus on two of the PMBOK Guide Knowledge Areas: Project Human Resource Management and Project Procurement Management. Both these Knowledge Areas have a common thread; the Project Team. Teams are formed from an organization's internal workforce or procured from an external organization. This course will explore the tools and techniques used by Project Managers to procure products and services and to manage and lead the project teams acquired through the procurement process. This course will also explore issues and applications tailored specifically to each student's specific area of interest. We will examine current industry trends and analyze issues facing project managers on construction, IT, manufacturing, health care, financial and insurance projects, as applicable. Students will be required to work throughout the course on a reflective paper describing their leadership style.

BUS660 Leadership and Change Management
3 credits
This course will focus on individual, team, and organizational leadership, providing frameworks from various perspectives on organizational performance improvement. The emphasis of this course is on the changing nature of organizations as they respond to external pressures to compete and transform themselves in response to rapidly developing technological and human resource advances of the global economy. The course focuses on the leader's responsibilities as Change Agent, sometimes as initiator, other times as responder; sometimes as an individual, other times as member of a team functioning collectively as leaders of a change effort. Organizational culture also plays a part in this course, as it has an enormous impact on the success or failure of change initiatives. This course offers models, tools and frameworks that have been tested and tried and found to be effective in facilitating change efforts. To reinforce this practical approach, the course includes opportunities for students to engage in simulation exercises---Case Studies and other scenarios---that allow realistic application of the theories and models studied. This allows for real-time feedback, as well as the prospect of both individual and group work.

BUS665 Unleashing and Sustaining Innovation in Organizations
3 credits
The sweeping waves of technological breakthroughs supplemented by emerging markets, cross-industry and cross-sector research & sharing, geopolitics, and world-wide social & economic changes, undermine the rigidity and viability of corporate structures as we know them, and usher in a new era of innovation and opportunities. The overall scope of this course will be wide and varied, looking at all areas of Innovation in organizations, with the focus of how to unleash and sustain innovation within our organizations. The course contains a 7-step-process for jump starting one's organizational growth engine through innovation.

BUS668 Virtuous Leadership
3 credits
This course delves into the practice of leading with authenticity in turbulent times. It acknowledges that there is much to be gained from the presentation of divergent world views, especially when these perspectives are analyzed within the context of discussions and case studies of real world situations. The course requires students to analyze a world view and use that perspective as a prism through which to evaluate the situations presented throughout the course. In that way, students will not only consider the perspective, but will have an opportunity to contrast that world view with their own, journaling similarities and differences and projecting results. Ultimately, through this process, students will develop a personal, ethical leadership model created as an amalgam of their inherent style and those presented throughout the course related to the discussions and case studies and focused specifically on the real world issues that demanded moral integrity, honesty, and humility in leadership but were discovered to be sorely lacking in these essential requirements.

BUS669 Innovating Leadership and Management
3 credits
As the title of this course states, the focus will be on the innovation of leading and managing. Huge changes are taking place in the economy, the global marketplace, competition, technology and the environment. In relation to the changes mentioned, and changes in our organizations, the question before us is - how can we innovate management and leadership to keep up with, and stay ahead of these local and global dynamics? This course will provide provocative questions, future management and organizational scenarios, and look at recent local, national and international disturbances, as well as case studies to stimulate critical thinking related to the needs of future managers and leaders. More specifically the course will focus on Management Innovation, leading organizations of the future, leading in times of crisis and complexity, and leading in a diverse world. In addition, we will look at the competencies necessary for leading and managing in the future.

BUS670 Complexity of the Innovative Process
3 credits
This course examines the process of innovation within a multidimensional framework including emerging technologies, changing markets, organization culture, world economy, competitive pressures and leadership. The issue of uncertainty as a by-product of innovation and how organizations recognize uncertainty and respond by modifying their organizational structures, including the structure of executive leadership, is examine. On another front, the roll of cross-functionality, of technical communications, of external relationships, and of intra-organizational and inter-organizational networks in promoting innovations is critically assessed and explored. A variety of learning tools will be used including lectures, video clips, case studies and class discussions.

BUS675 Financial Tools for Managing Innovation
3 credits
This course focuses on financial concepts and how they relate to the innovation process in data-driven organizations committed to continuous improvement Application of current financial tools in judging value to the firm are defined and analyzed from the perspective of appropriateness in today's economy and business environment The student will learn how to use current tools in judging innovation but also develop the thought process of innovating the way we look at project financial valuation. The role of finance in the innovation process is discussed with the intention of modifying existing relationships to improve innovation and the positive impact to the shareholder with an appreciation of meeting all customers' needs to achieve organizational effectiveness in a continuously changing environment

BUS698 Capstone Research Course
3 credits
This course is the precursor to BUS699 and includes a formal review of all other Master of Business Administration program courses completed by the students. Each Capstone student will be responsible for identifying a Capstone project that focuses on the Concentration pursued by the student in the Master of Business Administration program. The students are required to demonstrate the application of their Master of Business Administration program learning to a selected organization. Each student will be assigned a Capstone Mentor who will support the student in both BUS698 and continuing through BUS700. The course requires each student to define their project, how it applies to an organization, and how it relates to their chosen Concentration. This will include the development of a detailed Outline of their project for use in BUS700, and an Annotated Bibliography as a repository for their research performed in BUS698. The student project will be a comprehensive proposal or business plan to solve a significant problem, to pursue a new opportunity, or to launch a new business venture.
*This course is linked to the 45 credit MBA and is in teach-out.

BUS699 Graduate Seminar and Capstone (for students in the MBA 45-Credit Degree Plan)
3 credits
The students must have completed all other MBA coursework including BUS698. Students must be in good Academic Standing to enroll in the Capstone course. This equates to a 3.0 GPA or better. Students are not allowed to take any other courses while enrolled in the BUS699 Capstone Course. This Capstone course is the culminating course for all the other courses and content a student has undertaken to achieve the MBA degree from Post University. It is the intent of this course that the student will bring to bear all the learnings and knowledge from the previous courses to show competence in the field of Business Administration. Specifically, we expect students to submit a comprehensive Business Plan or Proposal that meets the University Capstone requirements and is developed as a compelling Power Point Presentation to a business audience. Throughout this course, we expect students to participate on the Discussion Board, sharing their progress and insights, and helping one another.
* This course is linked to the 45 credit MBA and is in teach out.

BUS700 Capstone (For students in the MBA 36-Credit Degree Plan)
3 credits
This Capstone course is the culminating course for all the other Master of Business Administration courses. The course enables students to apply content that has been undertaken throughout the various courses in the Master of Business Administration degree. This course intends that the student will bring to bear the learnings and knowledge from the previous courses to show competence in the field of business administration. Specifically, students are expected to submit a comprehensive Capstone paper that meets the Capstone requirements, along with a compelling presentation. Also, the student will utilize a computer simulation to apply learning and insights of the Master of Business Administration program.

ACC501 Research and Writing for the Accounting Profession
3 credits
This course involves the application of accounting research utilizing the various accounting/auditing/tax standards and databases and the preparation of written communications in a manner consistent with best practices in the accounting profession. Prerequisite for all other MSA courses.

ACC512 International Accounting
3 Credits
This course provides a foundation in the theory and practice of the study of international accounting. The course provides a study of the International Financial Reporting Standards (IFRS) with a comparison to the United States Generally Accepted Accounting Practices. Other international accounting issues such as foreign currency transactions, hedging foreign exchange risk and translation of foreign currency financial statements are also covered.
Prerequisite: ACC501

ACC515 Non Profit and Governmental Accounting
3 credits
The unique accounting principles relating to governmental and non-profit accounting are covered including examination of accounting principles, financial reporting and budgeting for non-profit organizations and government entities.
Prerequisite: ACC501.

ACC522 Advanced Audit Issues
3 credits
This course applies auditing theory and research to real world business situations using a case study approach.
Prerequisite: ACC501.

ACC525 Advanced Topics in Taxes
3 credits
This course provides coverage of tax issues relating to individual and business entities with an emphasis on tax research and developing
a defensible outcome.
Prerequisite: ACC501.

ACC532 Enterprise Risk Management (ERM)
3 credits
This course includes the systems, methods and processes used by organizations to manage risk. The use of various Enterprise Risk Management (ERM) frameworks that identify risks and assess them in terms of magnitude and likelihood of the occurrence are studied. Strategies to control and mitigate that risk are discussed. Concepts of internal control, strategic planning, and the Sarbanes–Oxley Act when dealing with risk are integrated in the course.
Prerequisite: ACC501.

ACC535 Customer Relationship Management (CRM) for Professional Organizations
3 credits
This course introduces the concepts of business development, customer service and networking for the professional organization. It is acknowledged that the current professional organization requires all employees to act as advocates for the business while providing services. This course will not only introduce students to the strategies involved with securing, servicing and keeping customers happy but also aid them in utilizing current methods and software tools to help them be productive in the Customer Relationship Management arena. Also included is a discussion of effective management consulting.

ACC545 Leading the Professional Organization
3 credits
This course includes the topics of Team Building, Presentation skills, Business Communication skills, Time Management, Conflict Management and other issues relevant to successfully leading a professional organization. The course will focus on these necessary basic skills in the modern professional organization with the goal of preparing students to lead either units of professional organizations or their own organization.

BUS505 Organizational Creativity, Discovery, and Innovation
3 credits
This is a multi-disciplinary course focusing on the creative process as it impacts the managing and leading of knowledge workers. The course will examine the processes involved in creativity, discovery, and innovation and explore the motivations involved in innovation both internal to the individual and external to the organization. Course content will draw on psychology, marketing, management, general business, fine arts, philosophy, and leadership disciplines with the intent to expose students to the varied approaches and results of the creative process. Students will learn strategies for enhancing creativity and innovation skills through activities and virtual team projects and experiences. Students will study creative minds and organizations and the impact they have on new value creation. This course serves as the program's cornerstone course and as such is designed to be the introductory course in the program.

ACC590 Lab Preparation
1 credit
This Lab is designed to prepare the student for the CPA Exam by utilizing assessments to determine readiness, preparing a plan for study and preparing a plan for taking the CPA exam.
Prerequisites: Completion of ACC501 and two other courses in the MSA program.

ACC591 Lab FARS I
1 credit
This Lab is designed to prepare the student for the CPA Exam by utilizing Wiley CPA Exam Prep and following the Study Plan designed in ACC 590.
Prerequisite: Completion of ACC590.

ACC592 Lab FARS II
1 credit
This lab is designed to prepare the student for the CPA Exam by utilizing Wiley CPA Exam Prep and following the Study Plan designed in ACC590
Prerequisite: Completion of ACC590.

ACC593 Lab REG
This Lab is designed to prepare the student for the CPA Exam by utilizing Wiley CPA Exam Prep and following the Study Plan Designed in ACC590.
Prerequisite: Completion of ACC590.

ACC594 Lab BEC
This Lab is designed to prepare the student for the CPA Exam by utilizing Wiley CPA Exam Prep and following the Study Plan designed in ACC590.
Prerequisite: Completion of ACC590.

ACC595 Lab AUD
This Lab is designed to prepare the student for the CPA Exam by utilizing Wiley CPA Exam Prep and following the Study Plan designed in ACC590.
Prerequisite: Completion of ACC590.

ACC699 Current Topics in Accounting (Capstone)
3 credits
This course integrates the topics covered within the MSA program. It focuses on the understanding, options and application of current accounting situations. It is the program's capstone course and will include utilizing research to solve accounting case studies and "in the news" accounting dilemmas.
Prerequisite: Completion of all other courses in the MSA curriculum.

EDU505 Future of Education
3 credits
This course explores social and technological trends along with current research in areas such as nano-technology, brain and learning theory, artificial intelligence, gaming, and edutainment among other areas and examines their implications for the future of education. Students will identify a variety of models for the future of education and do a descriptive case study of change in a current educational setting which may be a school, a corporation, an online education community, or any education-delivery organization. This course serves as the introductory cornerstone of the Master of Education program and is a leading futures thread through the program.

EDU510 The Cognitive Science of Teaching & Learning
3 credits
Implications of cognitive science research on acquisition of knowledge theory will be analyzed in terms of applicability to teaching and learning. Emphasis will be on practical means to facilitate mental processes related to attention, memory, motivation and problem-solving to foster depth in understanding and adaptable mechanisms for the transfer of learning.

EDU515 Measurement and Metrics
3 credits
This course provides students with an introduction to educational metrics and measurements and provides an overview of their role in a variety of educational settings. Students evaluate educational measurements and assessments, interpret and analyze data and construct assessments in relation to their chosen concentrations and professional interests. Included in the courses are the concepts of validity and reliability, referencing methods, evaluation and reporting methods. Students become familiar with formative and summative assessments, testing ethics and the use of different assessments for diverse populations to measure student, programmatic and institutional achievement.

EDU520 Digitally Mediated Teaching & Learning
3 credits
Students will explore a variety of digitally mediated resources and identify multiple means of technologically supporting and delivering instruction. Students will review the relevant theories, research literature, and case studies on digitally mediated teaching and learning, identify technology resources, and learn how to effectively integrate them into learning activities. Students will gain skills in using digitally mediated technologies to enhance learning through mini-projects throughout the course.
Note: Transfer credit will not be accepted for this course.

EDU603 Curriculum 2.0
3 credits
Students will research, discuss and evaluate current curriculum research along with current theories and models of curriculum. Criteria for quality curriculum design will be considered along with analysis of the impact of developments such as Web 2.0, simulation learning, problem-based, or project-based learning among=g others. Students will design and develop a standards-based curriculum unit applicable to their teaching/learning context.

EDU604 Diversity Issues in 21st Century Education
3 credits
This course will address how culture affects learning and achievement across the lifespan in 21st Century education. Students will analyze current and future demographic trends covering a variety of topics such as multiculturalism, gender, achievement gaps, and global workforce development. Emphasis will be placed on reviewing and evaluating current diversity research to support the development of culturally responsive best practices.

EDU605 Differentiated Instruction
3 credits
Advanced instructional and facilitative strategies will be identified, analyzed, practiced, and evaluated to differentiate instruction for all learners. Research literature on differentiated instruction will be reviewed to determine current and predict future best practices. Emphasis will be placed on variations in content, process, and product variables mediated by instructional technology.

EDU607 Assessing and Managing Learning
3 credits
Formative and summative assessment strategies and resources will be compiled and tested for applicability to married learning contexts. Multiple means for managing learning will be developed, matched to diverse learning settings. Variables such as time, place, pace, learner diversity, curriculum among others will be considered.

EDU609 Curriculum Design: Theory and Practice
3 credits
This course introduces to students to curricular models with a focus on how design promotes learning across all K-12 environments. This course will also enhance students' existing skills regarding curriculum development, essentials processes, and assessment. Emphasis will be placed on leadership. Students will review, analyze, and interpret grade-level, department, and/or school based curriculum to develop the skills needed to plan and implement curriculum change.

EDU623 Designing Learning Environments
3 credits
This course will engage the student in the theoretical and practical underpinnings of the effective design of learning experiences and events. Students will learn and apply the ADDIE design model and other complimentary or competing models of design. Students will be introduced to principles of design from a variety of fields that provides metaphors for how one can design a learning experience for a student. Particular attention will be given to designing active student-centered learning environments.

EDU624 E-Learning Design for Diverse Learning Environments
3 credits
This course explores how to maximize cognition for diverse and global learners through the design and structure of eLearning content using multimedia modalities. Students will develop a mastery of brain-based visual design and multimedia principles using current research. Authoring tools and data-driven strategies. Emphasis will be placed on directly applying these techniques in a project involving the design and development of an e-learning module relevant to the learners' environment.

EDU625 Integrating Technology into Learning
3 credits
Students will explore ways technology can be utilized in learning environments. The course will provide an overview of key research on online education, technology in the classroom, etc. to form practical implementations of technology based upon evidence. Students will be exposed to current technology used in various education settings. The course will encourage students to be creative in integrating technology to improve learning experiences in a final course project.

EDU626 Analysis of Learning Design
3 credits
This course uses a case-based approach to improve learners' problem-solving skills in the field of learning design. Learners in this course will engage in analysis of cases set in real-world learning design environments and scenarios. Through analysis and discussion, learners will work to identify the main issues of a case and propose solutions that are based on research and generally accepted learning design theories, models, and principles.

EDU627 Managing Instruction & Technology
3 credits
This course will introduce students to planning, assessing, budgeting, and evaluating instruction and technology in a variety of education settings, including K-12 classrooms, higher education, online education, and corporate training. Students will understand and apply principles of project management and instructional design to plan a training program. Students will utilize tools and metrics to monitor the program planning process, implementation success, and to improve program outcomes.

EDU628 Educational Technology Leadership
3 credits
This course focuses on the use and management of technology in a variety of educational settings. By exploring existing and emerging trends in educational technology, learners will develop leadership skills and identify new roles for educational leaders in the digital age. Concepts of leadership in the field of educational technology will be examined and applied in the evaluation and planning for technology integration and future development.

EDU629 Emerging Technology Trends in Education
3 credits
This course focuses on emerging technologies in education and prepares educators to become technology leaders in their field. Learners will examine a variety of new technologies and consider ways in which they may be implemented in real world education environments. Specific unit topics will change frequently as new trends and technologies evolve. Learners will focus on a specific emerging technology to research throughout the course and become an expert in that technology. The overall goal of this course is to ensure learners are aware of many new educational technologies as they are considered for widespread use in educational environments.

EDU630 Online Curriculum and Instruction
3 credits
This course provides students with the principles of online teaching and learning. Students will trace the history of online learning, investigate the similarities and differences between synchronous and asynchronous environments, examine research-based best practices in e-learning and identify online teaching modes. The course serves as an introduction to online delivery and offers students the opportunity to identify quality online teaching environments and methods for maximizing student achievement in those environments.

EDU632 Learning Management Systems
3 credits
In this course, students will be introduced to several current learning management systems (LMS) and will analyze the similarities and differences between the systems. In addition to LMS, students will also be introduced to Content Management Systems (CMS) and Learning Content Management Systems (LCMS). Emphasis is placed on ways these tools are used to support corporate training and performance development, lessons in K-12 environments, and online and hybrid courses in higher education. This course will enable students to speak informatively about the different platforms that are used in a variety of online educational environments.

EDU633 Designing and Delivering Online Instruction
3 credits
This course will teach the basic concepts of how to design an online course and teach in an online environment. Teachers Students will learn navigation skills and the toolset of a learning management system. Educators Students will have the opportunity to examine varied online instructional practices and have access to a learning management system to design an individual instructional module. Emphasis will be placed on research-based teaching practices that improve student achievement in online environments.

EDU637 Online Assessment & Evaluation
3 credits
This course explores models for assessing evaluating teaching and learning in the online environment. Appropriate evaluation methods; the creation of assessment tools, such as rubrics; and course management techniques will be the focus of the course. Students will interpret online learning policies ranging from those that pertain to both the individual and the institution, such as copyright and intellectual property, to national and international policies regarding delivery of online education. Students will examine a variety of quality indicators for the assessment of online programs, with an emphasis on those pertaining to teaching and learning.

EDU639 Trends in Online Learning
3 credits
This course examines current trends and future possibilities for models of online teaching and learning. Models of new course design, such as Massive Online Open Courses (MOOCs), the use of OERs (Open Education Resources), social media, and web-based resources as course elements will be compared and critiqued. Additionally, students will analyze online trend data to synthesize a vision for the future of online learning. Students will explore the future of teaching and technology in the online environment.

EDU640 VHS Teacher Induction Program
2 credits
This course is the second phase of the VHS teacher onboarding program, where the teacher works with a mentor that guides and assesses their progress. Participants will communicate weekly with their faculty advisors through email, phone calls, and virtual discussions, reflecting on their progress in meeting teacher responsibilities. Structured assignments and reflections will be evaluated by the mentor, who will provide feedback and guidance as needed. Topics to be covered include: setting the tone in communication with students and stakeholders, creating an online community, facilitating discussions, applying IEP and 504 accommodations, providing substantive feedback, addressing plagiarism and academic dishonesty, supporting students with extenuating circumstances, using digital tools to promote engagement, and keeping records of student learning in the online classroom.

EDU641 VHS Online Teaching Methodologies
1 credit
This course focuses on the pedagogy of teaching an online course, targeting instructional practices that support and promote (high school) student achievement and engagement. OTM participants complete the course in an asynchronous, paced format, collaborating with peers and learning about teaching online through the perspective of the student. They read about, discuss, and evaluate instructional practices, applying their understanding to the online environment. Topics include an exploration of Professional responsibilities (classroom management, general communication, grading, technology use, etc.) and critical skills (communicating clearly and professionally, meeting the needs of all learners, providing substantive feedback, building community and engagement, and enhancing learning through digital pedagogy) that contribute to a rigorous, engaging learning experience for high school students.

EDU643 Teaching the Adult Learner
3 credits
This course addresses the principles and practical applications of adult learning theory. Students will apply the tenets of andragogy in terms of motivating and teaching adult learners. Emphasis will be placed on the implications of adult learning theory on both curriculum and instruction in higher education. Research related to adult education and research-based adult learning applications will be explored and applied.

EDU 644: The New Post-Secondary Student
3 credits
This course analyzes trends and issues related to post-secondary students and the effects of those trends and issues on higher education. Student demographic trends will be analyzed in terms of the implications for college recruitment and retention. Strategies for recruitment and retention will be identified along with career service strategies to improve graduation rates and gainful employment. Student financial aid issues will be addressed in relation to the financing of higher education. Aspects of post-secondary student services will be analyzed for applicability to online and traditional higher education models.

EDU645 Administration & Leadership of Higher Education
3 credits
This course will examine current and potential future models of the administration of higher education. Identification of principle roles and responsibilities of the current organization of higher education will be mapped to varied collegiate missions. The connection of administration, leadership, and finance will be explored in terms of their interrelationship. Theories of change leadership will be identified and applied to the context of higher education through models of leadership of higher education. Students will analyze and evaluate strategies for change in higher education.

EDU647 Higher Education Policy, Politics, and Pressing Issues
3 credits
This course analyzes current federal and state legislative policies related to higher education and the connection of policy to politics related to post - secondary education. Current issues facing the higher education community, such as financing higher education, online education and for-profit vs. not-for- profit issues, will be explored in terms of their implications for change. Students will be able to identify current policies that drive higher education, analyze the current political, social, and technology climate, and predict the effect on the future of higher education.

EDU651 Teaching ESL: Methods and Strategies
3 credits
This course is designed to increase understanding of quality research-based practices and strategies that actively engage English Language Learners. More specifically, students in this course will plan and implement a variety of content-based standards including those applicable to English language development, content-based instruction and literacy development in the primary and secondary language.

EDU653 Second Language Acquisitions
3 credits
This course presents an overview of the field of Second Language Acquisition. Students will identify the research, empirical data, and theoretical concepts that explain what happens in the human mind during the acquisition of a first and second or subsequent language. Current theoretical perspectives on second language acquisition will be analyzed including research issues, models, and positions. Second language teaching methods and approaches will be integrated through an interdisciplinary knowledge base of major theories of learning in the fields of linguistics, psychology, sociology, cognitive development, and brain-based research as they relate to language learning and second language acquisition.

EDU655 ESL Curriculum and Assessment
3 credits
Students in this course will review, analyze, and select quality content appropriate for ESL learners in a curriculum, including online programs and websites that will help ELLs gain comprehension in reading, writing, and math. Critical components of designing thematic content curricula for ESL learners will also be addressed. Emphasis will be placed on methodology and strategies that differentiate and mediate thinking and learning. Students will identify means of ELL assessment and analyze the role of assessment in ESL curriculum.

EDU657 English Grammar and Pedagogy in TESOL
3 credits
This course will help current and prospective ESL educators to develop the pedagogical skills and techniques needed to teach grammar and the structures of English to speakers of other languages. Students will discuss the concepts of linguistic analysis as well as effective teaching strategies, methods, and techniques for the classroom.

EDU659 English Composition & Syntax
3 credits
This course uses a case-based approach to improve learners' problem-solving skills in the field of learning design. Learners in this course will engage in analysis of cases set in real-world learning design environments and scenarios. Through analysis and discussion, learners will work to identify the main issues of a case and propose solutions that are based on research and generally accepted learning design theories, models, and principles.

EDU690 Comprehensive Capstone in Education
3 credits
In this course, each student will complete an approved Capstone project related to the student's area of concentration within the M.Ed. Program. Students will complete the project, perform evaluation and assessment of the project; and reflect on the project's contribution to one's individual learning goals, professional goals, and to the larger contexts applicable in the field of education. Students will also finalize their Personal Learning Environment to demonstrate ways in which the program outcomes have been achieved. Finally, students will present the completed project at the conclusion of the course.

HEA505 Foundations & Emerging Trends in Higher Education
 3 credits
This course introduces students to the historical and philosophical foundations of higher education, as well as emerging trends and current issues facing students, practitioners, and administrators. Coursework focuses on the development of higher education in the United States and explores the relationship between institutions of higher education and society. The emphasis is on the development of the contemporary university juxtaposed against the context of the sociological and economic changes over time. Students will research futurist ideology and create their own visions for the future of education.

HEA510/EDU644 The New Post-Secondary Student
3 credits
This course analyzes trends and issues related to post-secondary students and the effects of those trends and issues on higher education. Student demographic trends will be analyzed in terms of the implications for college recruitment and retention. Strategies for recruitment and retention will be identified along with career service strategies to improve graduation rates and gainful employment. Student financial aid issues will be addressed in relation to the financing of higher education. Aspects of post-secondary student services will be analyzed for applicability to online and traditional higher education models.

HEA515 Assessment and Evaluation
3 credits
This course introduces program evaluation and assessment in colleges and universities. An exploration of assessment techniques will be a key focus of this course. Strategies for how such techniques can be used to benefit specific programs and organizations will also be examined. Students will analyze how the roles of planning, evaluation and assessing lead to data driven decision-making. Coursework is focused on performing high quality program evaluations and assessment.

HEA520 Leading Change in Higher Education
3 credits
This course examines and explores leadership and change management theories. Coursework is focused on understanding how organizational structure, as well as transformational learning and systems thinking, impact the creation of a culture that is change-ready. By applying adaptive change strategies, students will practice how to increase impact and capacity in higher education environments to create sustainable and long-lasting change. Students will build a working model of change leadership that supports improvement in a higher education setting. The model will focus on building arguments, use of evidence to support decision-making, needs assessments, cost-benefit analyses, culture, articulating outcomes, and assessment of impact analyses.

HEA641 Student Services in Higher Education
3 credits
This course focuses on institutional programs and services designed to meet the needs of students in higher education. Coursework will focus on the role of student affairs and student affairs professionals in meeting the social, developmental, economic, and academic needs of an increasingly diverse population of students. Students will apply strategies for effective management and coordination of student affairs programs and services. Students will focus on analyzing the integration of student affairs services with the academic mission of the institution.

HEA645 Administration and Leadership of Higher Education
3 credits
This course examines current and potential future models of the administration of higher education. Identification of principle roles and responsibilities of the current organization of higher education will be mapped to varied collegiate missions. The connection of administration, leadership, and finance will be explored in terms of their interrelationship. Theories of change leadership will be identified and applied to the context of higher education through models of leadership of higher education. Students will analyze and evaluate strategies for change in higher education.

HEA646 College Student Development & Leadership
3 credits
This course explores current programs and practices, issues and trends, and research in college student development and leadership. Emphasis will be on the theoretical foundations of student development and leadership as they relate to student affairs practices. Students will explore how to practice leadership while developing leadership skills in their students within a variety of contexts within higher education.

HEA647 Higher Education Policy, Politics, and Pressing Issues
3 credits
This course analyzes current federal and state legislative policies related to higher education and the connection of policy to politics related to post - secondary education. Current issues facing the higher education community, such as financing higher education, online education and for-profit vs. not-for- profit issues, will be explored in terms of their implications for change. Students will be able to identify current policies that drive higher education, analyze the current political, social, and technology climate, and predict the effect on the future of higher education.

HEA648 College Student Personnel Administration
3 credits
This course introduces students to the theories and practices of college student personnel administration through a historical and contemporary analysis of the profession. Emphasis will be on exploring professional leadership in student affairs practices in collegiate settings. Coursework will focus on the theoretical and conceptual foundations of the profession in order to demonstrate competencies in professional practice and in a variety of settings; including enrollment and admissions, counseling services, financial aid, residence life, and career development and services.

HEA649 Legal Practices & Ethics in Student Affairs
3 credits
This course focuses on a discussion of the legal issues and ethical considerations and faced by student affairs leaders in higher education. Using an interdisciplinary approach, students will explore ethical theory as it relates to resolving ethical and moral dilemmas in problems of practice across higher education. Emphasis will be on the rights of students, search and seizure in residence halls, privacy issues, student behavior, and academic judiciary practices. Coursework will be focused on case study approach to exploring historically significant problems of practice and emergent debates.

HEA671 Higher Education Organization & Governance
3 credits
This course focuses on building the theoretical and conceptual foundations necessary for understanding higher education organization and governance. Emphasis is on understanding complex systems, administration and leadership, accountability, organizational change, and governance structures. Students will explore internal and external factors that impact college and university operations to develop the competence to critically review educational organizations.

HEA673 Faculty in Higher Education: Ever Evolving Roles
3 credits
This course examines the historical, contemporary, and evolving roles of faculty in higher education. The roles of faculty members at all types of institutions in higher education have changed dramatically over the past three decades. Students will explore the complex factors that have contributed to this change. Students will examine the changing duties and expectations of college and university faculty as well as the unbundling of the traditional faculty roles of scholarship, teaching, and service. Issues such as increased reliance on part-time faculty, quality, and accreditation will also be explored.

HEA687 Educational Research & Planning
 3 credits
This is the first of a three-course sequence (EDU687, EDU688, and EDU699) designed to prepare students for their capstone project. Students review and reflect on the M.Ed. program and course level outcomes, as well as their specific concentration. Students develop an Understanding of the tenets of quality, action-oriented educational research and the criteria for selecting a capstone project related to their concentration. Students will learn how to construct research questions, conduct background research and hypothesize solutions to problems facing education practitioners. This course requires students to determine the focus of their capstone project, construct a theory of action, write a problem statement and begin a literature review.

HEA688 Educational Research Design & Methodology
3 credits
This is the second course in a three-course sequence (EDU687, 688 & 699) designed to prepare students for their capstone project. Students explore the elements of quality action-oriented educational research. In doing so, students develop an understanding of qualitative and quantitative research design and methodology. This course emphasizes interpreting research, types of research design and the evaluation of research practices. This course requires students to complete a literature review; identify, define and describe the research design, methodology and the process of evaluation, and submit a formal project management plan.
Prerequisite: EDU687.

HEA699 Capstone Project
3 credits
In this course, students implement an approved capstone project related to the area of concentration within the M.Ed. Program. Students complete the project evaluation and assessment; reflect on the project's contribution to one's individual learning goals, professional goals and to the larger contexts applicable in the field of education; and present the completed project at the conclusion of the course. Students are expected to participate in discussion boards, provide weekly progress updates, discuss challenges and achievements, and provide peer feedback. Prerequisites: EDU 687 and EDU688.

HSV502 Counseling and Human Services Ethics and Diversity
3 credits
This course provides an analysis of critical issues in ethics and diversity within the professional practice of counseling and human services. Issues of focus include ethical standards, ethical decision making models, legal requirements, personal values, client rights, confidentiality, and ethical conduct. Also, the course allows students to develop an increased understanding about how race, culture, gender, sexual orientation and social class impact their work in the field of counseling and human services as well as explore other multicultural issues.

HSV505 Human Development and Sexuality Through the Lifecycle
3 credits
This course will examine theories of lifespan development and human sexuality from a social, cultural, cognitive, physical, biological, and learning theories basis. Students will also develop a contextual understanding of how human development and human sexuality impacts the field of counseling and human services.

HSV510 Counseling and Human Services Policy
3 credits
This course provides a critical analysis of the social and public policies that impact the field of counseling and human services. A review of historical, social and public policy, in addition to an examination of current social and political policies that impact human services organizations, are discussed. Students are also provided the opportunity to examine theoretical models and the skills required to understand, analyze, and critique contemporary counseling and human services policies.

HSV511 Counseling and Human Services Management
3 credits
This course provides students with knowledge, theory and technical skills in the administration of human services delivery systems. Course content includes management theory, principles of organization, planning, budgeting, fiscal responsibility, supervision and human resource management.

HSV512 Applied Research Methods in Counseling and Human Services
3 credits
This course presents an overview of frequently used quantitative and qualitative research methods. It prepares students to be critical consumers of scholarly social science research. It also examines the ways in which social science research can inform daily practice in various social service agencies.
Prerequisite: Completion of at least 21 credits.

HSV520 Theories of Counseling
3 credits
This course provides an overview of counseling theory and fosters the development of basic counseling skills. The focus is on establishing a rapport, developing a therapeutic alliance, and conceptualizing strategies for intervention. The clinical application of theory is explored through case studies, understanding research, and discussions.

HSV521 Family Systems Theory
3 credits
This course introduces the student to the field of family therapy and systems theory. They student learns the necessary skills to begin clinical work with families as well as the major theoretical approaches to family intervention required to conceptualize, assess, and treat family systems.

HSV522 Group Therapy
3 credits
This course presents a theoretical and experiential overview of group processes and counseling techniques. Students explore the skills and characteristics required to facilitate cognitive, emotional, and behavioral change in group settings.
Prerequisite: HSV520 or HSV521.

HSV524 Psychopathology and Psychological Assessment
3 credits
This course explores a wide variety of pathological mental and emotional disorders, dysfunctional behaviors, and their treatment within the field of counseling and human services. Students will also explore not only the disorders, but also the current diagnostic criteria as well as effective treatment procedures and ethical/legal considerations.
Prerequisite: HSV520 or HSV521.

HSV530 Biology of Addiction
3 credits
This course will cover the biological effects of alcohol and drugs on human organ systems, particularly the nervous, digestive, excretory and reproductive systems. The course will also discuss the psychopharmacology of addictions and related medical consequences, such as AIDS/HIV and Hepatitis C. In addition, the course will cover the psychological and sociological consequences associated with these conditions. Furthermore, the use of drugs in both therapeutic and pathologic situations will be explored, and general modalities of recovery will be discussed.

HSV532 Theories of Alcohol & Drug Counseling
3 credits
This course will cover the study of current treatment modalities essential in Substance Use Disorder counseling. Current treatment modalities such as the Matrix Model, Motivational Interviewing, and Cognitive Behavioral Therapy will be explored. The course will also cover additional treatment theories, implications, and options that are critical to effective addictions treatment. The various stages of recovery and effective treatment methods based on length of sobriety will be explored.
Prerequisite: HSV 530.

HSV534 Psychopathology of Addiction
3 credits
The course will provide a basic historical perspective of Substance Use Disorder along with the descriptions of biological, psychological, and sociological factors that comprise the disease of addiction. This course will also cover the assessment and diagnosis of addictions in addition to exploring common psychological disorders that often complicate treatment efforts. Disorders such as depression, anxiety, in addition to personality disorders, will be explored in order to provide a general framework for working with often challenging cases.
Prerequisite: HSV530.

HSV536 Group and Family Treatments in Addictions
3 credits
This course will cover a variety of treatment modalities that are used in addictions treatment settings. Treatment modalities that are provided in both a restricted and unrestricted environment will be discussed. Present modalities that include group, family, and self-help treatment for both adults and adolescents will be explored. Differences in court-ordered and voluntary treatment will also be examined to provide for a basic understanding of the common treatment modalities being offered today.
Prerequisite: HSV530.

HSV540 Human Service Management and Information
3 credits
The course will survey the basic theoretical and conceptual skills required for the effective management of counseling and human service organizations in today's varied and complex environment. The course also focuses on information technology applications and systems based on current computer and communication technology for counseling and human service managers.

HSV541 Financial Management of a Non-Profit Organization
3 credits
This course teaches students the principles of financial management required for the planning, budgeting, and control functions of counseling and human service organizations. It includes the skills required for the analysis and interpretation of financial statements, interim and end-of-year reports, and the financial disclosures required by agency funding sources.

HSV542 Human Resource Management
3 credits
This course explores the working knowledge of human resource management in non-profit and public sectors of organizations using legal, technical and practical concepts. The course also examines issues related to compliance with federal and state employment laws, compensation systems, practical and affordable recruitment/retention strategies, problem performance analysis, and the development of personnel policies and job descriptions. The course teaches students how to combine human resource management theory with useful management practice to achieve organizational mission.

HSV544 Organizational Behavior
3 credits
This course explores individual and small group behavior in organizations and the interpretation of this behavior in the context of the managerial environment. The nature of such concepts as influence, power and control, attitudes, communication, conflict, and interpersonal relations is explored to provide understanding of the dynamics of group behavior within organizations.

HSV552 Professional and Ethical Orientation to Counseling
3 credits
This course provides students with a realistic view of several critical issues that counselors in the field of counseling and human services encounter, in addition to providing best practices in addressing these dilemmas. Counseling and human service professionals often face ethical issues such as professionalism, aspirational ethics, decision making, mandated reporting, crisis intervention and/or legal issues daily. Professional practice in a multicultural society, client rights and responsibilities will also be explored, in addition to confidentiality, privileged communication, record keeping, and other key issues. Prerequisite: Either (a) 21 completed hours of graduate work in the Post University Master of Science in Counseling and Human Services graduate program, or (b) a comparable number of graduate coursework hours in a helping-related program at another college or university.

HSV554 Multicultural Issues in Counseling and Human Services
3 credits
This course provides students with knowledge in the ways in which issues of multiculturalism can effect counseling and human services delivery. Course content includes examinations of oppression, discrimination, sexism, and other forms of prejudice, and their influence on the delivery of human services to culturally diverse and oppressed communities. Prerequisite: Either (a) 21 completed hours of graduate work in the Post University Master of Science in Counseling and Human Services graduate program, or (b) a comparable number of graduate coursework hours in a helping-related program at another college or university.

HSV556 Career Counseling, Appraisal, and Development
3 credits
This course provides students with an introduction to the history of career development and career counseling practices. The process of career counseling, assessment, development, and theory are examined in terms of working with individuals and groups in a variety of settings. The course will also discuss the process of creating career development programs in both the public and private sector, in addition to exploring trends and issues in the labor market and job search process. Prerequisite: Either (a) 21 completed hours of graduate coursework in the Post University Master of Science in Counseling and Human Services program or (b) a comparable number of graduate coursework hours in a helping-related program at another college or university.

HSV558 Testing and Appraisal of Individuals and Groups in Counseling and Human Services
3 credits
This course provides student with an introduction to psychological assessment measures commonly used individually or in group settings in a variety of counseling and human service agencies. The course is designed to provide students with information about test construction, administration, scoring, and interpretation. An introduction to intellectual, emotional, behavioral, and personality assessments for both children and adults will be examined.
Prerequisite: Either (a) 21 completed hours of graduate work in the Post University Master of Science in Counseling and Human Services program, or (b) a comparable number of graduate coursework hours in a helping-related program at another college or university.

HSV561 Introduction to Forensic Mental Health Counseling
3 credits
Introduction to Forensic Mental Health Counseling will provide an overview of the history of mental health counseling as well as the role of mental health counseling in the forensic mental health field and legal system. In addition, the course will explore both adult and juvenile criminal and civil forensic consultations, criminal behavior, psychopathology, and the techniques used for evaluation, assessment, and treatment of high-risk/deviant adult and juvenile clients. Ethical codes of the American Counseling Association, American Psychological Association and others will also be considered, along with the standards of professional conduct within a forensic mental health counseling setting. Lastly, social and cultural issues will be addressed, with attention given to diversity issues that pertain to forensic mental health counseling.

HSV564 Theories of Criminal Behavior and Psychopathology
3 credits
This course introduces understanding criminal behavior and psychopathology. Theoretical perspectives associated with crime and psychological disorders will be discussed, including the role of abnormal/deviant behavior and diagnosis, treatment modalities, counseling, and assessment. Topics that will be explored include the origins or criminal behavior, developmental risk factors, biological factors, learning and situational factors, and counseling techniques. Students will be exposed to the development of aggressive and violent behavior, and juvenile delinquency. Other topics include homicide, murder, sexual assault, substance use, property crimes, and the psychology of terrorism.
Prerequisite: HSV561.

HSV565 Victimology and Counseling Victims
3 credits
This course will explore the impact of child and adult victimization. Topics such as sudden and traumatic loss, child abuse, and trauma, domestic violence, rape, human trafficking, workplace violence, and witnesses to violent crimes, in addition to other victim populations, will be explored. Students will explore assessment, diagnosis, clinical interventions and techniques for counseling victims. Other topics will include understanding the legal system when working with victims in the justice system.
Prerequisite: HSV561.

HSV567 Forensic Assessment and Counseling Techniques
3 credits
This course will introduce the psychological assessment tools typically used by counselors in forensic settings. The student will become familiar with understanding the testing measurements as well as interpretation. Students will also learn more about the various psychological disorders and criminal behaviors often diagnosed via testing. Students will be exposed to interviewing, assessment, and counseling skills that are used in forensic and clinical assessments and evaluations.
Prerequisites: HSV561 and HSV564.

HSV593 Field Practicum I
3 credits
This course will provide students with the opportunity to put counseling and human services theory, concepts, skills, and knowledge into practice at an approved counseling and human services agency. Students will complete a placement within their area of specialized concentration and conduct direct service activities to further grow and develop their skills (e.g. Clinical Mental Health Counseling, Alcohol and Drug Counseling, Forensic Mental Health Counseling, and Non-Profit Management). This experience requires a minimum of at least 180 hours supervised on-site hours. Students will be working closely with an academic instructor and peers in an online seminar experience throughout their practicum experience.
Prerequisites:
At the time of registration, the student must have a GPA of 3.00 or better, Students with less than a 3.00 will not be allowed to register for the course at that time.
Concentration-specific course prerequisites prior to practicum registration:
- Clinical Mental Health concentration: HSV 520 and/or HSV 521 and HSV 524
- Alcohol and Drug Counseling concentration: HSV 532 and one core course
- Forensic Mental Health Counseling concentration: HSV 565 and HSV 567
- Non-Profit Management concentration: HSV540 and one core course

Course prerequisites needed for all concentrations:
- Must have a supervisor with a minimum of a master's level in the field. If seeking licensure, supervisor must meet state's requirements.
- Must be in a placement that expressly fits with the student's area of concentration.
- Student must have a GPA of 3.00 or higher when applying for the practicum.

Students in the Clinical, A & D, and FMHC concentrations will spend a minimum of 180 hours on site during this experience. Forty of these hours should be considered direct client contact service hours (e.g., face-to-face counseling/psychotherapy) and the remaining 140 indirect hours (e.g., staff meetings, clinical documentation, trainings, etc.). Students are encouraged to exceed the minimum direct service hours during this experience. All activities must be documented in order to receive credit for these hours. Please note that students who are seeking licensure should confirm that their training experience meets all necessary guidelines. Additionally, students whose concentration of study is NPM are not required to provide direct client contact hours and will meet the training guidelines outlined for this experience.

HSV594 Field Practicum II
3 credits
This course will provide students with the opportunity to put counseling and human services theory, concepts, skills, and knowledge into practice at an approved counseling and human services agency. Students will complete a placement within their area of specialized concentration and conduct direct service activities to further grow and develop their skills (e.g. Clinical Mental Health Counseling, Alcohol and Drug Counseling, Forensic Mental Health Counseling, and Non-Profit Management). This experience requires a minimum of at least 180 hours supervised on-site hours. Students will be working closely with an academic instructor and peers in an online seminar experience throughout their practicum experience.
Prerequisites:
At the time of registration, the student must have a GPA of 3.00 or better, Students with less than a 3.00 will not be allowed to register for the course at that time.

Concentration-specific course prerequisites prior to practicum registration:
- Clinical Mental Health concentration: HSV520 and/or HSV521 and HSV524
- Alcohol & Drug Counseling concentration: HSV532 and one core course
- Forensic Mental Health Counseling concentration: HSV565 and HSV567
- Non-Profit Management concentration: HSV540 and one core course
Course prerequisites needed for all concentrations:
- Must have a supervisor with a minimum of a master's level in the field. If seeking licensure, supervisor must meet state's requirements.
- Must be in a placement that expressly fits with the student's area of concentration.
- Student must have a GPA of 3.00 or higher when applying for the practicum.

Students in the Clinical, Alcohol & Drug Counseling, and Forensic Mental Health Counseling concentrations will spend a minimum of 180 hours on site during this experience. Forty of these hours should be considered direct client contact service hours (e.g., face-to-face counseling/psychotherapy) and the remaining 140 indirect hours (e.g., staff meetings, clinical documentation, trainings, etc.). Students are encouraged to exceed the minimum direct service hours during this experience. All activities must be documented in order to receive credit for these hours. Please note that students who are seeking licensure should confirm that their training experience meets all necessary guidelines. Additionally, students whose concentration of study is NPM are not required to provide direct client contact hours and will meet the training guidelines outlined for this experience. Completion of HSV 593 is required before starting this course.

HSV595 Advanced Counseling Internship I
3 credits
This course will provide students with the opportunity to put counseling and human services theory, concepts, skills, and knowledge into practice at an approved counseling and human services agency. Students will complete a placement within their area of specialized concentration and conduct direct service activities to further grow and develop their skills (e.g. Clinical Mental Health Counseling, Alcohol and Drug Counseling, or Forensic Mental Health Counseling). This experience requires a minimum of at least 600 hours supervised on-site hours. Students will be working closely with an academic instructor and peers in an online seminar experience throughout their practicum experience. Students who are interested in obtaining additional service hours needed for licensure or other purposes should consider taking HSV 595. HSV 595 can be substituted for HSV 593 upon departmental approval.
Prerequisites:
At the time of registration, the student must have a GPA of 3.00 or better.   Students with less than a 3.00 will not be allowed to register for the course at that time.
Concentration-Specific Course prerequisites prior to practicum registration:
- Clinical concentration: HSV520 and/or HSV521 and HSV 524
- Alcohol & Drug Counseling concentration: HSV532 and one core course
- Forensic Mental Health Counseling: HSV565 and HSV567
Course prerequisites needed for all concentrations:
- Must have a supervisor with a minimum of a master's level in the field. If seeking licensure, supervisor must meet state's requirements.
- Must be in a placement that expressly fits with the student's area of concentration.
- Student must have a GPA of 3.00 or higher when applying for the practicum.

Students in the Clinical, Alcohol & Drug Counseling, and Forensic Mental Health Counseling concentrations will spend a minimum of 600 hours on site during this experience. Two hundred and forty of these hours should be considered direct client contact service hours (e.g., face-to-face counseling/psychotherapy) and the remaining 360 indirect hours (e.g., staff meetings, clinical documentation, trainings, etc.). Students are encouraged to exceed the minimum direct service hours during this experience. All activities must be documented in order to receive credit for these hours. Please note that students who are seeking licensure should confirm that their training experience meets all necessary guidelines.

HSV596 Advanced Counseling Internship II
3 credits
This course will provide students with the opportunity to put counseling human services theory, concepts, skills, and knowledge into practice at an approved counseling and human services agency. Students will complete a placement within their area of specialized concentration and conduct direct service activities to further grow and develop their skills (e.g. Clinical Mental Health Counseling, Alcohol and Drug Counseling, or Forensic Mental Health Counseling). This experience requires a minimum of at least 600 hours supervised on-site hours. Students will be working closely with an academic instructor and peers in an online seminar experience throughout their practicum experience. Students who are interested in obtaining additional service hours needed for licensure or other purposes should consider taking HSV 595. HSV 596 can be substituted for HSV 594 upon departmental approval.
Prerequisites:
At the time of registration, the student must have a GPA of 3.00 or better. Students with less than a 3.00 will not be allowed to register for the course at that time.
Specific Course prerequisites prior to practicum registration:
- Clinical concentration: HSV520 and/or HSV521 and HSV524
- Alcohol & Drug concentration: HSV532 and one core course
- Forensic Mental Health Counseling: HSV565 and HSV567
Course prerequisites needed for all concentrations:
- Must have a supervisor with a minimum of a master's level in the field. If seeking licensure, supervisor must meet state's requirements.
- Must be in a placement that expressly fits with the student's area of concentration.
- Student must have a GPA of 3.00 or higher when applying for the practicum.

Students in the Clinical, A & D, and FMHC concentrations will spend a minimum of 600 hours on site during this experience. Two hundred and forty of these hours should be considered direct client contact service hours (e.g., face-to-face counseling/psychotherapy) and the remaining 360 indirect hours (e.g., staff meetings, clinical documentation, trainings, etc.). Students are encouraged to exceed the minimum direct service hours during this experience. All activities must be documented in order to receive credit for these hours. Please note that students who are seeking licensure should confirm that their training experience meets all necessary guidelines. HSV 595 must be completed before this experience.

HSV698 Capstone Research Project I
3 credits
This course provides students the opportunity to apply an action research model to a real-life case study. Students will develop and complete an action research project which allows them to demonstrate their understanding of theory and practice within the field of counseling and human services. The project affords students the opportunity to apply, synthesize, and analyze the knowledge learned using their studies to a specific, reality-based case.
Prerequisite: HSV512 and a 3.0 cumulative grade point average when registering for and entering the course.

HSV699 Capstone Research Project II
3 credits
This course allows students to continue working on their action research project started in HSV698. Students will continue to demonstrate critical thinking as well as their understanding of theory and practices in the field of counseling and human services as they complete their action research project. Students are required to have successfully completed HSV698 before registering for this course.
Prerequisite: HSV698 and a 3.0 cumulative grade point average when registering for and entering the course.

PMG501 Scope Project Management
3 Credits
This critically important course provides students with insight into how projects are initially defined, evaluated, and ultimately translated into manageable project requirements and concrete deliverables. Defining scope is essential as it sets the foundation for everything that follows. A mutually agreed-upon scope ensures the successful management of other key project management areas, including time, cost, and quality. These areas are the foundation upon which the schedule, budget, resource plan, and the other elements of the overall project management plan are developed. Topics included in this course are scope management planning, collecting requirements, defining product and project scope, creating work breakdown structures, validating product and project scope, and controlling changes to product or project scope.

PMG640 Project Scheduling and Cost Planning
3 credits
This course focuses on how to develop reliable cost and schedule estimates in order to best achieve project objectives. The decision to proceed with a project is often based almost exclusively on early conceptual estimates, as these estimates provide the basis for the cash flow projections and schedule forecasts during the project feasibility phase. Topics in this course include schedule development, cost estimating, and cost and schedule management through earned value management. A well-thought-out and well-managed schedule is critical to successful project management and is integral to the efficient management of project costs. Students will be provided an opportunity to learn to manage the project budget, revise cost estimates, and develop confidence levels--all skills with real-world, real-time application.

PMG642 Project Quality Management
3 credits
This course provides exposure to the tools, techniques, and methods successful project managers use to manage the quality of their projects, which is one of the key components of successful project management. Project managers must be adept at planning for and implementing effective quality controls within their projects. This course focuses on the processes for successful quality management within projects and helps prepare project managers to complete these important functions.

PMG644 Project Procurement management
3 credits
This course covers issues surrounding procurement and solicitation planning, outsourcing and partnering, development, contract administration, and contract closeout from the vantage points of both the buyer and the seller. With the tendency for organizations to outsource various project components, procurement management, and especially contract administration, has become essential project management skills. Again, experience with outsourcing of functions, working in partnership with contracted experts, and managing multiple sources of talent toward a unified end are skills that are applicable in a rapidly evolving global marketplace.

PMG652 Agile Project Management with Scrum Methodology
3 credits
This course provides students an opportunity to learn agile project management framework with an emphasis on the product owner's role. With organizational strategy as the foundation, students learn how to develop the project vision and the product roadmap, identify user roles, and write user stories. Additional topics include stakeholder identification, chartering, team development, release planning, value assignment, communication, quality, risk, and change management.

PMG654 Portfolio Management
3 credits
This course describes enterprise strategies, processes, and methods of information, analysis, and a comprehensive approach for effective portfolio management. As organizations engage in multiple interrelated projects, project managers are being asked to manage these projects from a portfolio perceptive. This course also provides students the opportunity to learn how to identify, select, and de-select assignments in order to develop a balanced and desirable mix of projects to achieve organizational strategic objectives.

PMG699 Capstone
3 credits
This capstone project is designed to allow students to take the knowledge gained through the MS in Project Management and put that knowledge most effectively into practice. This course provides students opportunity to utilize the project management skills they have acquired in this program to evaluate project processes and outcomes of a single project throughout the entire project life cycle. Students will examine both quantitative and qualitative methodologies, with an emphasis on meeting organizational / project strategic objectives. This course is intended to be the final course in the project management curriculum after successful completion of all other courses.

PAD601 The History and Future of Public Administration
3 credits
This course traces the development and growth of public administration from its inception in the 1880s to the present day, including current public sector management practices. Students will examine the basis of our form of government as provided in the Constitution and as defended in the Federalist Papers. In-depth readings from classic works in public administration help students understand the progress made in the field. Students will also develop a keen understanding of how our historical roots influence the decisions of today's public administrators.

PAD610 Ethics in Public Administration
3 credits
Theory and Practice. This course explores the role of ethics in public service and considers the historical philosophical underpinning of modern thought. This course is designed to familiarize students with the ethical nature and dilemmas of public administration in American society. Students will learn to identify and analyze ethical issues using case studies and critical incidents. Students will examine codes of ethics and other policies designed to guarantee that public officials and employees faithfully discharge their duties and fulfill their fiduciary obligations to the public.

PAD616 Public Policy
3 credits
This course provides an in-depth examination of the models, processes and decision-making practices used in the development of public policy. Policy analysis, formulation, implementation and evaluation techniques will be studied. Students will also examine the role of various stakeholders and special interest groups, and the influence they exert on all aspects of public policy.

PAD625 Labor Law & Labor Relations
3 credits
This course discusses public sector employment relationships in the context of human resources audits, collective bargaining process, mediation, arbitration, and the administration of collective bargaining agreements within an organization. This course lists, describes, and discusses federal laws relating to entitlement programs, labor standards and laws such as FMLA, FLSA, HIPAA, the Bill of Rights and their application to decisions made by local, state, and the federal government in its treatment of citizens and in program implementation.

PAD634 Public Finance
3 credits
This course provides a complete review of the financial principles and practices used public and nonprofit sectors, with the focus on linking theory to practice. Students will learn how to use public and nonprofit sector financial management and budgeting tools through a practical, case-study approach. Emphasis is placed on developing a logical framework for understanding and solving public finance-related problems. The grant process and other forms of public financing will be discussed.

PAD645 Risk Management for Public Administrators
3 credits
This course is an in-depth examination of risk and crisis management issues faced by public and nonprofit sector employees, managers, and organizations. Key concepts covered include assessing, evaluating, and communicating risks, contingency planning, crisis preparedness, strategies for mitigating risk, and post-crisis management. Risk and crisis management issues are examined from a global perspective.

PAD656 Research Methods for Public and Nonprofit Administrators
3 credits
Emphasizing practical application of research methods, this course will acquaint students with basic methodological concepts and research tools used in public and nonprofit administration, such as surveys, case studies, interviews, and content analysis. This course introduces students to the study of quantitative and qualitative research and descriptive and inferential statistics used in statistical research reports. Statistical tests that are used to conduct data analysis will be discussed.

PAD 667 Seminar in Emergency Management Leadership 3 credits
Emergency and homeland security managers face a myriad of challenges in keeping the nation secure and responding to crises, disasters, threats, and vulnerabilities of diverse and complex origins. Effective managers must develop diverse skillsets and demonstrate successful leadership in multidisciplinary programs and initiatives. This course will examine the roles and responsibilities of emergency and homeland security managers based on contemporary sources and future trends. Students will analyze and evaluate current strategies and ongoing government programs and initiatives using recent historical examples and case studies. Students will also gain a deeper understanding of the theories, history, leadership traits, problem solving approaches, and bureaucratic obstacles that inform the decisions of Emergency Managers. Prerequisites: PAD601, PAD616, PAD625, PAD634, PAD645, PAD656, and BUS 530

PAD668 Role of Intelligence in Homeland Security
3 credits
The intelligence failures of 9/11 and the Global War on Terrorism that followed increased national attention on the Homeland. Terrorism events in the United States and around the world have only heightened scrutiny of intelligence operations as they relate to and support homeland security measures. Large-scale natural and manmade disasters have further demonstrated the need for integration of the intelligence function into emergency management and response. This course will examine critical aspects of the Intelligence Community and its role in both homeland security and emergency management. The focus will be on the Emergency Manager's decision making process and the integration of intelligence support to that process. Prerequisites: PAD601, PAD616, PAD625, PAD634, PAD645, PAD656, and BUS 530.

PAD669 Cyber Security Fundamentals for Emergency Managers
3 credits
Cyberspace and its underlying infrastructure are vulnerable to a wide range of physical and cyber threats and hazards. This course examines the field of cyber security with an emphasis on how emergency managers and homeland security professionals can employ a risk-informed, all-hazards approach to safeguarding critical infrastructure in cyberspace. Cyber security of industrial control systems will be explored. Protections for privacy and civil liberties, transparent and accessible security processes, and domestic and international partnerships that further collective action will be discussed. Students will learn about laws, policy directives, and best practices related to IT systems security protection.
Prerequisites: PAD601, PAD616, PAD625, PAD634, PAD645, PAD656, and BUS 530.

PAD698 Graduate Seminar and Capstone I
2 credits
This course and PAD699 are the culmination of the MPA program. Students will assume the role of an agency head that has been tasked by the executive (President, Governor, or Mayor) to implement a recently enacted law pertaining to the delivery of services to the public. Part I involves the students researching the history of the issue, developing plans and alternative plans, and preparing to lobby the Legislature for funding to implement the new law.
Prerequisites: PAD601, PAD610, PAD616, PAD625, PAD634, PAD645, and PAD656.

PAD699 Graduate Seminar and Capstone II
2 credits
This course is Part II of the MPA Capstone course and the culmination of the MPA program. In Part I of the Capstone, students assumed the role of an agency head that has been tasked by the executive (President, Governor, or Mayor) to implement a recently enacted law pertaining to the delivery of services to the public. Part I involved the students researching the history of the issue, developing plans and alternative plans, and preparing to lobby the legislature for funding to implement the new law. In conducting their research, students needed to successfully demonstrate a mastery of the theories and practices discussed throughout the MPA program, demonstrate the ability to analyze, evaluate and apply those theories and practices. Herein Part II of the Capstone, each student shall, on an individual basis, present their analysis and evaluation of the information they have gathered, synthesize a plan of program implementation, and present their recommendations in a simulated public hearing. The student shall be prepared to defend and justify their analysis and recommendations. Prerequisite: PAD698.

17.0 Programs to be Phased Out - *No new enrollments will be accepted for these programs.*

Bachelor of Science in Environmental Science

GENERAL EDUCATION	60 crs		MAJOR, CORE & CONCENTRATIONS	53-56 crs	
COMMON CORE	**12 crs**		**DESIGNATED WRITING COURSE**	**3 crs**	
ENG110 College Writing	3 crs		SCI315 Writing in the Sciences	3 crs	
ENG130 Literature and Composition	3 crs				
COM107 Introduction to Communication	3 crs		**SCIENCE CORE**	**20 crs**	
CIS112 Introduction to Computing	3 crs		BIO144/144L General Biology II and Lab	4 crs	
			CHM115/115L General Chemistry I and Lab	4 crs	
LIBERAL ARTS	**24 crs**		CHM116/116L General Chemistry II and Lab	4 crs	
History Elective	3 crs		PHY115/115L Physics I and Lab	4 crs	
ENV201 Environmental Ethics	3 crs		PHY116/116L Physics II and Lab	4 crs	
Social Science Elective	3 crs				
Performance, Written, or Fine Arts Elective	3 crs		**MAJOR CORE**	**18-21 crs**	
Elective	3 crs		BIO360 Ecology	3 crs	
Elective	3 crs		CHM310/CHM310L Environmental	4 crs	
Elective	3 crs		Chemistry and Lab		
Elective	3 crs		ENV121/ENV121L Environmental Science:	4 crs	
			A Global Concern and Lab		
MATH	**6 crs**		ENV200 Environmental Policy	3 crs	
MAT130 Precalculus and Trigonometry or higher	3 crs		ENV498 Internship	1-3 crs	
MAT220 Statistics I	3 crs		ENV/BIO200-400 Directed Elective	3-4 crs	
SCIENCE	**4 crs**		**CONCENTRATION/DIRECTED ELECTIVES***	**12 crs**	
BIO143 / BIO143L General Biology I and Lab	4 crs				
OPEN ELECTIVES	**15 crs**				
Elective	3 crs		**COLLEGE TO CAREER CORE**	**6 crs**	
Elective	3 crs		CTC101 College Success Seminar	3 crs	
Elective	3 crs		CTC301 Professional Success Seminar	3 crs	
Elective	3 crs				
Elective	3 crs		**GRAND TOTAL**	**123-126 crs**	
LEADERSHIP COURSE	**3 crs**				
LCS105 Elements of Organizations	3 crs				
LANDSCAPE ECOLOGY CONCENTRATION	**12 crs**		**OCEAN CONSERVATION CONCENTRATION**	**12 crs**	
BIO226 Botany	3 crs		ENV240 Ocean Conservation and Management	3 crs	
ENV301 Soils in Our Environment	3 crs		ENV330 Physical Oceanography	3 crs	
ENV420 Ecological Field Methods	3 crs		ENV410 Coral Reef Ecology and Restoration	3 crs	
ENV430 Strategies for Sustainable Development	3 crs		ENV440 Methods in Scientific Diving	3 crs	

*In lieu of one of the above concentrations, students majoring in Environmental Science may choose four Directed Electives within the program. Three of the 12 credits must be at the 300-400 level. This plan should be guided by the Academic Department and the student's Advisor (MC) or Academic Success Counselor (ADP).

Bachelor of Science in International Business Administration

GENERAL EDUCATION	60 crs		MAJOR, CORE & CONCENTRATIONS		54 crs
COMMON CORE	**12 crs**		**BUSINESS LAW**		**3 crs**
ENG110 College Writing	3 crs		LAW204 Business Law I		
ENG130 Literature and Composition	3 crs				
COM107 Introduction to Communication	3 crs		**BUSINESS CORE**		**18 crs**
CIS112 Introduction to Computing	3 crs		ACC111 Financial Accounting		3 crs
			BUS211 Malcolm Baldrige Quality Standards		3 crs
LIBERAL ARTS	**21 crs**		ECO201 Macroeconomics		3 crs
History Elective	3 crs		FIN201 Principles of Finance		3 crs
BUS340 Business Ethics	3 crs		MGT105 Principles of Management		3 crs
Social Science Elective	3 crs		MKT200 Principles of Marketing		3 crs
Performance, Written, or Fine Arts Elective	3 crs				
Elective	3 crs		**MAJOR CORE**		**24 crs**
Elective	3 crs		ACC211 Managerial Accounting		3 crs
Elective	3 crs		BUS320 Logistics Management		3 crs
			BUS411 Business Policy Seminar		3 crs
DESIGNATED WRITING COURSE	**3 crs**		FIN411 International Financial Management		3 crs
BUS311 Managerial Communications	3 crs		IBA301 Principles of International Business		3 crs
			IBA305 International Business Law		3 crs
MATH	**6 crs**		IBA421 International Management		3 crs
MAT120 College Algebra or higher	3 crs		MKT311 International Marketing		3 crs
MAT220 Statistics I	3 crs				
SCIENCE	**3 crs**		**CONCENTRATION**		**9 crs**
Elective	3 crs				
OPEN ELECTIVES	**15 crs**		**COLLEGE TO CAREER CORE**		**6 crs**
Elective	3 crs		CTC101 College Success Seminar		3 crs
Elective	3 crs		CTC301 Professional Success Seminar		3 crs
Elective	3 crs				
Elective	3 crs				
Elective	3 crs				
			GRAND TOTAL		**120 crs**
GENERAL BUSINESS ADMINISTRATION CONCENTRATION/BUSINESS ELECTIVES	**9 crs**		**FINANCE CONCENTRATION/ BUSINESS ELECTIVES**		**9 crs**
CONCENTRATION TOTAL	**9 crs**		**CONCENTRATION TOTAL**		**9 crs**
300-400 Level Business Elective	3 crs		ECO303 Money and Banking		3 crs
300-400 Level Business Elective	3 crs		FIN302 Corporate Finance **OR**		3 crs
300-400 Level Business Elective	3 crs		FIN306 Personal Financial Planning		3 crs
			FIN305 Analysis of Financial Statements		3 crs
ACCOUNTING CONCENTRATION/ BUSINESS ELECTIVES	**9 crs**				
CONCENTRATION TOTAL	**9 crs**				
ACC301 Cost Accounting	3 crs				
ACC303 Intermediate Accounting I	3 crs				
ACC300-400 Level Elective	3 crs				

Bachelor of Arts in Sociology

GENERAL EDUCATION	60 crs		MAJOR, CORE & CONCENTRATIONS	51 crs
COMMON CORE	**12 crs**		**DESIGNATED WRITING COURSE**	**3 crs**
ENG110 College Writing	3 crs		PSY413 Writing in the Behavioral Sciences	3 crs
ENG130 Literature and Composition	3 crs			
COM107 Introduction to Communication	3 crs		**MAJOR CORE**	**33 crs**
CIS112 Introduction to Computing	3 crs		SOC101 Principles of Sociology	3 crs
			SOC201 Social Problems	3 crs
LIBERAL ARTS	**24 crs**		SOC210 Social Inequality	3 crs
History Elective	3 crs		SOC211 Sociology of Marriage and the Family	3 crs
PHL203 Ethics	3 crs		HSV260 Social Welfare	3 crs
Social Science Elective	3 crs		SOC312 Race & Ethnicity	3 crs
Performance, Written, or Fine Arts Elective	3 crs		SOC340 Sociological Theory	3 crs
Elective	3 crs		PSY341 Research Methods in the	3 crs
Elective	3 crs		Social Sciences	
Elective	3 crs		SOC420 Issues in Contemporary Sociology	3 crs
Elective	3 crs			
			DIRECTED ELECTIVE*	**6 crs**
MATH	**6 crs**		SOC300-400 Level Elective	3 crs
MAT120 College Algebra or higher	3 crs		SOC300-400 Level Elective	3 crs
MAT220 Statistics I	3 crs			
			CONCENTRATION	**15 crs**
SCIENCE	**3 crs**			
Science Elective	3 crs		*Selected under advisement*	
OPEN ELECTIVES	**15 crs**		COLLEGE TO CAREER CORE	6 crs
Elective	3 crs		CTC101 College Success Seminar	3 crs
Elective	3 crs		CTC301 Professional Success Seminar	3 crs
Elective	3 crs			
Elective	3 crs		**GRAND TOTAL**	**120 crs**
Elective	3 crs			
LEADERSHIP COURSE	3 crs			
LCS105 Elements of Organizations	3 crs			
GENERAL SOCIOLOGY CONCENTRATION	15 crs		LEGAL STUDIES CONCENTRATION	15 crs
SOC217 Alcohol and Drugs	3 crs		LAW101 Introduction to Law	3 crs
SOC315 Sex and Gender	3 crs		LAW209 Family Law	3 crs
SOC321 Aging	3 crs		LAW334 Alternate Dispute Resolution	3 crs
SOC324 Deviant Behavior	3 crs		LAW200-300 Level Directed Elective	3 crs
HSV364 Human Behavior in the Social Environment	3 crs		LAW300-400 Level Directed Elective	3 crs
PSYCHOLOGY CONCENTRATION	15 crs		**SOCIOLOGY ELECTIVES**	
PSY101 Fundamentals of Psychology I	3 crs		SOC217 Alcohol & Drugs	3 crs
PSY201 Child Development **OR**	3 crs		SOC315 Sex and Gender	3 crs
PSY203 Adolescent Psychology			SOC321 Aging	3 crs
PSY220 Multicultural Psychology	3 crs		SOC322 Criminology	3 crs
PSY301 Social Psychology	3 crs		SOC324 Deviant Behavior	3 crs
PSY306 Abnormal Psychology **OR**	3 crs		SOC401 Sociology in the Community	3 crs
PSY307 Drugs and Behavior				

Master of Business Administration

MBA PREPARATORY COURSE	0 crs
BUS500 MBA Preparatory Course	0 cr

MBA PROGRAM FOUNDTION COURSES	9 crs
BUS501 Economic Foundations of Applied Accounting and Finance	3 crs
BUS505 Organizational Creativity, Discovery,	3 crs
and Innovation	3 crs
BUS506 Strategic Integrated Marketing Communications	

MBA CORE COURSES	18 crs
BUS508 The Future of Leadership and Management II	3 crs
BUS510 Financial Modeling	3 crs
BUS515 Organizational Dynamics and Effectiveness	3 crs
BUS520 Competitive Intelligence	3 crs
BUS525 Business Strategy and Planning **OR**	
BUS527Global Business Strategy	3 crs
BUS530 Project Management	3 crs
CONCENTRATION	**12 crs**
CAPSTONE COURSE AND CULMINATING EXPERIENCE	6 crs
BUS698 Capstone Research Course	3 crs
BUS699 Graduate Seminar and Capstone Project	3 crs
GRAND TOTAL	**45 crs**
MASTER OF BUSINESS ADMINISTRATION CONCENTRATIONS	

CORPORATE INNOVATION	12 crs
BUS660 Leadership and Change Management	3 crs
BUS665 Unleashing and Sustaining Innovation in Organizations	3 crs
BUS670 Complexity of the Innovative Process	3 crs
BUS675 Financial Tools for Managing Innovation	3 crs

ENTREPRENEURSHIP	12 crs
BUS610 New Venture Creation	3 crs
BUS615 New Product Development	3 crs
BUS620 Financing the New Venture	3 crs
BUS625 Acquisitions in New Business Formation	3 crs

FINANCE	12 crs
Choose four of the six courses listed below:	
BUS625 Acquisitions in New Business Formation	3 crs
BUS631 Managing Financial Institutions	3 crs
BUS632 Advanced Financial Statement Analysis	3 crs
BUS633 Investment Management and Analysis	3 crs
BUS635 Organizational Risk Management	3 crs
BUS675 Financial Tools for Managing Innovation	3 crs

HEALTHCARE SYSTEMS LEADERSHIP	12 crs
BUS609 Healthcare Decisions, Analytics and Systems Performance	3 crs
BUS630 Healthcare Quality, Performance and Financial Management	3 crs
BUS611 Virtual Technology and eHealth	3 crs
BUS613 Managing Community and Population Health	3 crs

LEADERSHIP	12 crs
BUS660 Leadership and Change Management	3 crs
BUS668 Virtuous Leadership	3 crs
BUS669 Innovating Leadership and Management	3 crs
BUS670 Complexity of the Innovative Process	3 crs

MARKETING	12 crs
BUS615 New Product Development	3 crs
BUS617 Matching Value Propositions to Buyers	3 crs
BUS618 Integrated Marketing for Managers	3 crs
BUS619 Driving Growth through Customer Relationship Management	3 crs

MULTIDISCIPLINARY	12 crs
An approved plan of four courses selected by the student from all other MBA concentrations.	

PROJECT MANAGEMENT	12 crs
BUS604 Virtual Teams and Organizations	3 crs
BUS623 Project and Risk Management	3 crs
BUS638 Issues and Applications in Project Management	3 crs
BUS675 Financial Tools for Managing Innovation	3 crs

Master of Education

MASTER OF EDUCATION		
M.Ed. Core Courses	**12 crs**	
EDU505 Future of Education	3 crs	
EDU510 The Cognitive Science of Teaching & Learning	3 crs	
EDU515 Measurement and Metrics	3 crs	
EDU520 Digitally-Mediated Teaching & Learning	3 crs	
M.Ed. Concentration Courses	**12 crs**	
M.Ed. Capstone	**9 crs**	
EDU687 Educational Research and Planning	3 crs	
EDU688 Research Design and Methodology	3 crs	
EDU699 Capstone Project	3 crs	
GRAND TOTAL	**33 crs**	

CURRICULUM AND INSTRUCTION CONCENTRATIO	12 crs	LEARNING DESIGN AND TECHNOLOGY CONCENTRATION	12 crs
EDU603 Curriculum 2.0	3 crs	EDU623 Designing Learning Environments	3 crs
EDU604 Diversity Issues in 21st Century Education	3 crs	EDU624 eLearning Design for Diverse Learning Environments	3 crs
EDU605 Differentiated Instruction	3 crs	EDU625 Integrating Technology into Learning	3 crs
EDU607 Assessing and Managing Learning	3 crs	EDU627 Managing Instruction and Technology	3 crs

EDUCATIONAL TECHNOLOGY CONCENTRATION	12 crs	ONLINE TEACHING CONCENTRATION	12 crs
EDU624 eLearning Design for Diverse Learning Environments	3 crs	EDU630 Online Curriculum and Instruction	3 crs
EDU625 Integrating Technology into Learning	3 crs	EDU633 Designing and Delivering Online Instruction	3 crs
EDU628 Educational Technology Leadership	3 crs	EDU637 Online Assessment and Evaluation	3 crs
EDU629 Emerging Technology Trends in Education	3 crs	EDU639 Trends in Online Learning	3 crs

HIGHER EDUCATION ADMINISTRATION CONCENTRATION	12 crs	TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)	12 crs
EDU643 Teaching the Adult Learner	3 crs	EDU604 Diversity Issues in 21st Century Education	3 crs
EDU644 The New Post-Secondary Student	3 crs	EDU651 Teaching ESL: Methods and Strategies	3 crs
EDU645 Administration and Leadership of Higher Education	3 crs	EDU653 Second Language Acquisition	3 crs
EDU647 Higher Education Policy, Politics and Pressing Issues	3 crs	EDU655 ESL Curriculum and Assessment	3 crs

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