



# Post University Catalog

2017-2018b

*Revised 02/26/2018*





Welcome to Post University! This catalog provides you with a snapshot of life at Post where our dedication to helping students achieve their academic goals is grounded in our commitment to lifelong learning. That's why at Post, we believe everyone needs to be a learner, not just a knower. Our intention in every case is to "Make it Personal" for each and every student, as our new by-line states under our new Logo. We are very excited about our rebranding, and our continuous effort to make the Post University experience a memorable one for each and every student regardless of being online or on our main campus.

With average class sizes of 16 students on main campus and 18 students online, you will have a chance to get to know your professors and fellow classmates as you work together to broaden your knowledge base, develop your skills, and apply your learnings. We believe that learning is enriched when students have a chance to step outside the text and into the real world. So, most of the courses you take will be taught by a scholar-practitioner who not only has an advanced degree, but brings many years of relevant

work experience to the classroom.

If you need or want additional academic support, an array of services are readily available as part of your Post University education. In fact, one of the hallmarks of Post University is the level of personalized attention and support available to our Main Campus, online and hybrid students. From instructors to academic advisors, academic success counselors, career services experts, librarians, and tutors, you will have ready access to a team of educators who will be champions for your success. You don't need to do it alone! There are plenty of professionals here to help!

At the undergraduate level, in addition to courses that focus on your major, we also offer courses designed to help you develop your leadership and self-awareness skills. Our extensive general education curriculum enables you to explore more fully the richness of the humanities, social sciences and the arts, and our Honors Program for Main Campus students provides academically talented and motivated students challenges to foster intellectual growth, while building a foundation for lifetime learning.

At the graduate level, we offer relevant, application-based programs and a variety of degree concentrations designed to help you make an immediate difference in your current career or pursue a new field of interest.

Graduate programs are now offered online, and our MBA is now offered on our main campus in Waterbury, CT.

In all cases, and regardless of online or on-ground, our goal is to help you succeed in the classroom, and then into a career. To that end, you will find Career-Focused material throughout your curriculum to assist you in thinking through your next step beyond graduation, whether that be your first full-time position, a promotion, or a career move.

Beyond academics, our small New England campus offers competitive NCAA Division II Men's and Women's athletic programs, a Collegiate Sprint Football program, as well as an extensive student activities program that is known for its creativity and inclusion. Our athletic programs, along with student government and club activities, offer many opportunities to take on leadership roles and pursue individual interests.

Whether you choose to enroll on our traditional campus in Waterbury, or take accelerated courses through the Accelerated Degree Program of Post University, you will have many opportunities for intellectual, social and professional growth.

On behalf of the students, faculty and staff of Post University, I wish you success in the classroom, on the field or court, and in your current or future career!

Warmest regards,

A handwritten signature in dark ink that reads "Donald W. Mroz". The signature is fluid and cursive, with a long, sweeping tail on the letter 'y'.

Donald W. Mroz, Ph.D.  
President of Post University & Founding Dean of the  
Malcolm Baldrige School of Business

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## 1.0 GENERAL INFORMATION

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### 1.1 Post University: A Great Place to Start Your Future

Founded in 1890, Post University is a student-focused, career-driven university committed to providing students with the knowledge, personal skills and experience required to be leaders in their chosen fields.

At Post University, students not only learn about specific subjects, they learn about themselves and the careers available to them while experiencing exceptionally personalized attention from enrollment to commencement. Whether studying on our traditional campus in Waterbury or taking accelerated online or evening and weekend courses, our classes are structured to foster hands-on learning and plenty of opportunities for students to get to know their professors and fellow classmates.

Post attracts students from all races, cultures, geographies and socio-economic backgrounds. In addition to the nearly 800 students enrolled on our Main Campus in Waterbury, Post is home to thousands of online students. Campus students have the option of living in one of six residence halls, and are encouraged to participate in the many social, athletic and community activities available to them. Our growing population of adult learners benefit from highly interactive online and hybrid courses specifically designed to help them achieve their higher education goals while balancing work, family and other responsibilities.

Post University is accredited by the New England Association of Schools and Colleges, Inc., (NEASC) through its Commission on Institutions of Higher Education. We are licensed by the Connecticut Office of Higher Education to grant associate, bachelor's, master's degrees, and certificates in a number of areas including business, criminal justice, information technology, legal studies, sport management, equine studies and social services, among others. The Malcolm Baldrige School of Business has national specialized accreditation from the Accreditation Council for Business Schools and Programs (ACBSP).

Post University offers 22 varsity sports. There are 20 NCAA Division II men's and women's sports, as well as cheerleading and our sprint football team which competes in the Collegiate Sprint Football League against other well-known universities such as Army, Navy, Princeton, and Cornell. Post also offers three equestrian clubs, competing in dressage, hunt seat and western shows.

Located on 58 acres in the suburbs of Waterbury, Connecticut, our campus and surrounding community offer a safe, scenic, friendly and convenient home for students. Our campus is conveniently located just 90 minutes from New York City and two hours from Boston in close proximity to Amtrak's Northeast Corridor and Bradley International Airport in Hartford.

From quality academic programs run by scholarly faculty who have extensive real-world experience in their respective fields, to campus activities and facilities, to personalized attention and exceptional student support services, Post University is committed to providing students with what they need to achieve their career goals.

For more than 125 years, Post University has been a student-focused, career-driven institution committed to helping students reach their personal and professional goals. In 1976, Post University began offering distance-learning programs to help Vietnam Veterans return to a productive working life. Over time, Post University saw that the programs it offered Vietnam Veterans also fit the educational needs of many working adults looking to pursue or resume a college education. Post University began offering online education in 1996. The online program grew rapidly, and Post University became the first college in Connecticut and New England to offer accredited accelerated degree programs fully online. Post University is now the largest provider of completely online education in Connecticut.

At Post, you'll receive personalized attention from the day you enroll to the day you graduate, with access to our full array of academic support services, including academic advising, tutoring and our virtual library at no additional charge.

We look forward to helping you achieve your academic and career goals, and showing you how Post Makes It Personal™, every day.

### **1.1.2 ADP Evening and Weekend Locations**

Post University offers accelerated degree Evening & 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 06723

Telephone: 800.345.2562 or 203.596.4500

Fax: 203.841.1163

Wallingford

Masonicare

22 Masonic Avenue

Wallingford, CT 06492

## 1.2 Academic Calendar Fall 2017-Spring 2018

Please note:

*Items in italics are ADP specific*

Items in regular type are Main Campus specific

Items in bold are for ADP and Main Campus

\*The academic calendar is subject to change.

### Fall Semester 2017

#### August

21 Monday	New International Students Arrive
22 Tuesday	New International Student Orientation
26 Saturday	Residence Halls Open for New Students, 8:30 a.m.
27 Sunday	New Student Orientation begins
27 Sunday	Residence Halls Open for Returning Students, 12:00 p.m.
28 Monday	<i>MOD1 Begins</i>
	Fall Semester Main Campus Classes Begin

#### September

01 Friday	<i>Last Day to Add/Drop a MOD1 course without a 'W'</i>
	<i>Last Day to Add/Drop a Fall Main Campus course without a 'W'</i>
04 Monday	<b>Labor Day, University Closed, No Classes</b>
24 Sunday	<i>Application date for MOD1 Graduation</i>
25 Monday	Week 4 Main Campus Feedback from Faculty to Advising
29 Friday	<i>Last Day to Withdraw from a MOD1 Course/Receive a Grade of 'W'</i>

#### October

09 Monday	Columbus Day, University Open, No Main Campus Classes
22 Sunday	<i>MOD1 Ends</i>
23 Monday	<i>MOD2 Begins</i>
	Fall Mid-Semester Evaluations due to Registrar's Office for Main Campus
25 Wednesday	<i>MOD1 Final Grades due to Registrar's Office</i>
27 Friday	<i>Last Day to Add/Drop a MOD2 Course without a 'W'</i>
30 Monday	Registration for Spring Semester 2018

#### November

03 Friday	<i>Last Day to Withdraw from a Main Campus Course/Receive a Grade of 'W'</i>
19 Sunday	<b>Application Date for MOD2/Fall Semester Graduation</b>
21 Tuesday	Residence Halls Close at 7:00 p.m.
22 Wednesday	<b>No Main Campus Classes, ADP classes run as scheduled</b>
23-24 Thu-Fri	<b>Thanksgiving vacation, University Closed, No Classes</b>
25 Saturday	<i>Regular ADP &amp; Regional Site class schedule</i>
26 Sunday	Residence Halls Reopen at 12:00 p.m.
28 Tuesday	<i>Last Day to Withdraw from a MOD2 Course/Receive a Grade of 'W'</i>

#### December

08 Friday	Last Day of Classes for Main Campus
9-10 Sat-Sun	Reading Days
11-15 Mon-Fri	Final Examinations for Main Campus, Residence Halls Close at 2:00 p.m.
17 Sunday	<i>MOD2 Ends</i>
20 Wednesday	<b>MOD2 and Fall Semester Grades due to Registrar's Office</b>

### Spring Semester 2018

#### January

08 Monday	<i>MOD3 Begins</i>
10 Wednesday	New International Students Arrive
11-12 Thu-Fri	New International Student Orientation
12 Friday	<i>Last Day to Add/Drop a MOD3 Course without a 'W'</i>



14 Sunday	Residence Halls Open for New Students, 9:00a.m. Orientation for New Students
15 Monday	Residence Halls Open for Returning Students, 1:00p.m. Dr. Martin Luther King Day, Jr. Day, University Closed
16 Tuesday	Spring Semester Main Campus Classes Begin
22 Monday	Last Day to Add/Drop a Spring Main Campus Course without a 'W'
<b>February</b>	
06 Tuesday	Week 4 Main Campus Feedback from Faculty to Advising
09 Friday	Last Day to Withdraw from a MOD3 Course/Receive a Grade of 'W'
11 Sunday	Application Date for MOD3 Graduation
19 Monday	<b>Presidents' Day/University Closed, No Classes</b>
<b>March</b>	
04 Sunday	MOD3 Ends
05 Monday	MOD4 Begins
07 Wednesday	MOD3 Final Grades due to Registrar's Office
09 Friday	Residence Halls Close at 7:00 p.m. Last Day to Add/Drop a MOD4 Course without a 'W'
12-17 Mon-Sat	Spring Vacation, Main Campus Students
18 Sunday	Residence Halls Reopen at 12:00 p.m.
26 Monday	Registration for Fall Semester 2018 begins
21 Wednesday	Spring Mid-Semester Evaluations due to Registrar's Office for Main Campus
30 Friday	No Main Campus Classes
<b>April</b>	
03 Tuesday	Last Day to Withdraw from a Main Campus Course/Receive a Grade of 'W'
06 Friday	Last Day to Withdraw from a MOD4 Course/Receive a Grade of 'W'
08 Sunday	<b>Application Date for MOD4/Spring Semester Graduation</b>
29 Sunday	MOD4 Ends
30 Monday	MOD 5 Begins
<b>May</b>	
02 Wednesday	MOD4 Final Grades due to Registrar's Office
04 Friday	Last Day to Add/Drop a MOD5 Course without a 'W'
05 Saturday	Last Day for Main Campus Classes
06 Sunday	Reading Day
07-12 M-Sa	Final Examinations for Main Campus
11 Friday	Residence Halls Close at 2:00 p.m.
12 Saturday	<b>Commencement Ceremonies</b>
16 Wednesday	Spring Semester Final Grades due to Registrar's Office
28 Monday	<b>Memorial Day/ University Closed, No Classes</b>
<b>June</b>	
01 Friday	Last Day to Withdraw from a MOD5 Course/Receive a Grade of 'W'
03 Sunday	Application Date for MOD5 Graduation
24 Sunday	MOD5 Ends
25 Monday	MOD6 Begins
27 Wednesday	MOD5 Final Grades due to Registrar's Office
29 Friday	Last Day to Add/Drop a MOD6 Course without a 'W'
<b>July</b>	
04 Wednesday	<b>Independence Day/ University Closed, No Classes</b>
27 Friday	Last Day to Withdraw from a MOD6 Course/Receive a Grade of 'W'
29 Sunday	Application Date for MOD6 Graduation
<b>August</b>	
19 Sunday	MOD6 Ends
22 Wednesday	MOD6 Final Grades due to Registrar's Office
27 Monday	MOD1 Begins

## 1.3 Accreditation

### 1.3.1 State Licensure and Accreditation

Post University is licensed by the State of Connecticut through the Office of Higher Education. The purpose of licensure by the State of Connecticut is to ensure that any new institution and its academic programs (traditional classroom and online) comply with the quality standards required to begin operations in the state. The regulations and standards used by the Connecticut Office of Higher Education can be found at: [www.ctohe.org](http://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. Post University's accreditation by the State of Connecticut carries with it authorization to award specified degrees.

### 1.3.2 Regional Accreditation

Post University is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC), Inc., and has been continuously accredited since 1972.

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one that 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 Commission 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 Commission should be directed to the administrative staff of the institution. Individuals may also contact:

#### **Commission on Institutions of Higher Education, New England Association of Schools and Colleges**

3 Burlington Woods Drive, Suite 100

Burlington, MA 01803-4514

Main Tel.: 781.425.7785

Email: [cihe@neasc.org](mailto:cihe@neasc.org)

### 1.3.3 Programmatic Accreditation

The following degree programs taught within The Malcolm Baldrige School of Business at Post University are programmatically accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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

Established in 1988, ACBSP 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 on ACBSP, visit [www.acbsp.org](http://www.acbsp.org).

## 1.4 State Approvals

Some states require additional information be provided to online students within the University Catalog. The states that require this are listed below. The information provided is current as of April 1, 2016. For the most up-to-date information on state-by-state authorization, please visit <http://www.post.edu/stateapprovals.shtml>.

Post University is approved to operate in the United States, either through licensure, registration, or exemption.

**Alabama:** Post University has received a Private School License from the State of Alabama Department of Postsecondary Education. The University has received a Certificate of Approval from the Alabama Commission on Higher Education.

**Alaska:** Post University is exempt from authorization under AS 14.48 and 17.015 because the program is online or distance delivered and does not have a physical presence in the state.

**Arizona:** The programs of the University are not under the jurisdiction of the Arizona State Board for Private Postsecondary Education. This exemption states the University does not have any physical presence in Arizona.

**Arkansas:** The Arkansas Department of Higher Education has approved initial certifications for Post University, except B.S. in Emergency Management & Homeland Security. A certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs 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 in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

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

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

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

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

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

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

**Colorado:** Post University is currently exempt from applying for state authorization. No regulatory authorization is required because under the Colorado requirement we do not create a physical presence. This does not limit the University from enrolling students that live in Colorado.

**Connecticut:** Post University has received accreditation from the New England Association of Colleges and Schools and Connecticut's Office of Higher Education, which represents the final step in achieving full authorization to operate in the state. No further action is required.

**Delaware:** Post University is currently approved to offer credit-bearing courses and degree programs by the State Board of Education.

**Florida:** Post University is currently exempt from applying for state authorization. No regulatory authorization is required because under the Florida requirement we do not create a physical presence. This does not limit the University from enrolling students that live in Florida.

**Georgia:** Post University is currently exempt from applying for state authorization. No regulatory authorization is required because under the Georgia requirement we do not create a physical presence. This does not limit the University from enrolling students that live in Georgia.

**Hawaii:** Post University is currently exempt from applying for state authorization. No regulatory authorization is required because under the Hawaii requirement we do not create a physical presence. This does not limit the University from enrolling students that live in Hawaii.

**Idaho:** Post University is currently exempt from applying for state authorization. No regulatory authorization is required because under the Idaho requirement we do not create a physical presence. This does not limit the University from enrolling students that live in Idaho.

**Illinois:** Post University is currently exempt from applying for state authorization. No regulatory authorization is required because under the Illinois requirement we do not create a physical presence. This does not limit the University from enrolling students that live in Illinois.

**Indiana:** Post University is currently exempt from applying for state authorization. No regulatory authorization is required because under the Indiana requirement we do not create a physical presence. This does not limit the University from enrolling students that live in Indiana.

**Iowa:** Post University is waiting for registration to operate as a provider of distance education programs in the State of Iowa. Students who have questions or concerns about the University may contact: Iowa College Student Aid Commission 430 E. Grand Ave., 3rd floor Des Moines, IA 50309 877.272.4456 <http://www.iowacollegeaid.gov/constituentrequest.asp>.

**Kansas:** Certificate of Approval, #300411.

**Kentucky:** In accordance with KRS 164.945-.947 and 13 KAR 1:020, Post University is hereby licensed as a postsecondary, out of state institution in Kentucky to offer our online programs.

**Louisiana:** Post University has received approval by the State of Louisiana Board of Regents to operate as a postsecondary academic degree-granting institution in Louisiana pursuant to the provisions in R.S. 17:1808.

**Maryland:** The University is registered with the Maryland Higher Education Commission to enroll Maryland students on its fully online programs. The Maryland Higher Commission or the Office of the Attorney General will receive complaints that were unable to be resolved through the institution's internal complaint process. Complaints should be directed to: Maryland Attorney General, Consumer Protection Division, 200 St. Paul Street, and Baltimore, MD 21202 410.528.8662 or 888.743.0823.

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 located in Maryland, please contact financial aid at 800.345.2562 for more information regarding Maryland's refund policy.

**Massachusetts:** The University has registered as a foreign corporation in the Commonwealth of Massachusetts. No formal application for licensure has been submitted.

**Michigan:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**Minnesota:** Post University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Please note that Minnesota general education requirements are different from the State of Connecticut. Please contact [admissions@post.edu](mailto:admissions@post.edu) for information on how to satisfy these requirements.

**Mississippi:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**Missouri:** At this time, no formal application for licensure has been submitted/is required.

**Montana:** Post University submitted accreditation notification to the Office of Commissioner of Higher Education. This will serve as evidence that the University has complied with all of the laws and regulations concerning out-of-state institutions that come into Montana to offer coursework and programs.

**Nebraska:** Post University is exempt from licensure since it does not maintain a physical presence within the state.

**Nevada:** Post University is authorized to operate from the Nevada Commission on Postsecondary Education to offer educational courses.

**New Hampshire:** Post University is authorized to operate in the state in accordance with the New Hampshire Code of Administration Rules, Pos 1008.

**New Jersey:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**New Mexico:** Post University has submitted an application to operate within the state with the New Mexico Higher Education Department.

**NOTE:** New Mexico Higher Education Department will receive complaints that were unable to be resolved through the institution's internal complaint process. Generally, in order 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: <http://hed.state.nm.us/Complaint.aspx>.

**New York:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**North Carolina:** Post University is authorized to enroll students in the state. Note: 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.

**North Dakota:** Post University is exempt from licensure and has filed with the Department of Career and Technical Education, since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**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: A.S. in Early Childhood Education, B.S. in Child Studies, B.S. in Sport Management, B.S. in Human Services; and M.S. in Human Services.

**Oklahoma:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**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.

**Pennsylvania:** In compliance with 34 CFR 600.9, The Pennsylvania Department of Education has approved Post University to offer our degree programs in the state.

**Rhode Island:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**South Carolina:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**South Dakota:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**Tennessee:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**Texas:** Post University is currently authorized to enroll students in the state through the Texas Higher Education Coordinating Board. 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?objectId=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>.

**Utah:** Post University is currently registered with the State of Utah, Department of Commerce and can enroll students in the state.



**Vermont:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**Virginia:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

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

**West Virginia:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

**Wisconsin:** Post University has been approved by the State of Wisconsin Education Approval Board (EAB) as a private school, subject to the provision of Wisconsin Statutes 38.50. A representative for the EAB can be reached at 201 W. Washington Street, 3rd floor, Madison, WI 53708, telephone 608. 266.1996; email [eabmail@eab.state.wi.us/](mailto:eabmail@eab.state.wi.us/). Due to state regulation EAB 8.05, Post University offers Wisconsin residents an amended refund policy.

**Wyoming:** Post University maintains approval with the state Department of Education, pursuant to Wyoming Statutes Section 212-401 through 21-2-407.

**The District of Columbia:** Post University is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the District.

#### **State Authorization Websites**

- The National Association of State Administrators and Supervisors of Private Schools (NASASPS)
- State Higher Education Executive Officers (SHEEO)

#### **Registering a Complaint with a State**

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 <http://www.post.edu/about/student-satisfaction-and-performance/state-by-state-complaint-process>.

## 1.5 Institutional Governance

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

### 1.5.1 Board of Trustees

The Post University Board of Trustees is responsible for ensuring the University is managed in a way that enhances the effectiveness of the University and is in the best interest of students and all other stakeholders, in accordance with the University's mission. Members of the Board of Trustees include:

O. Alton Barron, M.D., Chairman of the Board  
Clinical Associate Professor of Orthopedics  
New York University Langone Medical Center and  
Senior Attending at The Roosevelt Hand to Shoulder  
Center at OrthoManhattan, NY

Charles Cook, Ph.D.  
Independent

Andrew Hertzmark, MBA  
Managing Partner at Generation Partners

Margaret Honey, Ph.D.  
President & CEO of the New York Hall of Science

Mark Jennings, MBA  
Managing Partner & Co-Founder of  
Generation Partners

Connia Nelson  
Senior Director – Human Resources  
Lifeway

Selim B. Noujaim, MBA D.Litt. (Hon.)  
Former member - CT House of Representatives

Thomas Samph, Ph.D.  
Chancellor of Post University

Takashi Yamanaka  
Independent

### 1.5.2 Administration

Under the direction of the Chief Executive Officer (CEO), the executive leadership team is responsible for strategic planning and daily oversight of the university in accordance with the University's mission and vision. The executive leadership team is comprised of academics and educational entrepreneurs committed to developing and delivering innovative higher education solutions that not only meet the needs of traditional college students, but also address the higher education needs of working professionals looking to complete their degrees in a fully online or hybrid format. The executive leadership team includes:

**Scott Allen, MBA**  
Chief Financial Officer

**Donald W. Mroz, Ph.D.**  
President

**Richard Schechter**  
Chief Marketing Officer

**John L. Hopkins**  
CEO

**Elaine Neeley**  
Chief Regulatory Office

**Greg Theisen**  
Chief Information Technology Officer

**Melissah Kochera**  
Executive Assistant to the CEO

**Bobby Reese**  
Chief Operating Officer

**Vicki Whisenant**  
Chief Associate Experience Officer

**Shane Lively**  
Vice President of Operations  
Analysis, Administration

**Thomas Samph, Ph.D.**  
Chancellor

### 1.5.3 Post University Ownership

Among the milestones in Post University's long and rich history was the transfer of control to a new Board of Trustees in 2004. Since 2004, Post University is a wholly owned subsidiary of Post Education, Inc., a Delaware corp. whose officers are:

Andrew Hertzmark, Chairman  
Louis Marino, Secretary

Mark Jennings, Director  
Bradley Palmer, Director

## **1.6 Student Concerns and Complaints**

If a student needs additional support or encounters any problems during his or her-time at Post, he or she is asked to please contact his/her Academic Advisor (MC) or Academic Success Counselor (ADP), professor or relevant department head directly. Also, there is a more formal process by which students can work with various university departments to address grievances or complaints.

In either instance, students are advised to put their concerns in writing and carefully document the events that led to the issue. To file a specific grievance, complaint or appeal, please contact the appropriate office. A list of offices and contact information is located at <http://www.post.edu/studentcomplaintprocess.shtml>.

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.



## 2.0 MAIN CAMPUS ADMISSIONS

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### 2.1 Application for Undergraduate Admissions

All undergraduate applicants for admission (e.g., freshman, transfer, Military, international) may submit an application in by doing the following:

- Complete and submit an application online at [www.Post.edu/apply](http://www.Post.edu/apply). The application fee is waived if the application is submitted online.

Please call Admissions at 800.582.8250 or email [admissions@post.edu](mailto:admissions@post.edu) with any questions.

#### 2.1.1 Freshman Admissions

Along with submitting the application, applicants must:

- Submit an official high school transcript, including current senior year courses, if still in progress. A final official transcript, with date of graduation, will be necessary in order to begin classes.
- One academic letter of recommendation is encouraged.
- Results of an official Scholastic Aptitude Test (SAT) or American College Test (ACT) are preferred, but not required. Students with test scores can forward them to the Office of Admissions. Post University's school code for the SAT is 3698; the school code for ACT is 0580. Students that decide not to submit test scores will be required to complete an admissions interview with a Post University faculty or staff member.
- SAT or ACT scores *are* required for the following students: Home Schooled students and student athletes planning to participate in an NCAA Division II athletic program at Post.
- Required: campus visit and meeting with an Admissions Counselor in person, or schedule a phone interview if a visit is not possible. The recommendation of an Admissions Counselor is necessary in order to gain final acceptance to the University. Applicants may schedule a campus visit or phone interview by calling Admissions at 800.582.8250 or by filling out a visit form at [www.Post.edu/visit](http://www.Post.edu/visit).
- Have a minimum cumulative Grade Point Average (CGPA) of 2.00 coming out of high school.

If applicant has received a General Equivalency Diploma (GED), copies of the GED test results along with an official copy of course work completed at the high school level, must be provided.

Please send completed application and all other required materials to:

#### Post University

Main Campus Admissions Office

P.O.Box 2540

800 Country Club Road

Waterbury, Connecticut 06723-2540

Telephone: 203.596.4555 or 800.582.8250

Fax: 203.841.1163

Email: [admissions@post.edu](mailto:admissions@post.edu)

#### 2.1.2 Undergraduate Transfer Admissions

Post University has a flexible credit transfer policy that allows an applicant to:

- Transfer in up to 90 credits, earned at an accredited institution, toward a bachelor's degree program
- Receive college credits for Military training and life experience
- Receive credits for DANTES and CLEP
- Submission of an academic letter of recommendation is recommended

Post University will prepare a credit transfer evaluation within two business days after an admissions decision has been made. To begin the process, complete the steps below:

- Complete and return an application for admission along with a \$40 non-refundable application fee. Applications may also be submitted online; the fee will be waived if the application is submitted online. Students interested in the Main Campus should visit: <http://www.post.edu/maincampus/transferAdmissions.shtml>.
- If transferring in with an Associate Degree from an accredited College or University, and the degree is compatible with one of Post University's Bachelor degree programs, no High School transcript will be required. Anything other than a compatible Associate Degree will require a High School transcript, in addition to the transcripts from the previous Colleges or Universities where previous credits were earned.

- Send official transcript(s) from all institutions attended.
- Submission of an academic letter of recommendation is required.

If an applicant earned less than 60 eligible college credits:

- Submit a final official high school transcript with date of graduation.
- Schedule a personal interview with an admissions counselor. A phone interview or a meeting with a University representative may be substituted when an on-campus visit is not possible.
- Submission of an academic letter of recommendation is required.

Please send completed application and all other required materials to:

**Post University**

Main Campus Admissions Office

P.O.Box2540

800 Country Club Road

Waterbury, Connecticut 06723-2540

Telephone: **203.596.4555** or **800.582.8250**

Fax: **203.841.1163**

Email: [admissions@post.edu](mailto:admissions@post.edu)

**Transfer Credit Policy**

Post University will accept transfer credit from other institutions if the institution where the credit was earned is a regionally accredited college or university or a nationally accredited degree-awarding institution.

Undergraduate students may transfer up to 90 credits from a four-year institution towards a Bachelor's degree or up to 45 credits towards an Associate degree. From a two-year institution, up to 75 credits may transfer towards a Bachelor's degree or up to 45 credits towards an Associate degree. Students who wish to transfer in individual courses (i.e., those not earned as part of a conferred degree) must have earned a grade of "C" or better in each course they wish to transfer. Students who are transferring courses from within an already-earned degree may transfer credit for courses with a grade of "D" or better.

As is true for all accredited institutions, Post University reserves the right to award or withhold credit based on University standards and curriculum requirements.

Please contact the Office of Admissions at 203.596.4555 or email [admissions@post.edu](mailto:admissions@post.edu) with any questions regarding transferring credits or Post University's credit policy.

**Transfer Credit for Nursing Courses**

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

**2.2 Honors Program Admissions**

**Honors Program Admissions Criteria for Freshmen**

Admission to the Honors Program is highly competitive. Factors typically considered are listed below.

- High School cumulative GPA of at least 3.25
- Excellent recommendations from teachers and school counselor
- A record of leadership and/or positive involvement in high school and/or community

**Honors Program Admissions Criteria for Upperclassmen and Transfer Students**

Upperclassmen and transfer students may apply for admission to the Honors Program at the completion of 15 college credits. Factors typically considered are listed below.

- Cumulative GPA of at least 3.25 after completing at least 15 college credits
- A record of leadership and/or positive involvement in college and/or community



For more detailed information about the Honors Program and Honors Scholarships, please refer to Section 9.3 of the catalog.

### **2.3 International Admissions**

Post University welcomes international applications. Prospective International students must submit the following documents to the office of International Admissions:

- An application for admission
- An official English translation of all secondary school and/or college transcripts
- An official high school/college(s) transcript in the native language.
- A letter of recommendation from a teacher

Graduate students with minimum TOEFL scores of 80 IBT, or a minimum IELTS score of 6.5, and undergraduate students with a minimum TOEFL score of 75 IBT, or a minimum IELTS score of 6.0, are placed in regular English classes. An English Language placement test will be administered to students with lower, or with no English Language test scores, to determine course placement in the University's English Language Institute.

All foreign documents must be translated into English and all foreign transcripts must be evaluated by an accredited evaluation company to ensure that the student meets U.S. educational standards. Accredited evaluation companies are those recognized by NACES, AICE, and AACRAO. Translations and evaluations must be obtained by the student at their own expense and verified by the educational institution in the home country or a U.S. Academic credential evaluation agency.

#### **2.3.1 Student Visa Requirements**

The following documents are needed in order to issue a Certificate of Eligibility or Form I-20. A Certificate of Eligibility or Form I-20 is needed to apply for a student visa.\*:

- A Declaration of Finances form
- Proof of income in the form of pay stubs, letters of employment, bank statements, and/or affidavits of support. All documents should be dated no later than six months prior to the time of application.
- Submit a \$400.00 enrollment deposit to Post University (refundable if the student Visa application is denied)
- A copy of the applicant's passport information page with photo.
- An official high school/college(s) transcript in native language.

\*Financial documents and information are not required in order to receive an admissions decision.

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

#### **Post University**

Main Campus Admissions Office

P.O. Box 2540

800 Country Club Road

Waterbury, CT 06723

Telephone: **203.596.4603** or **800.582.8250**

Fax: 203.841.1118

Email: [PostInternational@Post.edu](mailto:PostInternational@Post.edu)

#### **F-1 Visa Process**

Upon admittance and certification of financial support, Post University will issue a Form I-20/Certificate of Eligibility, which the international student needs in order to apply for a United States F-1 student visa. Post University is enrolled in the 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 insurance fee to DHS prior to applying for a visa. The process of applying for and receiving an F-1 visa varies from country to country and may take as long as three months.

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

The F-1 student agrees to:

- Maintain full-time enrollment at all times except during the summer vacation period. Full-time enrollment is a minimum of 12 credits per semester.
- Follow the proper procedures with an assigned advisor to: transfer schools, change educational levels and/or majors, or extend his or her program.
- Engage in employment in the United States only with the express authorization of a designated school official (DSO).
- Report all changes in status, including address, within 10 days to Main Campus International Admissions Office

## **2.4 Home-Schooled Students**

Post University welcomes applications from home-schooled students\* wishing to pursue further education.

Post recognize the important contributions home-schooled students make, both in the classroom and in student life. If a student has been home-schooled and is interested in admission to Post University, should submit the following:

**Application for Admission.** Request an official application for admission from the Office of Admissions, complete the form, and return it to the Post University Admissions address provided below. A \$40 nonrefundable application fee must accompany the application. Applications may be submitted online at no cost by visiting [www.post.edu/apply](http://www.post.edu/apply).

**Secondary School Transcript.** If one is not available, applicants are asked to submit a portfolio of the work most indicative of academic achievements. This may include two to three records, such as grades from community college courses, AP exam results, examples of independent research in mathematics, science or any other academic subjects, or proof of completing high school graduation requirements.

**Official Scholastic Aptitude Test (SAT) or American College Test (ACT) results.** Home-school portfolios come to us without a basis for comparison. In this context, SAT and ACT scores take on added importance and help us to evaluate every student's academic preparedness. Our school code for the SAT is 3698 and the school code for the ACT is 0580.

- A high school study plan signed by the parent or provider of the home schooling, and a state secondary completion credential if such documents exist.
- Essay/Personal Statement: Decision to be home schooled and description of home-school experience.
- Letter of Recommendation: One academic letter of recommendation is required.

### **Definition of Home-Schooled Student**

Post University defines a home-schooled student as someone who has completed a secondary school education in a home school setting that is treated as a home-school or private school under state law.

Home schooled students who have completed a home-based secondary education and are at least 18 years of age are eligible for admission to Post University and Post University's Accelerated Degree Program, upon satisfaction of all the University's standard admission requirements.

Not all states, including Connecticut, require or issue transcripts, a high school study plan, or a state secondary school credential. If one is not available, applicants are asked to submit a portfolio of the work most indicative of academic achievements. Please refer to Secondary School Transcripts listed above for acceptable submissions.

If and when the State of Connecticut enacts laws or issues policies regarding home-schooled students or their admission to State licensed colleges and universities, this policy will be revised and reissued to ensure compliance with Connecticut State Regulations.

Please send completed application and all other required materials to:

**Post University**

Main Campus Admissions Office

P.O. Box 2540

800 Country Club Road

Waterbury, Connecticut 06723-2540

Telephone: **203.596.4555** or **800.582.8250**

Fax: **203.841.1163**

Email: [admissions@post.edu](mailto:admissions@post.edu)

**2.5 Main Campus Graduate Admissions**

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.

**Application for Graduate Admissions**

All graduate applicants for admission (e.g., freshman, transfer, Military, international) may submit an application in one of two ways:

- Obtain an application by contacting the Office of Admissions, then complete and return the application, along with a \$50 non-refundable application fee, and return other required materials to the address below or
- Complete and submit an application online at **[www.Post.edu/apply](http://www.Post.edu/apply)**. The application fee is waived if the application is submitted online. Please call Admissions at 800.582.8250 or email [MCGraduate@post.edu](mailto:MCGraduate@post.edu) with any questions.

Along with submitting an application, applicants will need to:

- Have official transcripts from all colleges/universities sent to address below.
- Provide a personal statement describing qualifications for Post's graduate program (250-500 words typed).
- Submission of two letters of recommendation; one academic and one professional.
- Post University may request an admissions interview on an individual basis.
- Visit our campus and meet with an Admissions Counselor in person. A recommendation from an admissions counselor and Program Chair are required in order to be admitted.
- International Graduate applicants are required to submit TOEFL or IELTS scores.
- 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

P.O. Box 2540

800 Country Club Road

Waterbury, Connecticut 06723-2540

Telephone: **203.596.4555** or **800.345.2562**

Fax: **203.841.1163**

Email: [MCGraduate@post.edu](mailto:MCGraduate@post.edu)

All eligible graduate applicants for admission who have earned their Bachelor degree in three years (six semesters) from an Indian University or College which is accredited by the National Accreditation and Assessment Council with a grade of A or B, will be considered for direct admission to an appropriate graduate degree program. Applicants who have received their Bachelor degree from the University of Delhi will also be considered for direct admission to an appropriate graduate degree program. All other application requirements and criteria will remain the same for applicants from these Bachelor degree programs, as indicated in section 2.5.

## **2.6 Students with Disabilities**

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

The 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 particular needs of the student, the particular requirements of the course or academic program, and the format in which the course is delivered.

Students with disabilities are not required to inform the 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. No other information will be revealed to any element of the University without the student's consent. 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, Learning Center and Residence Life.

Students are responsible for notifying the Title IX and Disability Coordinator at the beginning of every module/semester regarding requests for accommodation renewals.

For additional information, please contact Title IX and Disability Coordinator Jennifer Labate at 203.596.6027 or [JLabate@Post.edu](mailto:JLabate@Post.edu).

## **2.7 Military-Related Applicants**

For six years in a row, Post University has been recognized as a Top Military Friendly School. Post is honored to be a supporter of both the Chapter 30 (Montgomery) and Chapter 33 Post 9/11 GI Bill, as well as participation in the Yellow Ribbon Program. For eligible GI Bill Veterans or eligible family members, Post University works with students to fully leverage their GI Bill Educational Benefits, along with other financial assistance to minimize or even eliminate their out-of-pocket expenses. Post University also covers the cost of textbooks/Electronic Course Materials. For more information, please go to our website: [www.post.edu/military](http://www.post.edu/military).

### **Veteran Admissions**

As part of Post University's Military Program, Post University has a team of specially trained admissions counselors to meet the needs of Veterans. The goal of the Military Program is to reduce the anxieties of enrolling into college faced by many veterans. To achieve this, your Post University Admissions Counselor works collaboratively with all offices at the University to ensure the specific needs of the student-veteran are addressed and met. An admissions counselor will provide admissions counseling, help determine the right degree for students based on their given military experience and evaluate military and civilian transfer credits. To learn more, visit [www.post.edu/military/veterans](http://www.post.edu/military/veterans).

To assist in this process, student-veterans should request a copy of the Joint Service Transcript (JST). To obtain a copy of the JST, please go to <https://jst.doded.mil/smart/welcome.do> and follow the instructions. If an applicant cannot obtain a copy of the applicant's JST, Post's Main Campus admissions representatives will also work with to obtain any required high school, military or college transcripts the applicant may have. The applicant can then download, complete, sign and submit a Post University Transcript Request Form available at <http://staging.post.edu/docs/default-source/default-document-library/transcriptrequestformonline41715.pdf?sfvrsn=0> to authorize Post University's Office of Admissions to request

transcripts. To reach a Main Campus admissions counselor, please call 800.582.8250.

### **Eligible Family Members**

Post University is proud and honored to help eligible family members of military personnel achieve their higher education goals. As a full participant and supporter of the GI Bill and Yellow Ribbon Program, Post can help identify and access the military benefits available to veterans and their families. To learn more, visit [www.post.edu/military/eligible-family-member](http://www.post.edu/military/eligible-family-member).

Post University also is a member of Service Members Opportunity College Degree Network Systems (SOC-DNS) and is approved by all branches of the Military for tuition assistance, My CAA and the payment of VA benefits. We offer college credit for Military and professional training as well as prior college course work, CLEP, DANTES, and DSST exams. Military transcripts and other college transcripts are evaluated on a case-by-case basis to ensure that participants receive the maximum allowable Post University college credit.

### **2.8 Advanced Placement**

Please refer to Section 9.7.1 (Advanced Placement) for more information.

### **2.9 Admissions Decision Policy**

Post University subscribes to a rolling admissions policy. The Office of Admissions makes every effort to notify candidates of their admission decision within three weeks after receiving a completed application. In some cases, the Admissions Committee may defer making a final decision until it has received a report of the candidate's midterm grades, newly submitted SAT or ACT test scores, or until a personal interview takes place. Applicants are asked to contact the Admissions Office to check on the status of the application.

### **Accepted Student Enrollment Deposit**

If an applicant is accepted and plans to attend Post University, please submit the enrollment deposit within 30 days of receipt of the acceptance letter. This will reserve a seat in the upcoming class and a room in a residence hall, as needed. Please fill out the Enrollment Deposit Form & Housing Request form, and submit along with the deposit. The deposit is credited toward tuition and is refundable until May 1<sup>st</sup>.

All students who want to attend Post University in the fall must inform the Main Campus Admissions office by May 1<sup>st</sup>. However, due to the small campus size, accepted students are strongly advised to inform the Main Campus Admissions office of his/her intent to start classes within 30 days of receipt of the accepted student's letter. Please sign the acceptance letter and return it with the required deposits within 30 days of receipt.

Accepted students are asked to:

- Return the Housing Deposit Form and Enrollment Deposit Form with the required \$300.00 deposit, if a student plans to live on campus.
- Return the Enrollment Deposit Form with the required \$150 commuter deposit, if a student plans to live off campus.

All deposits are credited toward a student's tuition. After May 1<sup>st</sup>, admissions deposits are non-refundable.

International students receiving a Form I-20 are required to submit a non-refundable \$400.00 enrollment deposit.

### **2.10 Readmission**

Former Post University students who have been absent for two or more semesters 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 five years, will also be required to fulfill the degree requirements of their selected major as stated in the current college 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 additional information.

A student in good standing who has been absent from the University for fewer than two semesters may elect to return at any time by processing a registration form through the Office of the Registrar. A student who has been dismissed from the University, however, must follow the appeal process outlined in the student's dismissal letter.

### **2.11 Deferred Admissions**

A student who is offered admission to Post University may defer enrollment for a maximum of two semesters. A student must submit the enrollment deposit to hold a place in the class and notify the Office of Admissions (in writing) of the

intention to defer. Deferred admission is guaranteed provided the student does not enroll as a fulltime or part-time student at any other college or university in the interim. A student may apply the enrollment deposit toward tuition up to and including one full year from the originally intended semester of entrance. The deposit is non-refundable.



### 3.0 ADP ADMISSIONS

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#### 3.1 Undergraduate Admissions

All efforts must be made to complete the Post University admissions process prior to starting classes. It is expected that all admissions requirements will be met by the end of the first Module (eight weeks) attended. A student will be permitted to take a class during their first Module while completing the admissions process; however, the student will not be eligible for Federal Financial Aid until the entire admissions process is completed. A completed application must include a copy of the student's official high school transcript or GED, which demonstrates all academic requirements have been met including a cumulative GPA of at least 2.00. If the cumulative GPA is less than 2.00, an admissions essay will be required.

Post University will make every effort to facilitate the receipt of the high school transcript; however, it is ultimately the student's responsibility to ensure this requirement is satisfied. Please complete, sign and submit a Post University Transcript Request Form to authorize Post University's Office of Admissions to request your official transcript during the application process.

Admission to the RN to BSN Completion program requires the following:

- Submission of a completed application for admission.\*
- Overall college cumulative GPA of at least 2.00 on a 4.00 point scale.
- Graduation from an approved registered nurse (RN) program; or enrolled in a nursing program preparing to become a registered nurse, and on track to graduate.
- An unencumbered license to practice as a registered nurse, or evidence of RN licensure eligibility.

\*This includes an application for admission, official nursing school transcripts, and verification through the National Council of State Boards of Nursing (NCSBN) of an unencumbered license to practice as a registered nurse, or evidence of RN licensure eligibility.

Admission and retention in the nursing program requires:

- An unrestricted, unencumbered license to practice as an RN in the United States; license must be kept current throughout the program.
- Verification of valid RN licensure will be required to receive PLA credit for RN licensure (30 credits).
- Conditional admission for candidates admitted prior to initial RN licensure:
  1. Documentation of RN licensure eligibility or a statement from the academic nursing program director will be required for admission;
  2. Valid RN licensure within one MOD (8 weeks) of licensure eligibility;
  3. Once a student has met the conditions, a student becomes regularly accepted into the program. If the conditions are not met, the student will be dismissed from the nursing program.
- Students who do not maintain a current unencumbered, unrestricted RN license will be dismissed from the nursing program.

#### RN to BSN Completion Program Conditional Admission

For those students who are admitted prior to initial RN licensure, the following standard applies:

- Documentation of RN licensure eligibility or a statement from the academic nursing program director will be required for admission;
- A valid RN license will need to be submitted within one MOD (8 weeks) of licensure eligibility;
- Once a student has met the conditions, a student becomes regularly accepted into the program. If the conditions are not met, the student will be dismissed from the nursing program.

### **3.1.1 First-Time College Students**

Applications for admissions are available after a personal interview with a Post University Admissions Counselor. To request information to hear from an Admissions Counselor please visit <http://go.post.edu/adpapp/>.

Post University requires students who are matriculating at the University to provide an official copy of their high school transcript with a posted graduation date or proof of successful completion of a GED program. An appropriate substitute for a high school transcript is proof of successful completion of a home-schooling program. Students who are currently enrolled at a high school may submit a transcript, including currently enrolled courses for admissions purposes, but an official high school transcript with the graduation date must be provided to the University before matriculation.

An official copy of a transcript is one that is certified by the student's high school with a signature and stamped with the school's seal. The transcript must bear the student's high school graduation date, and must arrive in a sealed envelope or sent through fax/email with cover letter from the student's high school. High school and GED accreditation must be recognized by a state, regional, or other accrediting agency that is recognized by the U.S. Department of Education.

### **3.1.2 Transfer Students**

High school transcripts are required unless the student has completed a two-year program from a regionally accredited institution, which is acceptable toward a bachelor's degree. If a student has a cumulative grade point average of 2.0 or higher from an accredited two-year or four-year educational institution, credits from courses with a grade of C or above may be transferred. No more than 75 credits can be accepted from a two-year college. If a student has earned an Associate's 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 transferred.

Students who transfer to Post University with an Associate's or Bachelor's degree from an accredited two-year or four-year educational institution, must complete, sign and submit a Post University Transcript Request Form to authorize Post University's Office of Admissions to request transcripts. This form is available for download at <http://staging.post.edu/docs/default-source/default-document-library/transcriptrequestformonline41715.pdf?sfvrsn=0>.

Post University evaluates potential transfer credits upon receipt of official transcripts. A student can get a head start on the evaluation process by submitting to Admissions unofficial transcripts of grades and credits for prior coursework, with a statement indicating where the student is in the application process.

The evaluation of transfer credits is a complicated and critical institutional function; one that we address with concern for our students and those who wish to join the Post community. Evaluation is done with careful consideration of the regulatory standards that govern the evaluation and acceptance of such credits.

Accordingly, the University has had a long-standing practice of accepting credits only from legitimately accredited academic institutions. As the U.S. Department of Education (ED) is the ultimate authority on accreditation, Post University will adhere to ED practices in recognizing which American institutions are 'legitimately accredited'.

Any academic credits awarded by any American academic institution recognized by the U.S. Department of Education as accredited will be eligible for transfer where applicable to the desired program of study.

The easily accessible U.S. Department of Education Database of Accredited Post-Secondary Institutions and Programs at <https://ope.ed.gov/accreditation/> provides a list of accredited American institutions. Please refer to that database when determining academic accreditation.

Post University is proud to support our military service members, veterans, and dependents in the pursuit of their college education. Post University has been recognized as a Military Friendly School for the past six consecutive years, and is a proud member of the Service members Opportunity Colleges (SOC) and the Degree Network System (SOC DNS). Post University also is honored to be a signatory to the Department of Defense Memorandum of Understanding (DoD MOU) and fully supports Presidential Executive Order 13607 establishing the Principles of Excellence. The University is in compliance with the GI Bill Compliance Act, and is a member of the American Council on Education (ACE). As such, in accordance with the requirements of the DoD MOU and the SOC DNS, Post University follows the recommendations of ACE in the transfer of credit for military training and experience, and other nationally recognized professional training in subject areas taught by the University. For our military program students this means a maximum of 90 transfer credits for a baccalaureate degree or 45 transfer credits for an associate degree may be applied based on a review of a military

program student's Joint Service Transcript (JST)

#### **Contact Information**

Post University Online  
Office of ADP Admissions  
800 Country Club Road  
P.O. Box 2540  
Waterbury, CT 06723

#### **3.1.3. Admission of Home-Schooled Applicants**

For the purpose of this policy, a home-schooled student is defined as someone who has completed a secondary school education in a home-school setting that is treated as a home school or private school under state law.

Home-schooled students who have completed a home-based secondary education and are at least 18 years of age are eligible for admission to Post University and Post University's Accelerated Degree Program upon satisfaction of all the University's standard admission requirements. The applicant needs to submit transcripts from any accredited home-school program or from the Department of Education in the state in which the home-school program was completed.

However, not all states, including Connecticut, require or issue transcripts, a high school study plan, or a state secondary school credential. In the absence of such documents, the student must sit for and pass a GED federal or state high school equivalency exam. If and when the State of Connecticut enacts laws or issues policies regarding home-schooled students or their admission to state-licensed colleges and universities, this policy will be revised and reissued to ensure compliance with Connecticut State Regulations.

Home-schooled applicants are required to seek a personal interview with a Post University Admissions Counselor and complete an admissions essay. Home-school applicants denied admission to the University may appeal that decision to the Provost or designee.

The applicant must complete, sign and submit a Post University Transcript Request Form to authorize Post University's Office of Admissions to request transcripts from any secondary school attended, a high school study plan signed by the parent or provider of the home schooling, and a state secondary completion credential if such documents exist. This form is available for download at <http://staging.post.edu/docs/default-source/default-document-library/transcriptrequestformonline41715.pdf?sfvrsn=0>

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

#### **Post University Online**

Office of ADP Admissions  
800 Country Club Road  
P.O. Box 2540  
Waterbury, CT 06723 Telephone: 800.345.2562 or 203.596.4500  
Fax: 203.841.1161  
Email: [admissions@post.edu](mailto:admissions@post.edu)

#### **3.1.4 International Applicants**

International applicants must meet all regular requirements for admission (see section 2.4). Applicants must also provide an original, official bank statement proving the ability to pay the cost of attendance. Qualified applicants must demonstrate proof of finances before an I-20 can be issued to obtain a student visa. At present, there is no financial aid available for non - U.S. students. All foreign documents and transcripts must be translated into English at the student's expense and verified by the educational institution in the home country or a U.S. Academic credential evaluation agency.

The University reserves the right to require additional evidence of competency or to require that students admitted to the undergraduate program take courses to develop their English language skills.

All foreign documents must be translated into English and all foreign transcripts must be evaluated by an accredited evaluation company to ensure that the student meets U.S. educational standards. Accredited evaluation companies are

those recognized by NACES, AICE, and AACRAO. Translations and evaluations must be obtained by the student at their own expense and verified by the educational institution in the home country or a U.S. Academic credential evaluation agency.

### **3.1.5 Admissions Decision Policy**

Post University has a rolling admissions policy, allowing decisions to be made as soon as the candidate's file is complete. In addition to the requirements outlined above, the candidate must have the recommendation of an Admissions Counselor, which is gained through an admissions interview conducted by telephone.

Acceptance to Post University is based on an evaluation of the candidate's qualifications and the recommendation of an Admissions Counselor. All decisions are made without regard to race, creed, color, religion, national origin, handicap, or sexual orientation.

### **Contact Information**

Post University Online  
Office of ADP Admissions  
800 Country Club Road  
P.O. Box 2540  
Waterbury, CT 06723

### **3.1.6 Military-Related Student Admissions**

At Post University, serving those who serve our country is an honor and a privilege. Post University has been a pioneer in providing educational benefits to military personnel since 1976. With the help of faculty and staff who also have served as part of our nation's Armed Forces, we have designed our current military program to meet the needs of those who have served or are serving their country. Post University is proud to have been consistently recognized over the past six years as a Military Friendly School providing a high quality academic and educational experience to military service members, veterans, and their eligible family members. Post University is approved by all branches of the Military for tuition assistance and by the Department of Veterans Affairs for the use of all educational benefits.

Post University is a member of Service Members Opportunity College Degree Network System (SOC-DNS), the American Council on Education (ACE), a proud signatory to the Department of Defense Memorandum of Understanding, and fully endorses Executive Order 13607 – "Establishing Principles of Excellence". As part of our commitment to service members, veterans, and military dependents, we offer college credit for military training and experience as reflected on the Joint Service Transcript (JST) and professional training as well as prior college course work, CLEP, DANTES, and DSST exams. Military transcripts and other college transcripts are evaluated on a case-by-case basis to ensure that military-related students receive the maximum allowable Post University college credit in order to minimize the time needed to complete their degree and thereby maximize the educational benefits available to them.

Post is honored to support the Yellow Ribbon provisions of the Chapter 33 Post 9/11 GI Bill program of the Department of Veterans Affairs. For eligible veterans or eligible family members, the provisions of the Yellow Ribbon Program, along with other federal financial aid programs, allow you to fully leverage your GI Bill Educational Benefits in order to minimize or even eliminate out-of-pocket expenses. Post University also covers the cost of textbooks.

To learn more, visit [www.post.edu/military](http://www.post.edu/military).

### **General Education Mobile (GEM) Program**

Post University is a proud partner of the Community College of the Air Force's (CCAF) General Education Mobile (GEM) program. We're honored to be one of the few institutions invited to participate.

In the GEM program, Airmen have access to the CCAF's general education courses through our innovative virtual classrooms. Courses are at the freshman/sophomore level, and they allow you to fulfill the 15 semester hours of general education requirements for the CCAF Associate in Applied Science (AAS). For more information, visit [http://www.post.edu/military/general-education-mobile-\(gem\)-program](http://www.post.edu/military/general-education-mobile-(gem)-program).

### **Veteran and Military Eligible Family Members Admissions**

Post University has a team of specially trained admissions counselors to meet the needs of veterans and military eligible family members. The goal of the Military Program is to reduce the anxieties of enrolling into college faced by many veterans and military dependents, many of whom are first-generation college students. To achieve this, Post University admissions

counselors work collaboratively with all offices at the University to ensure the specific needs of the student-veteran and military eligible family members are addressed and met. Admissions counselors will provide counseling to help determine the right degree, based on military experience and will evaluate military and civilian transfer credits.

Student-veterans and spouses of military service members or veterans, in addition to the requirements listed in section 2.2.

Undergraduate Transfer Admissions of the University Catalog, must also compete the following items:

- Provide a copy of their DD-214
- Complete a VA Form 22-1995 – Transfer of Program if transferring from a college or university where you were previously using GI Bill educational benefits.
- Complete your application for VA educational benefits through the VA benefits portal at <http://vabenefits.vba.va.gov/vonapp/>.
- Complete a VA Form 22-1995 to apply for benefits if you are a spouse and benefits have been transferred to you. This form can be obtained from the VA at: [http://www.gibill.va.gov/benefits/post\\_shh2dibill/transfer\\_of\\_benefits.html](http://www.gibill.va.gov/benefits/post_shh2dibill/transfer_of_benefits.html).
- Submit a copy of your Joint Service Transcript (to obtain a copy of your JST, please go to <https://1st.doded.mil/smart/welcome.do> and follow the instructions. If you cannot obtain a copy of your JST, our admissions counselors will also work with you to obtain your JST, and any required high school, military or college transcripts you may have. All that will be needed is for you to download, complete, sign and submit a Post University Transcript Request Form to authorize Post University's Office of Admissions to request your transcripts. This form is available at <http://staging.post.edu/docs/default-source/default-document-library/transcriptrequestformonline41715.pdf?sfvrsn=0> .

For military/veteran dependent children, in addition to the requirements of section 2.1 of the Post University Catalog, please provide evidence that you are the dependent of a veteran or service member. This may include: copies of your parent's DD-214 or current duty assignment orders, a copy of your dependent ID card, and/or a copy of your benefits eligibility statement from the VA.

If educational benefits have been transferred to you, please complete a VA Form 22-1990e to apply for your benefits. This form can be obtained from the VA at [http://www.gibill.va.gov/benefits/post\\_911\\_gibill/transfer\\_of\\_benefits.html](http://www.gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.html). The admission process may seem like a daunting task; that is why your Military Program Admissions Counselor is here to assist. To reach your admissions counselor, please call 800.345.2562.

### 3.2 Admission Process for Graduate Students

Applications for the graduate programs are available at <http://leads.post.edu/adpapp/index.aspx>. The completed application, along with a completed, signed and submitted Post University Transcript Request Form to authorize Post University's Office of Admissions to request your transcripts from these institutions, must be provided. The request form is available for download at <http://staging.post.edu/docs/default-source/default-document-library/transcriptrequestformonline41715.pdf?sfvrsn=0>. The form must list full names and addresses of all previously completed college- or university-level work and both documents must be submitted to the Post University Office of Admissions. In addition to submitting the application and transcript request, applicants must provide additional evidence of admissibility including an updated résumé, and at least two letters of recommendation attesting to the applicant's ability to undertake and complete graduate work. Note: Applicants submitting an electronic application must submit letters of recommendation via mail.

Application materials should be mailed to:

**Post University**

Graduate Admissions  
800 Country Club Road  
Post Office Box 2540  
Waterbury, CT 06723-2540

### 3.2.1 Acceptance and Matriculation

To matriculate at Post University means that a student is degree-seeking. Students can enroll in six credits as non-matriculated students. To be considered a matriculated graduate online or regional location student at Post University, a student must have:

- Completed a graduate application (see 3.2)
- Submitted a completed and signed Post University Transcript Request Form (see 3.2)
- Attained an undergraduate degree with a GPA of 3.00 or from a regionally accredited college or university or international institution, equivalent to a U.S. regionally accredited institution. (For exceptions to this requirement, see Acceptance with Conditions and Matriculation Section 3.2.3)
- Provided two letters of recommendation from academics or professionals attesting to the applicant's ability to undertake and complete graduate work or such other certifications or documentation as determined by the Dean or Program Director of the program to which the student is applying.
- For the MSA program, an essay describing interest in obtaining an MSA from Post University
- Submit a current résumé indicating minimum work experience/prerequisites as follows:
  - 3-5 years of relevant full-time work experience for the MBA or MPA program
  - 1-3 years of relevant full-time work experience for the M.Ed. program
  - 1 year of relevant full-time work or volunteer experience for the MSHSV program
  - No prior work experience is required for the MSA program
- For the MSA program, students who did not acquire an undergraduate degree in Accounting from an accredited academic institution must complete eight prerequisite undergraduate courses (24 credits), prior to beginning the 30 credit MSA program:

ACC111 Financial Accounting  
ACC211 Managerial Accounting  
ACC303 Intermediate Accounting I  
ACC330 Federal Income Tax  
ACC340 Intermediate Accounting  
ACC430 Accounting Information Systems  
ACC440 Auditing  
ACC450 Advanced Accounting

Once admitted to a graduate degree program, the student is matriculated in that particular program of study. Once the student is matriculated, all course work must be taken at Post University. Credits earned at another institution will not be accepted toward the graduate degree program.

### 3.2.2 Acceptance with Conditions and Matriculation

For those students who do not meet the Standard Acceptance and Matriculation criteria, the following standard applies:

For students with an undergraduate GPA below 3.00 but above 2.50:

- Submit the same materials as listed in Standard Acceptance and Matriculation.
- Once accepted, receive a 3.00 (B) grade or better for both of the first two courses taken in the graduate program. If a 3.00 or better is not achieved in both of the first two courses taken in the program, the student will be dismissed from the program
- Meet or exceed the years of progressive/diverse work experience (see table below; preference given to those in a supervisory or management role).
- Submit a resume documenting career accomplishments and employment record.
- For MSHSV students, submit a writing sample that meets the requirements specified by the Program Director.

For students with undergraduate GPA is below 2.50:

- Meet or exceed the years of progressive/diverse work experience (see table below).
- Submit everything from the Standard Acceptance and Matriculation and Acceptance with Conditions and Matriculation criteria
- For all degree applicants, submit a writing sample that meets the requirements specified by the Program Director/Manager.

The petition for acceptance with condition is reviewed by the Program Director/Manager, who may request additional information or may require additional coursework.

Program	2.50-2.99 GPA	2.00-2.49 GPA
MBA	7-10 Years	15 Years (3 years of management experience)
MSA	3-5 Years	5 Years (3 years of accounting experience)
M.Ed.	3-5 Years	5+ Years
MPA	7-10 Years	10+ Years
MSHSV	3 Years	5+ Years
MSHEA	3-5 Years	5+ Years

The student must maintain a minimum 3.00 GPA to attain admission to degree status. If the student fails to achieve a 3.00 GPA in the first two courses taken, then the conditional acceptance is revoked. Denial through Conditional Acceptance is not subject to appeal.

### 3.2.3 Non-Matriculated Students

Students who are not enrolled in a program of study (i.e. degree) are considered non-matriculated students and are limited to taking no more than two courses or six credits.

### 3.2.4 Transfer Students

Students applying to a graduate program must meet the same admission criteria appropriate to the program of study that grants the degree (see sections 3.2 and 3.2.3). Transfer students (regardless of the Institution transferring from) must have the appropriate work experience as stipulated in the admission policy for the respective program as noted in this document.

The student must download, complete, sign and submit a Post University Transcript Request Form to authorize Post University's Office of Admissions to request transcripts of completed graduate work at an accredited college or university is available at <http://staging.post.edu/docs/default-source/default-document-library/transcriptrequestformonline41715.pdf?sfvrsn=0>.

### Credit by Transfer

Post University accepts a maximum of nine academic credits (i.e., three courses at three credits each) at a 3.00 GPA or higher in transfer from other accredited institutions. No other forms of credit, such as —life experience, portfolios, or credit by proficiency examination, will be accepted in addition to the transfer credit. A student seeking to transfer credit must submit an official transcript, indicating the academic course(s) taken and the credit granted and a catalog description of the course(s). Acceptance of the course credit in transfer will be determined by the faculty (or their designee) from that program of study. The student may also be asked to submit a copy of the course syllabus in those instances where the catalog description lacks sufficient definition.

**NOTE:** Transfer credits for required courses in certificate programs will not be accepted. Pre-requisite courses may be waived on a case-by-case basis.

**Accepting Transfer Credit for Prior Field Practicum Experiences**

Post University Graduate Programs do not accept transfer credits for field practicum at the graduate level. In special circumstances, students may request a waiver of this policy by applying to the Dean of the School or Director of the Program to which he or she is applying. Applications for waiver must include the following information about the Practicum for which the student seeks credit:

- Syllabus
- Supervisor evaluation records
- Learning contract
- Other course-related materials that were provided during this experience for review
- Proof that the practicum was completed with a grade of B or higher
- The field experience placement must have been completed at the site, and be comparable in quality to the experience that would have been approved by the applicable program. Appeals for adverse decisions are decided by the Dean of the applicable program, whose decision is final.

**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.

**3.2.5 Admission to Certificate Programs**

Students applying for a graduate certificate program must meet the same admission criteria appropriate to the program of study that grants the certificate (see Acceptance with Conditions and Matriculation Section 3.2.3).

Students may not transfer any credits into a certificate program. Once admitted into a certificate program, the student must maintain a 3.00 GPA to receive the certificate. Should the student decide to enter the full degree program (either while in the certificate program, or upon completion of the certificate program) the student will need to initiate a transfer process by contacting his/her academic success counselor.

**3.2.6 Admissions Appeals**

Applicants who are denied admission to the graduate program may request a review of this decision. Such requests must be made in writing to the program director and should include additional academic information.



## 4.0 TUITION AND FEES

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### 4.1 Main Campus Tuition and Fees

#### Main Campus Undergraduate Programs

Full-time Main Campus students are those who register for courses starting in August and/or January and who take at least 12 but no more than 18 credits per semester. Any student taking more than 18 credits will be subject to \$945 per credit hour fee.

Annual Tuition and Fees	2017-2018
Tuition	\$28,250
Apartment Style Room and Board <sup>1</sup>	\$12,400
West, South, Paparazzo	\$11,600
Middle, East	\$10,600
Student Service Fee <sup>2</sup>	\$1,100
Technology Fee <sup>3</sup>	\$200

<sup>1</sup>The University Board plan consists of 19 meals per week. Students living off campus may also participate in the University's meal plan. Additional information can be obtained from the Student Services Office.

<sup>2</sup>The Student Service fee supports extracurricular experiences for Post University students. This includes the Student Government Association various clubs, organizations and programs, such as leadership training, residence hall councils; the Programming Board, which provides artists and entertainment for the entire campus; and additional services that support students outside the classroom.

<sup>3</sup>The Technology Fee is paid by full-time students for technological accommodations and equipment provided the University.

#### **Part-Time Main Campus Students**

Students enrolled for fewer than 12 credits hours per semester are classified as part-time students. The tuition for part-time students is as follows:

Annual Tuition and Fees	2017-2018
Main Campus Course Tuition	\$945.00/credit
Auditing Fee	\$472.50/credit

Tuition and Fees may be subject to change with notification.

#### Main Campus Graduate Programs

<u>School and Degree Program</u>	<u>Tuition Per Credit</u>
The Malcolm Baldrige School of Business	
Master of Business Administration (MBA)	\$730

<u>Annual Tuition and Fees</u>	<u>2017-2018</u>
Tuition	*Varies by program
Apartment Style Room and Board <sup>1</sup>	\$12,400
West, South, Paparazzo	\$11,600
Middle, East	\$10,600
Student Service Fee <sup>2</sup>	\$600
Technology Fee <sup>3</sup>	\$200

<sup>1</sup>The University Board plan consists of 19 meals per week. Students living off campus may also participate in the University's meal plan. Additional information can be obtained from the Student Services Office.

<sup>2</sup>The Student Service fee supports extracurricular experiences for Post University students. This includes the Student Government Association, various clubs, organizations and programs, such as leadership training, residence hall councils;

the Programming Board, which provides artists and entertainment for the entire campus; and additional services that support students outside the classroom. This fee is only applicable to students residing on campus.

<sup>3</sup>The Technology Fee is charged at a rate of \$50 per module. The stated fee is based upon enrollment in 4 consecutive modules for the Academic Year. This fee is for technological accommodations and equipment provided by the University.

Tuition and Fees may be subject to change with notification.

#### 4.1.1 Additional Main Campus Fees

##### Application Fee

Undergraduate	\$40
Graduate	\$50

Books and Supplies (annual estimate)	\$1,200
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The cost of books and supplies depends on the program of study. Studio, lab, and ECM fees may be applied to a course. In lieu of hardcover textbooks, the University is transitioning many of its course materials to Electronic Course Materials (ECMs). In many courses, students are charged a \$90 ECM Fee for these materials. ECMs are course materials that are available in a completely electronic format which may include electronic versions of textbooks, narrated PowerPoint presentations, articles, case studies, and electronic access codes to additional content. At Post, ECMs include materials that are developed and gathered by faculty to address specific program and course outcomes.

##### Returned Check Fee

First Time Declined	\$25
Second Time Declined	\$50

##### Deposits

In order to ensure a position in a starting class, new students on Main Campus should send in an enrollment deposit within thirty (30) days after they have been accepted to the University. Deposits are applied as a credit to a student's tuition charges.

##### New Student Deposits

On campus	\$300
Off campus	\$150

*Deposits are NOT refundable after May 1st.*

##### Health Insurance Fee

\$1,400\*

All full-time students must have health insurance coverage. Students will automatically be enrolled in the University's insurance plan unless a waiver of personal insurance coverage is submitted, verified and approved before the first day of classes. Students who are not enrolled for the full academic year will pay a pro-rated health insurance fee.

*\*Fee is updated on an annual basis*

##### Late Payment Fee

\$50

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

##### Orientation Fee (Undergraduates)

\$100

New, full time students pay an orientation fee in their first semester at the University.

##### Orientation Fee (International Students)

New, full time international students pay an orientation fee in their first semester at the University. \$375

##### SEVIS Fee

\$200

A non-refundable fee paid to the US Government for F-1 students.

**Transcript Fee**

Official per copy	\$10
Unofficial per copy	\$3

**Graduation Fee**

Undergraduate	\$90
Graduate	\$115

**Tuition Refunds**

Post University has a limited refund policy. A student must submit a notice of withdrawal to the Registrar for a refund to be considered. The date of receipt by the Registrar will be the official withdrawal date. The Registrar will determine the period of attendance, and the Office of Student Accounts will adjust the Tuition and Fees accordingly.

**Payment Information****Payment Schedule**

A payment plan agreement can be obtained from the Office of Student Accounts. Payments are due to Post University beginning July 15th for the Fall Semester and beginning 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 agreement. Payments must be made on or before the set due dates or late payment fees will apply. If circumstances are such that payments cannot be made by the scheduled date, it is critical that the student contacts the Office of Student Accounts to make special payment arrangements. These arrangements must be agreed to in writing between the student and the Office of Student Accounts no later than one week prior to the payment due date. An account that is not current will result in:

- Denial of registration for courses.
- Withholding of transcripts and diplomas.
- Assessment of interest equal to 1.5% monthly of the balance due, equal to 18% annually of the balance due.

**Failure to Pay**

Students are strongly encouraged to keep their balances current. Students may not register for classes, receive grades, graduate, or receive transcripts of coursework from the University until all amounts due Post University have been paid. Students will also be restricted from attending class at any time during a semester or module should their accounts become delinquent. Any unpaid balances are subject to the collections process.

Interest will not be charged if:

- 100% of any student's open balance is covered by financial aid and all paperwork has been completed.
- Students are using Federal work-study funds or are employed as a student worker with the Residential Life Department to settle account balances and have completed the necessary payroll documentation for direct funding to their Post University accounts.
- Students who have submitted signed credit card authorizations and who have signed payment plans on file and continue to make payments in accordance with their agreements.

Students who owe a balance without an acceptable payment arrangement or other source of funding in place to cover these charges will be removed from class and placed on a registration hold. Students who do not make acceptable arrangements and are not enrolled in classes may be administratively withdrawn in accordance with the stated policy. Students who plan to return after being administratively withdrawn must resolve the balance prior to requesting readmission.

**Monthly Statements**

Monthly statements will indicate the open balance and activity on your account for the prior month. If you are on a monthly payment plan, please follow the terms of the agreement. Any balance not covered by a monthly payment plan is due and payable within thirty (30) days.

## 4.2 ADP Tuition and Fees

### 4.2.1 Undergraduate Program Tuition

<u>School and Degree Program</u>	<u>Credit hour Tuition</u>
<b>The Malcolm Baldrige School of Business</b>	
Certificate, Associate or Bachelor's Degree	\$570
<b>John P. Burke School of Public Service and Education</b>	
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
<b>School of Arts and Sciences</b>	
Bachelor of Science in Nursing (RN to BSN)	\$440
Certificate, Associate or Bachelor's Degree	\$570

### 4.2.2 Graduate Program Tuition

<u>School and Degree Program</u>	<u>Credit hour Tuition</u>
<b>The Malcolm Baldrige School of Business</b>	
Master of Business Administration (MBA)	\$730
Master of Science in Accounting (MSA)	\$625
<b>John P. Burke School of Public Service and Education</b>	
Master of Education (MEd)	\$570
Master of Science in Higher Education Administration (MSHEA)	\$570
Master of Science in Counseling and Human Services (MSHSV)	\$570
Master of Public Administration (MPA)	\$570

### 4.2.3 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 assessed on a per module basis to students enrolled in courses for technology provided by the University. Electronic Course Materials are course materials that are available in a completely electronic format. For courses requiring Electronic Course Materials, a \$90 charge will be assessed per course. In addition, students in the Bachelor of Science in Nursing (RN to BSN) Program will be charged a one-time simulation fee of \$600.

### 4.2.4 Tuition Refunds

To drop or withdraw from an online course, you must send an email to [online@post.edu](mailto:online@post.edu). **No other form of communication will be accepted for drops or withdrawals.** Tuition refunds will be made according to the following schedule:

- 100% of tuition will be credited for online courses if notice of the drop is received by Friday 5 p.m. EST prior to the beginning of classes
- \$150 per course will be charged for online courses if notice of the drop is received by 5 p.m. EST of the first Friday of the module
- \$150 per course will be charged to students who fail to participate and are administratively removed from the course

No tuition refunds will be granted for withdrawals after 5 p.m. EST of the first Friday of the module.

Financial and academic deadlines are often different. Always contact the proper office before making any schedule changes.

The contact telephone number is 800.345.2562.

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

#### **4.2.5 State Specific Refund Policies**

##### **Refund Policy for Iowa Residents**

Tuition refunds will be based on the amount of the tuition charges for the 8-week module in which the student withdrew. A full refund will be granted to students who are assessed charges and terminate enrollment prior to beginning attendance in a course or courses in an 8-week module.

An Iowa resident who withdraws from Post University receives a tuition reduction equal to 90% of tuition charged, multiplied by the ratio of the number of calendar days remaining in the 8-week module to the total number of calendar days in the 8-week module for which the student was charged.

A refund of tuition will be provided within 45 days following the date of the school's determination that the student has terminated the program. Students will not be charged a fee or other penalty for terminating the program.

##### **Refund Policy for Iowa Military Residents**

An Iowa resident who is a member, or the spouse of a member if the member has a dependent child, of the Iowa national guard or reserve forces of the United States and who is ordered to state military service or federal service or duty, shall have following options:

- i. The student may withdraw from their entire registration and receive a full refund of tuition and mandatory fees.
- ii. The student may make arrangements with the instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
- iii. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

##### **Refund Policy for Oregon Residents**

Tuition refunds will be based on the amount of the tuition charges for the 8-week module in which the student withdrew. A full refund will be granted to students who are assessed charges and terminate enrollment prior to beginning attendance in a course or courses in an 8-week module.

The Post University refund schedule for Oregon residents is as follows:

<b>Weeks Attended</b>	<b>Refund for 8-week module</b>
Week One	100%
Week Two	50%
Week Three	25%
Week Four	10%
Weeks Five – Eight	0%

## 4.3 Military Programs

### 4.3.1 Military Programs Tuition for Active Duty Personnel

Post University offers lower tuition, eliminated most fees and covers the cost of books and required course materials so military students can earn their degree at a substantially reduced cost. The tuition and fees reflected below are for military service members, veterans, and eligible family members.

#### Military Tuition Rates

Military Undergraduate Tuition	\$250 per credit hour
Military Graduate Tuition	\$399 per credit hour

Through Post University's Accelerated Degree Program (ADP) members of the military (Active Duty, National Guard, or Reserves), Veterans, and Eligible Family Members can earn a certificate or degree entirely online.

In order for family members of service members or veterans to receive the Military Program tuition, fees, and book discounts as reflected above, eligibility must be established. To qualify for the Military Program tuition and fee schedule, the following conditions must be met:

- A certified copy of the service member's DD-214 must be provided, or if the service member is still serving in the Armed Services or Coast Guard, a copy of the student's Joint Service Transcript (JST) will be obtained by Post University Military Admissions.
  - Providing a copy of a marriage certificate/license,
  - A copy of a Federal Tax Return verifying the dependency and relationship to the veteran or service-member

Spouses receiving any Veteran Administration educational program benefits that are separated or divorced from the veteran are not eligible for the Military Program discount.

The Department of Defense has various Tuition Assistance (TA) programs. For Active Duty Military members, Military Tuition Assistance may cover up to 100% of tuition costs for all courses offered by nationally or regionally accredited institutions.

It is important to understand that each branch of the service manages Tuition Assistance differently, and each branch has specific eligibility requirements. Military Service members should refer to their specific branch of service for current information regarding Military Tuition Assistance policies and procedures.

Post University has a dedicated team of specialists who work exclusively with Military Students. They are not able to advise students on which benefit to use. That decision must be made between the Veteran Student, the Dependent Student and the VA. For more information on determining which benefit to use please visit [www.va.gov](http://www.va.gov).

Post University is a proud participant in the Yellow Ribbon Program. Additional information is available in the Scholarship and Grant section of the catalog.

For more information about tuition for Service Members (Active or Reserve), Veterans and Military Dependents, please visit [www.Post.edu/military](http://www.Post.edu/military).

### 4.3.2 Military Student Tuition Refunds

Refunds for Military Program students dropping/withdrawing from courses are handled according to the following chart:

Drop/Withdrawal	Refund Percent
0-6 days after the course start date	100%
7-13 days after the course start date	50%
14 or more days after the course start date	0%

## 5.0 FINANCIAL AID

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### 5.1 Free Application for Federal Student Aid (FAFSA)

All applicants are advised to apply for federal aid immediately after submitting a Post University admissions application. Students apply for federal financial aid by completing the Free Application for Federal Student Aid (FAFSA) available at <http://fafsa.gov> as early as possible in the application process. The FAFSA is completed every year and is available for the new award year beginning on October 1<sup>st</sup>. Completing the FAFSA is the only application required to apply for federal financial aid.

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

### 5.2 Applying for Financial Aid

**Step 1:** Create a Federal Student Aid ID. Students, and parents if applicable, must create an FSA ID to complete and electronically sign the FAFSA. The FSA ID confirms identity when financial aid information is accessed electronically. If students or parents don't already have an FSA ID, one can be created by visiting <https://fafsa.gov>. The authentication allows access not only to the FAFSA on the Web but also to other student aid websites. The FSA ID has replaced the Federal Student Aid PIN.

**Step 2:** Complete and submit the FAFSA by visiting <https://fafsa.gov>. This application allows Financial Aid to determine eligibility for federal, state, and institutional aid. The FAFSA must be completed every year. **Post's school code is 001401** and must be included on the FAFSA for Post University to receive a student's information.

Please note, when completing the FAFSA students and parents should have 2015 tax returns and other records of income available for the student and the parent(s) or spouse, if applicable. Students and parents will need untaxed income information to complete the FAFSA. Examples include prior year W-2 forms, 1099-SSA, etc.

**Step 3:** Once the FAFSA is electronically submitted, students can expect to receive a Student Aid Report (SAR) within 3 –5 days. Carefully review the Student Aid Report (SAR) and follow any instructions on the SAR for making corrections or updates.

If assistance with the SAR is needed, contact the Federal Student Aid Information Center at 800.4.FED.AID.

**Step 4:** The U.S. Department of Education will randomly select students for a process known as Verification. Students selected will be notified by a message on their SAR. Verification must be completed before any federal funds can be disbursed. Please note this process is very time sensitive. The financial aid process is not considered complete until all required documents have been received and approved.

**Step 5:** Students who decide to accept a Federal Direct Stafford Loan must complete or have a valid Master Promissory Note (MPN). The Master Promissory Note (MPN) contains information on student's rights and responsibilities of borrowing from the federal student loan programs. The MPN is electronically signed using the FSA ID and is available at <https://studentloans.gov>.

**Step 6:** Students who decide to accept a Federal Direct Stafford Loan and are considered first time borrowers are required to complete Entrance Loan Counseling. Entrance Loan Counseling is completed electronically using the FSA ID and is available at <https://studentloans.gov>.

### 5.3 Financial Aid Award Information

Post University's Office of Student Finance will determine financial aid award information for eligible students who successfully complete and submit a FAFSA. Students can view their award information on Net Partner, the financial aid portal at <http://finaid.post.edu> to accept or decline the awards offered. Since loans are an obligation that must be repaid, students are encouraged to borrow responsibly.

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

- Federal Student Aid
- Institutional Aid
- Scholarships\*
- Alternative Loans/Private Loans
- Payment Plans
- Other Resources

\*Students are encouraged to research and apply for external scholarships.

It is best to apply for financial aid early since some funds are awarded on a first come, first-served basis.

Students may find that federal aid is not enough to cover all of 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 <http://studentaid.ed.gov>.

Private loan information can be found at:

<http://www.elmselect.com/?schoolId=300#/schoolLanding>

### 5.4 Types of Federal Aid

#### General Eligibility Requirements

To qualify for federal student aid, students must:

- Be enrolled as a *regular student* in an eligible program
- Have a high school diploma, GED or completed home schooling
- Be a U.S. citizen or eligible noncitizen
- Make satisfactory academic progress
- Maintain half-time enrollment\*
- Not be in default on a federal loan or owe repayment on a federal grant
- Have registered with Selective Service if male between the ages of 18 and 25

\*Half-time enrollment is not required for Federal Pell grants

#### Federal Pell Grants

A Federal Pell Grant, unlike a loan, does not have to be repaid. Eligibility for this grant is determined by the student's financial need and meeting general eligibility requirements. Students cannot receive Federal Pell Grants at more than one institution concurrently. The amount of Federal Pell Grant funds a student may receive over his or her 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 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 at least half-time. Half-time enrollment for undergraduate students is defined as of a minimum of 6 credit hours per payment period. Half-time enrollment for graduate students is defined as a minimum of 3 credit hours per payment period. The credits must count toward the student's degree. A student who completes the academic requirements for a program but does not yet have a degree or certificate is not



eligible for additional FSA funds for that program. Loan repayment begins after the grace period ends or when a student drops below half-time enrollment.

### **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 the student is enrolled at least half-time or during the grace period, or deferment period.

### **Unsubsidized Student Loan**

Federal Direct Unsubsidized Loans are available to undergraduate and graduate students and are not based on financial need. Loan limits are higher for independent undergraduate students than for dependent students. Graduate students are only eligible to receive unsubsidized students loans. Students are responsible for interest charges over the course of the loan.

Dependent students have lower unsubsidized annual loan limits than independent students. If a dependent student's parent(s) cannot borrow a Direct PLUS Loan; the student becomes eligible for additional unsubsidized annual loan amounts that apply to an independent student.

### **Parent Plus and Graduate Plus Loans**

Direct PLUS Loans are loans for eligible graduate or professional students and eligible parents of dependent undergraduate students to help pay for the cost of the student's education. Graduate or professional students should exhaust unsubsidized loans before taking out 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 student's entire borrowing history. Annual loan limits may be increased as students' progress to higher grade levels. Loans are subject to proration for undergraduate students whose remaining length of the program 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 of time (measured in academic years) that one can receive Federal Direct Subsidized Loans. Federal Direct Subsidized Loans are limited to 150 percent of the published program length. This is considered the maximum eligibility period. For example, if a student is enrolled in a four-year bachelor's degree program, the maximum period for which the student can receive Federal Direct Subsidized Loans is six years (150 percent of 4 years = 6 years). If a student is enrolled in a two-year associate's degree program, the maximum period for which the student can receive Federal Direct Subsidized Loans is three years (150 percent of 2 years = 3 years). The maximum eligibility period can change if a student changes programs to a program with a different length of study. Also, if students receive Federal Direct Subsidized Loans for one program and then change to another program, the Federal Direct Subsidized Loans received 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 child care expenses, transportation and rental or purchase of a personal computer.

#### **5.4.1 Disbursement of Federal Funds**

Federal funds are disbursed to a student's account when all required documents have been received and approved. Funds are typically disbursed the third week of a semester or mod after the add/drop period has ended and active participation in courses has been verified.

**Disbursement of Federal Funds to the Accelerated Degree Program Only** Eligible students can expect to receive a disbursement of their financial aid funds every mod in which they are eligible and enrolled. For additional questions on the disbursement of financial aid funds for each mod, please contact your Financial Aid Advisor.

*Aid is disbursed each module in which there is enrollment. Aid will not be disbursed during periods of non-attendance.*

## 5.5 Default Prevention and Management

The Post University Financial Literacy and Repayment Advisors are dedicated to assisting students throughout the repayment process of his or her Federal Student Loans. This service is provided to ensure that students have a resource available to answer any questions or concerns about student loan repayment. Regardless of the status of a student's loan or time during which a student had attended Post University, this resource can always be utilized. Borrowers who default on student loans face serious consequences. Federal Stafford Loans are considered in default after 270 days of delinquency. Defaulted loans are reported to national credit bureaus and can negatively impact a borrower's credit rating.

Post University has partnered with Inceptia, a division of National Student Loan Program (NSLP), to provide FREE assistance with Federal student loan obligations to ensure successful, and comfortable, loan repayment. Inceptia's friendly customer representatives contact students about loan repayment options. They may also contact you if your loan(s) become delinquent. Inceptia is not a collection agency. Post has partnered with Inceptia to help students explore a wide variety of possibilities, such as alternative repayment plans, deferment, consolidation, discharge, forgiveness, and forbearance options. Inceptia 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, Guarantors, and Loan Servicers engage in several methods of outreach to prevent borrowers from defaulting. In order to ensure that the student is receiving the most current communications and notifications, it is recommended to keep contact information updated with Post University as well as with the Loan Servicer. It is also recommended to sign up for account access on the loan servicer's website.

It is important for students to maintain relationships with their federal loan servicer(s) to remain informed about their loan status. **Ultimately it is the students' responsibility to track their amounts of money that have been borrowed at all institutions in order to understand the total that is expected to be repaid when entering the repayment period.** Students can access their financial aid history at <https://www.nsls.ed.gov> by logging in with their FSA ID.

### Post University Default Prevention Contact Information

Department Contact

Telephone: 800.345.2562 ext. 2752 or 203.591.7105

Fax: 203.841.1137 Email: [Postdefaultprevention@post.edu](mailto:Postdefaultprevention@post.edu)

## 5.6 Repayment Plan Options

There are various types of repayment plans available to borrowers. Once students leave school, they can choose the repayment plan that best works with their financial situation. For more information visit <https://studentaid.ed.gov/sa/repay-loans/understand/servicers>.

### 5.6.1 Forms of Payment Relief

#### Changing Payment Plans

Occasionally, a different payment plan is necessary to accommodate the borrower's financial situation. Under the Federal Family Education Loan Program, repayment plans may be changed once a year. Under the Federal Direct Student Loan Program, repayment plans may be changed at any time as long as the maximum repayment period under the new plan is 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 where students may be experiencing difficulty making payments. If the borrower meets certain requirements, a deferment allows the borrower to temporarily suspend payments on the loan. If the borrower does not meet the eligibility requirements for a deferment but is temporarily unable to make loan payments, then (in limited circumstances) a forbearance allows the borrower to temporarily stop making payments on his or her loan, temporarily make smaller payments, or extend the time for making payments. Students are responsible for applying for these options with the loan servicer and must continue making payments until receiving notification that the request has been granted. For more details visit the loan servicer's website or the Federal Student Aid website at <http://studentaid.ed.gov/sa/>.

### 5.6.2 Loan Consolidation

The Department of Education allows a borrower to consolidate (combine) multiple federal student loans into one loan. Consolidation generally 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://studentloans.gov>.

### 5.6.3 The National Student Loan Data System (NSLDS)

It is the student's responsibility to monitor all Federal Student Loans received and outstanding balances to be repaid. This information can be obtained through the National Student Loan Data System (NSLDS). NSLDS is the U.S. Department of Education's central database for all student aid. The information on the Student Access Website is available 24/7. It provides information on the amounts of Pell or loan funds received, loan statuses, outstanding balances and disbursements. Students can access their financial aid history at <https://www.nsls.ed.gov> by logging in with their FSA ID.

### 5.6.4 Satisfactory Academic Degree Progress (SAP) Standards for the Receipt of Federal Aid

To be eligible for federal student aid funds, students must make Satisfactory Academic Progress (SAP) in their programs of study. In order to comply with the requirements to measure academic progress as outlined in the Federal Student Aid Handbook, Post University has established minimum academic standards for measuring a student's academic progress that applies to federal student aid recipients.

Upon completion of a student's payment period, the Office of Student Finance will conduct a review to determine the student's academic progress. Students who fall below the required standards may be placed on Financial Aid Warning for the next eligible payment period. A payment period consists of one semester or two consecutive modules as outlined in the student's award letter. If satisfactory improvement is not achieved by the end of the Financial Aid Warning period, then the student's aid eligibility will be suspended until such time that the student regains eligibility. Each case is reviewed and, whenever possible, students are given the opportunity to continue with their education. In order to receive federal student aid and continue studies, students must meet the following minimum academic standards.

#### Qualitative Standards

Qualitative standards measure a student's Cumulative Grade Point Average (CGPA), for which students must have a minimum C average (2.0) in order to graduate. Post University uses the following escalating scale that undergraduate students must satisfy in both the Main Campus and ADP programs:

#### Academic Degree Progress Standard (Undergraduate)

Total Credits	CGPA
0-12	1.50
13-30	1.70
31-60	1.85
61+	2.00

#### Academic Degree Progress Standard (Graduate)

Total Credits	CGPA
0-52	3.00

Unearned course failures are used as part of the calculation, whereas 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 Standards

For federal student aid recipients, pace measures a student's progress toward completing a degree program, and is calculated using two different measures. The first is calculated by dividing the number of credit hours the student has successfully completed at Post University by the number of credit hours the student has attempted at Post. The second is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. The cumulative calculation is performed for both the coursework attempted at Post as well as overall attempted coursework, including course incompletes, withdrawals, repetitions, and transfers of credit from other institutions. In order for a student to satisfy pace requirements, he or she must successfully

complete 67% of all credit hours attempted both at Post and at other institutions that are accepted toward the degree. In making this calculation, the institution is not required to include remedial courses.

### **150% Maximum Timeframe**

Per federal regulations 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 program. For all undergraduate and graduate programs, the maximum timeframe is determined by the number of credit hours required to complete the specific certificate or degree program.

For example: Bachelor of Science degree = 180 credits ( $120 \times 1.5$ )  
Master of Business Administration = 78 credits ( $52 \times 1.5$ )

Post University provides notice to students who are in jeopardy of losing their federal student aid eligibility and no longer qualify to receive federal student aid.

### **Financial Aid Warning**

Students who do not meet SAP as outlined above are placed on Financial Aid Warning. Per federal regulations, students on Financial Aid Warning are able to receive federal student aid for the next eligible semester/payment period in which they are enrolled.

### **Financial Aid Suspension**

For students who are placed on Financial Aid Warning, a review of continued eligibility for federal student aid will be conducted at the end of the warning period when those grades become available. Students who do not meet the minimum SAP standards by the end of the warning period will have their aid eligibility suspended. Students may appeal this decision by following the Appeals process.

### **Appeal Process**

Students whose federal student aid eligibility has been suspended and wish to appeal must submit their appeals in writing to the Office of Student Finance. Only complete appeals will be reviewed and must include 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. If the student's appeal is approved, the student will be placed on Financial Aid Probation.

### **Financial Aid Probation**

A student whose federal student aid eligibility has been suspended and wishes to appeal must submit their appeals in writing to the Office of Student Finance. If the student's appeal is approved, the student will be placed on Financial Aid Probation. Per federal regulations, students on Financial Aid Probation have one eligible payment period or a defined academic plan to raise their CGPA and/or pace above the minimum requirements outlined by the SAP policy. All Financial Aid Probations are reviewed at the end of the eligible payment period. Students who fail to meet the conditions of their probation period will have their federal student aid eligibility suspended indefinitely.

### **Repeating Coursework**

Students are allowed to repeat courses for which they have already attempted, and only the most recent grade is calculated into the students' CGPA. When calculating pace, attempted credits must include all courses even though prior grades are excluded when calculating the CGPA. With respect to federal student aid, the following conditions must be observed:

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.

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.

### **Reestablishing Aid Eligibility**

In the event that a student's federal student aid eligibility is suspended, the student may restore eligibility by reaching or exceeding the applicable minimum SAP requirements.

Any reevaluation of student's federal student aid eligibility in regards to meeting the applicable minimum SAP requirements must be specifically requested by the student.

A student who restores eligibility is one who was previously ineligible. A student who gains eligibility may receive his Federal Pell Grant for the entire payment period and his Direct Loan funds for the period of enrollment in which he becomes eligible.

### **5.7 Return of Title IV Funds**

Title IV funds are awarded to a student under the assumption that the student will complete the entire period for which the Federal Student Aid is awarded. When a student receiving Title IV Federal Student Aid is considered withdrawn for Title IV purposes, a review of eligibility is conducted to determine earned and unearned portions of Title IV aid.

Students are considered withdrawn from the University if they are:

- Administratively withdrawn
- Academically dismissed
- Judicially dismissed
- Officially withdrawn

For Federal Student Aid purposes, the student will be considered withdrawn from the payment period if the student does not complete all of the scheduled days. This includes those who fail to earn grades or withdraw from all courses and do not confirm future enrollment in the payment period.

If a student withdraws or is dismissed from Post University, or otherwise does not complete the payment period, a Federal Return to Title IV Funds calculation (R2T4) is processed as required by U.S. Department of Education regulations. The Return to Title IV Funds calculation determines the amount of Title IV aid the student has earned. The return is calculated on a prorated basis from the student's last date of attendance. Based upon the outcome of the calculation, the University will return a student's Title IV financial funding if the withdrawal occurs before the student completes 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 a student earned less than the amount disbursed, the University is required to return a portion of those funds to the Department of Education. These refunds are returned in the following order:

- Unsubsidized Direct Stafford loans (other than PLUS loans)
- Subsidized Direct Stafford loans
- Direct PLUS loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required

If a student is eligible for undisbursed Title IV funds, also known as a post-withdrawal disbursement, a notification will be sent to the student. Without obtaining a student's permission, Title IV grant funds from a post-withdrawal disbursement will be credited to a student's account to pay for tuition, fees, and room and board, or disbursed directly to a student, unless Title IV Grant Funds are declined within 14 days of notification. If a post-withdrawal disbursement includes loan funds an acceptance from the student to release all or a portion of the loan amounts must be received within 14 days of notification. The student may also authorize the university to apply the funds to any prior outstanding balance that is greater than \$200. In order for the student to receive the post-withdrawal disbursement, 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 student.

### **5.8 VA Benefits & Financial Aid**

Military program students include Active Duty, National Guard, Reserves, Veterans, and Military Dependents. All are encouraged to apply for Title IV Federal Financial Aid by completing the FAFSA, regardless of whether military benefits are being utilized. Military-eligible students should contact their Military Finance Specialist during the enrollment process for detailed information.

To expedite enrollment at Post University as a student-veteran, students may visit the following link to complete the Veterans Online Application for benefits – (VONAPP) <http://www.va.gov/>.

Dependent Children or Spouses of Service Members of veterans who are the beneficiaries of Military GI Bill Benefits may

apply to use these benefits by completing VA Form 22-1990e. This form should only be completed and submitted to the Veteran's Administration by the family member after the Department of Defense has approved the request for the transfer of educational benefits.

A Military-eligible student that has been accepted to the University into a Department of Education approved program will need to supply their Certificate of Eligibility (COE), completed VONAPP, 22-1990 (New Benefits) 22-1995 (Change of benefits), 22-5490 (Dependents, Chapter 35) or 28-1905 (Vocational Rehabilitation) documents to their Military Finance Specialist in order to be certified to the Veterans' Administration for their first module. Once the student has enrolled in their second module with the University, they must then notify the VA Certifying Official in the Registrar's Office. All future enrollment changes must be sent to the VA Certifying Official.

A paper version of the VA Form 22-1990e can be obtained from Post University's Certifying Official located in the Registrar's Office or via email request. A Veteran is paid benefits for actual credit hours in attendance. The Veteran must report any change of status after registration to the University's Certifying Official.

Eligibility for VA benefits is on a term-by-term basis. Veteran students who do not make satisfactory academic progress (GPA falls below 2.0) will be informed if they will be placed on probation by the VA. They will be given one term in which to meet satisfactory academic progress standards or Veteran benefits will be terminated.

## **5.9 For Questions Regarding Financial Aid or Payment Contacts**

### **Financial Aid**

Office of Student Finance  
Post University  
P.O. Box 2540  
800 Country Club Road  
Waterbury, CT 06723-2540  
Telephone: 800.345.2562  
Fax: 203.841.1157  
Email: [FinAidDept@post.edu](mailto:FinAidDept@post.edu)

### **Student Accounts**

Office of Student Finance  
Post University  
P.O. Box 2540  
800 Country Club Road  
Waterbury, CT 06723 -2540  
Telephone: 203.596.4527  
Fax: 203.841.1131  
Email: [PostStudentAccounts@post.edu](mailto:PostStudentAccounts@post.edu)

### **Accelerated Degree Program (ADP)**

Financial Aid Advisors  
Post University  
P.O. Box 2540  
800 Country Club Road  
Waterbury, CT 06723-2540  
Telephone: 800.345.2562  
Fax: 203.841.1092  
Email: [PostADPFinancialAid@post.edu](mailto:PostADPFinancialAid@post.edu)

## **Student Accounts**

Post University  
P.O. Box 2540  
800 Country Club Road  
Waterbury, CT 06723-2540  
Telephone: 800.345.2562  
Fax: 203.841.1119  
Email: [PostADPStudentAccounts@post.edu](mailto:PostADPStudentAccounts@post.edu)

## **Military Student Finance (ADP)**

Post University  
P.O. Box 2540  
800 Country Club Road  
Waterbury, CT 06723-2540  
Telephone: 800.345.2562  
Fax: 203.841.1205  
Email: [MilitaryFinance@Post.edu](mailto:MilitaryFinance@Post.edu)

### **5.10 Scholarships**

In addition to its participation in federal financial aid programs, Post University offers a number of scholarships. Scholarship awards have no repayment obligation. Merit based scholarships are renewable, provided students maintain Satisfactory Academic Progress as outlined in section 5.6.4 unless otherwise noted. Scholarships are often included as part of a total financial aid package.

#### **5.10.1 Main Campus Merit Scholarships for Incoming First-Time Freshmen**

##### **Academic Merit Scholarship** **\$18,000\***

This annual academic merit 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 participate in the Honors Program, and are encouraged to do so.

##### **Academic Merit Scholarship** **\$15,000\***

This annual academic merit 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 participate in the Honors Program, and are encouraged to do so.

##### **Trustee Scholarship** **\$12,000**

This annual Trustee Scholarship is offered to incoming freshmen with a high school GPA of 2.5 – 2.99.

##### **Presidential Scholarship** **\$9,000**

This annual Presidential Scholarship is offered to incoming freshmen with a high school GPA of 2.0 – 2.49.

*\*Scholarships are awarded to students whose admission application is received before the March 1<sup>st</sup> priority date on a funds available basis.*

#### **5.10.2 Main Campus Merit Scholarships for Transfer Students**

##### **Academic Merit Scholarship** **\$14,000**

This annual academic merit 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 participate in the Honors Program, and are encouraged to do so.

##### **Academic Merit Scholarship** **\$12,000**

This annual academic merit 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 participate in the Honors Program, and are encouraged to do so.

##### **Trustee** **\$10,000**

This annual Trustee scholarship is offered to new full-time, incoming transfer students with a college GPA of 2.50-2.99.

**Presidential****\$ 8,000**

This annual Presidential scholarship is offered to new full-time, incoming transfer students with a college GPA of 2.00-2.49.

*\*Scholarships are awarded to students whose admission application is received before the March 1<sup>st</sup> priority date on a funds available basis.*

**5.10.3 Other Scholarships****Post Housing Scholarship****\$2,000**

The Post Housing Scholarship is available to students who live on campus housing during the 2017/18 academic year.

**President-to-President Scholarship (Renewable)**

A full tuition scholarship is awarded to a student from Naugatuck Valley Community College who has earned an associate degree or completed at least 60 credits with a cumulative GPA of at least 2.50.

**The Malcolm Baldrige School of Business Scholarship (Renewable)**

Each year, Post University will award a full-tuition scholarship to two outstanding students who wish to pursue a degree in business from The Malcolm Baldrige School of Business on the University's Main Campus in Waterbury, CT. Students must enroll as full-time residential students, have a high school GPA of at least 3.65 and an SAT score of at least 1800, and meet eligibility requirements. Students are selected by the Admissions Committee based on academic excellence and a commitment to quality. An essay is required as part of the application process.

**The Malcolm Baldrige School of Business Scholarship Through the Connecticut Community Foundation (Renewable)**

The Malcolm Baldrige School of Business Scholarship is a \$1,000 annual scholarship awarded through the Connecticut Community Foundation to an incoming freshman interested in pursuing a degree in business through The Malcolm Baldrige School of Business at Post University.

**Post College Foundation Scholarships**

Post College Foundation, Inc. invites annual scholarship applications from students entering any year of an undergraduate or graduate degree program in business or the arts and sciences at Post University, residing in northwest Connecticut and carrying a minimum CGPA of 2.0. An application and essay are required. Please see a Student Finance Specialist in the Office of Student Finance for details and an application.

**Grant in Aid**

This award is given to students demonstrating the greatest financial need. The amount is determined on a case-by-case basis, dependent on the information submitted on the student's FAFSA. A FAFSA is required to be considered for this need-based award.

**Athletic Scholarships**

Post University awards scholarships to student-athletes in many of our NCAA Division II athletic programs. Students should contact the head coach of the sport they are interested in for more information on athletic awards.

In order to maintain this scholarship, student-athletes must meet NCAA requirements.

**Post Scholars Scholarship**

Post University 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% tuition discount beyond the 10% Alumni grant on a master's degree program at the 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 module will forfeit the additional 10% tuition grant.

**Returning Student Scholarships**

These returning student scholarships are worth \$500 and may be awarded to students who demonstrate high scholastic achievement throughout their University careers, through an annual application process. Applications are available the second week of March each academic award year and are due by the date noted on the annual application. Visit the Office of



Student Finance to obtain an application. Available scholarships include:

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

### 5.11 Tuition Discounts

**PLEASE NOTE:** Students who qualify for more than one discount may only receive the single discount that is most beneficial to them.

#### **Alumni Discount (Main Campus)**

A 10% tuition discount is available to Main Campus students whose parent or stepparent is a graduate of Post.

#### **Military Discount (Main Campus)**

Post University is a proud supporter of the Post 9/11 GI Bill and the Yellow Ribbon Program. Since the Yellow Ribbon Program is only available to those service members, veterans, and eligible family members that have 100% eligibility of the Chapter 33 Post 9/11 GI Bill, Post University is proud to offer for those who are not 100% eligible a Military Discount.

The Military Discount of \$11,529 is available to Active Duty, National Guard, Reserves, Veterans, and Military Dependents attending the University's Main Campus in Waterbury, CT. Verification of service and dependent status is required.

#### **Family Discount**

The Family Discount was established to make education more affordable for families who have multiple students enrolled at Post University, as follows:

- Siblings, children, grandchildren, spouses or domestic partners who are currently enrolled on the Main Campus and/or in an Accelerated Degree Program receive a 10% tuition discount per student. This discount is applied per semester or payment period for as long as they are attending together.

#### **Corporate Partnership Discount**

Post University partners with organizations to support the educational needs of their employees and members. The Partners in Education Program is designed to provide a flexible, convenient way for working professionals to earn college credits at a discounted tuition rate. School districts, police departments, high-tech companies, not-for-profits, and many other organizations are partnering with Post 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 Discount is available for students and may extend to the employee's immediate family (spouse and children). Students should consult their Human Resource Departments for specific information.

Eligible students are required to provide proof of employment when requesting the Corporate Partnership Discount.

#### **Senior Citizens Discount**

Senior Citizens pay a discounted rate 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 are required to provide proof of age when requesting the senior citizen discount.

**Graduate Alumni Discount**

A 10% discount on graduate tuition is available to students who have successfully completed a Post University undergraduate degree and continue their education by pursuing a graduate degree from Post University.

## 6.0 STUDENT LIFE

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### 6.1 Student Government Association

The Student Government Association (SGA) is the official vehicle for student expression at Post University. Elected each year in April, the four executive officers and the senators represent various University constituencies and all clubs and organizations. Executive officers must maintain a 2.5 CGPA and senators a 2.25 CGPA. The SGA oversees all student organizations and provides funding for active clubs. All students are invited to attend meetings. SGA is advised by the appointed administrative advisor who is a member of the Student Life staff, and appointed associate advisors. Visit <http://www.Post.edu/sga> for a listing of current board members and senate officers.

### Student Clubs and Organizations

Accounting Society	Film Club
Art Club	Gay Straight Alliance-SELF PRIDE
Black Student Union	Honors Club
Billiards Club	International Students Club
Business Society	Investigative Response Club
Dean's Cup	Limitless Math Club
Campus Activities Board	Newman Club
Criminal Justice Club	Psychology & Human Services Club
Emergency Management & Homeland Security Club	RHA (Residence Hall Association)
EPIC (Empowering Peers Inspiring Community)	Science Club
Equine Club	Sustainability Committee

### 6.2 Student Activities & Diversity Programs

The Office of Student Activities & Diversity Programs provides information and assistance that will assist with a smooth transition to the University for incoming students and their parents. 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 and embrace various cultures. All programs are designed to develop knowledge and acceptance of different races, religions, ages, gender identities or expressions, ethnic and cultural backgrounds, national origins, sexual identities or orientations, and disabilities.

The Office of Student Activities & Diversity Programs fulfills this through providing:

- Supervision of the Student Government Association
- Advisement of the Campus Student Activities
- Guidance, coordination, and implementation of club and student-sponsored events
- Coordination and facilitation of trainings and leadership development workshops
- A wide array of student leadership opportunities including new student Orientation
- Support, recognition, and celebration of the student leaders at Post University

### Contact Information

Scott A. Towers  
Coordinator of Student Activities and Diversity Programs  
203.596.4513

### 6.3 First Year Experience

The First Year Experience Program is designed to help first year students transition into University life with ease. The purpose of the First Year Experience Program is to promote intellectual curiosity and camaraderie through teamwork, academic integrity, and to provide a social support network for students. A Peer Educator Resident Assistant (PERA), who observes in the College to Career (CTC) course, lives in the hall with first year students, work with students to foster academic, social and extracurricular success throughout the first year. PERAs are upperclassmen having earned a 3.00 or

higher cumulative GPA. They hold five hours of tutoring for students each week, to develop and implement educational programming throughout the year. The First Year Experience enables students to work collaboratively with their peers and encourages student involvement and leadership. It also promotes faculty and student interaction outside of the classroom, while offering quality programs and resources to help our students persist and succeed.

#### **6.4 Campus Dining**

Post University offers a variety of food choices in its Dining Hall, which is located in the Leever Student Center. For more information, please visit <http://www.dineoncampus.com/post/>.

#### **6.5 Campus Security**

The Office of Campus Security at Post University is dedicated to protecting the safety and security of our students, faculty and staff. Safety is the Campus Security office's number one priority and is why members of Campus Security are available 24 hours a day, 7 days a week. They can be reached by calling 203.596.4502.

The office works closely with all campus departments and various student groups. Post University students, faculty and staff can help Campus Security be effective by:

- Reporting the presence of any unusual or questionable individuals or occurrences to the Office of Campus Security at once
- Scheduling a meeting with the Director of Campus Security regarding any security-related concerns
- Carrying Post University photo identification (ID) card at all times while on campus

#### **Uniform Crime Reports**

In accordance with the State of Connecticut Campus Safety Act of 1990, Post annually participates in the Connecticut Uniform Crime Report (UCR) program, and utilizes its reporting methodology. The Security Office 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 crimes on campus.

#### **Vehicle Registration**

All vehicles operated or parked on campus must be registered with the Office of Campus Security. 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 the first class begins. There is no charge for parking on campus. First year residence students are allowed to bring a vehicle to campus. Students who wish to appeal parking tickets may contact the Director of Campus Security. They should submit their appeal in writing to the Director of Campus Security. Email will not be accepted.

#### **Contact Information**

Campus Security  
East Hall  
800 Country Club Road  
Waterbury, CT 06723  
Telephone: 203.596.4501  
Fax: 203.841.1179  
Email: [btansley@post.edu](mailto:btansley@post.edu)  
24/7 email address for Campus Security: [guardshack@post.edu](mailto:guardshack@post.edu)

#### **Photo Identification Cards**

Post University photo identification cards (IDs) are an essential part of our safety and security program. Students, faculty and staff are required to wear their ID card at all times when on campus.

The ID gives students access to campus events and facilities, including the Dining Hall. Students are responsible for their ID card at all times. The lending or alteration of ID cards is considered a serious violation of University policy. Other ID card regulations are listed on the back of each student ID.

New students' ID pictures are taken during registration. The ID will be included in the Orientation Packet students receive at New Student Orientation. ID pictures may also be taken during the first week of classes in the Office of Campus Security.

### **Guest Policy**

Post University permits residents to host guests in the residence halls. Guests are defined as any individual who is not a resident student. 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.

### **Short-Term Guests**

Residents are permitted to have short-term guests seven days a week between the hours of 7 a.m. and 11:59 p.m.

### **Overnight Guests**

Guests who remain on campus after 12 a.m. are considered overnight guests.

- Residents must sign-in all guests at the South Gate Security Kiosk
- Residents may sign in no more than two guests at the same time
- 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
- Residents must accompany guests at all times
- All guests must properly sign-in at the South Gate Security Kiosk. Failure to do so may result in a University and/or police action
- Guests must carry the issued guest pass at all times and present it when requested
- Guests under the age of 16 are not permitted in the residence halls overnight
- Guests under the age of 14 are not permitted in the residence halls at any time without the presence of a parent or legal guardian
- 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
- There is a no-guest policy in effect during 24-hour quiet hours (this includes, but is not limited to, final examinations and all University academic breaks)

## **6.6 Residence Life**

Located on the lower level of the Leever Student Center, the Office of Residence Life seeks to help students reach their full potential, by striving to foster a healthy and safe living, learning community. The Office of Residence Life embraces diversity and promotes its vision through individual enrichment and leadership development opportunities.

### **Residence Halls**

Post University offers six residence hall of varying sizes. Five halls are traditional style residence halls and are co-ed by floor. All renovated halls offer individual heating and air conditioning units, tile flooring, and new furniture. Each hall offers a kitchen, laundry room and spacious common areas in which students interact with one another to create a sense of community.

#### **West Hall**

Renovated in 2011, West Hall houses approximately 100 students. Its spacious lounge area features a ping-pong table, large HDTV with gaming system, and vending machines.

#### **East Hall**

Housing approximately 60 upperclassmen, East Hall is a more affordable option for students. The common area was renovated in 2016 and features new furniture, a vending machine, and an HDTV. Remodeled bathrooms and kitchen and new room furniture in 2017.

#### **South Hall**

Renovated in 2012, South Hall houses approximately 60 upperclassmen. South Hall has amenities, including a pool table and HDTV in the common areas where students can relax and socialize.

### **Middle Hall**

Housing approximately 44 first-year students, Middle Hall is one of the smallest residential communities. The common area was renovated in 2016 and features new furniture, a vending machine, and an HDTV with a gaming system. Remodeled bathrooms and kitchen and new room furniture in 2017.

### **Paparazzo Hall**

Renovated in 2013, Paparazzo Hall is a small residential community housing 44 first-year students. The lounge area includes an HDTV and gaming system

### **Okinaga Hall**

Post's newest residence hall, Okinaga Hall houses upperclassmen in apartment-style housing. For an additional fee, upperclassmen can opt to live in a fully furnished suite with two, three, or four single bedrooms, a common living room, a full-sized kitchen, and one or two full bathrooms. Okinaga has a spacious "Great Room" with a 3 large HDTV's, vending machines, pool and ping pong tables and often serves as a venue for student events.

All of Post University's Residence Halls include the following amenities:

- Standard-sized windows
- Free access to cable television
- Free wireless Internet access
- Hallway phones available for local calls
- Telephones mounted on the outside of each residence hall and emergency blue light phones throughout campus for student safety
- Well-lighted parking lots
- Kitchen and laundry facilities available for student use

### **Campus Mailroom**

The Post University Mailroom is located in East Hall on the first floor in the Facilities Department. Family and friends should be instructed to address all mail, as follows:

#### **Student Name and Room Number**

Post University  
800 Country Club Road  
Waterbury, CT 06723-2450

The mailroom is the place to pick up and send mail, including UPS packages. Students are required to pay standard mailing and shipping charges. Stamps are available for purchase in the mailroom. Shipping costs vary depending on the size, weight and destination of the package.

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

## **6.7 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](http://www.post.edu/ICT).

#### **Contact Information**

IT Support  
Phone: 203.591.7145  
Email: [help@post.edu](mailto:help@post.edu)

#### **6.7.1 Television, Phones, Computers, and the Post Network**

All residence hall rooms are equipped with cable TV and computer Internet access. Students must provide their own equipment (computer/ television) to access the Post University information network. If assistance is needed with any of these items, the members of the ICT staff may be reached directly by dialing 203.591.7145 between the hours of 7 a.m.–6:30

p.m. If a student calls after hours, students are asked to leave clear and accurate messages with 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](mailto:help@post.edu).

### **Cable Television Use**

The Post University residence halls are equipped with standard cable access. Post has contracted with the local cable company to provide basic cable. Premier channels are not included in the package, nor available for an additional cost. Students must provide their own television set with coaxial connectors and a coaxial cable to access cable service.

### **Computer Use**

Acceptance of the following terms and conditions is indicated by 1) logging onto and/or using Post University's Local Area Network (LAN) on University-owned computers, and/or 2) using the Post email system and the Internet with a personally owned computer:

- 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
- Users must abide by the terms of all software licensing agreements and copyright laws
- Users must not make copies of, download or make available on the network, any copyrighted material, unless permitted by a license. Users must not use the network resources of Post University to gain or attempt to gain unauthorized access to remote computers, networks, or systems
- Users may not use Post University networks to access, produce or distribute pornography either on the Internet or on Post University networks
- 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
- 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
- Users are to 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
- Users may not place on any 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
- Users may not misrepresent themselves or their data on the network
- Users are responsible for the use of their own accounts. No user may give anyone else access to his or her account, 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
- Users are responsible for the security of their passwords. This includes making sure no one else knows it. A user who suspect someone knows his or her password should contact ICT to have that password changed
- 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)
- Users must not attempt to circumvent data protection schemes or exploit security loopholes
- Users must not deliberately perform acts that are wasteful of computing resources or that unfairly monopolize resources to the exclusion of other users
- 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
- 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
- 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
- Users must not use Post University networks to distribute chain letters

**Note:** Additional responsibilities may be associated with specific networks and computers at Post University.

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. Failure to comply with this policy will result in disciplinary action, including loss of computing privileges, fine/restitution and other sanctions deemed necessary by the sanctioning board. 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 Post University students are given a username and password to access the University LAN. This username and password will remain in effect throughout the student's tenure at the University and is deleted upon termination (withdrawal, dismissal or graduation).

Each year, prior to the start of fall classes, the 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 re-established on the network for campus use. The 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, and 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.

To enjoy the privileges of Post University email and Internet access, each network user is expected to meet certain responsibilities and honor certain limitations.

If a user is found to have knowingly violated a network responsibility, his or her network access may be suspended. Depending on the seriousness of the violation, the user may also be subject to other University disciplinary actions. Violations of federal or state laws will result in referral to the appropriate legal authorities.

The following list of responsibilities applies to the use of all University-owned computers, as well as the use of the Post email system and the Internet with a personally owned computer. (Additional responsibilities may be associated with specific networks and computers at Post University).

Students who violate these conditions face University judicial action.

### **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 have their computers scanned by the ICT department prior to connecting their PC to the University network. Students who are authorized to attach their personal computers to the University network must ensure that their computer has virus protection to the same level as University-owned equipment. This means that students must have current anti-virus software installed and running on their computers and that information about new viruses and new virus definition files are downloaded on a daily or weekly basis. Expired software or out-of-date definition files is equal to having no anti-virus protection.

Currently, it is each student's responsibility to purchase, install and update his or her own anti-virus software. If, upon scanning, the ICT department determines that anti-virus software is missing or out-of-date, Post University reserves the right to deny service to the network until the issue is resolved. Once the ICT department determines that the proper virus protection exists on the computer and that the computer is virus-free, it will issue a verification notice, and the student will be connected to the network.

The University reserves the right to enter a student's room if it is believed that the computer within the room is infected and disabling the University network, the student is running software that has the potential to disable the network or the student is exhibiting malicious behavior such that the campus network is compromised. Every effort will be made to contact the student prior to entering the student's room. The University also reserves the right to take a single or series of computers off-line to ensure the protection of the University system.

### **Cell Phone Usage**

The use of cell phones has become a prevalent and an important part of our society. While the ability to communicate through a wireless network is an important communication technology, it is important that usage by students, faculty and staff does not disrupt the routine or the academic mission of the University.



In keeping with this philosophy, the following are times that the University requests that all cell phones be turned off or turned to silent mode and that no cell phone conversations or text messaging should take place:

- While students are attending class
- While working in open areas of University offices
- While engaged in University meetings or while attending University events
- In addition, students may not leave class to have a cell phone conversation

All cell phones must be turned off or on silent mode in restricted areas. However, if it is necessary to accept a call, the individual should leave the restricted area for the duration of the call.

### **6.8 Student Health Services**

At Post University, student health is taken very seriously. The Health Services office is staffed by a nurse, and the University physician is available on a weekly basis.

The medical staff is here to provide students with access to:

- First Aid
- Education and information related to health and wellness
- Access to information on other health specialists and facilities near campus

Students wishing to make individual appointments with the physician should do so through the Health Services Office.

#### **Contact Information**

Health Services Office Phone: 203.596.4503

Email: [HealthServices@post.edu](mailto:HealthServices@post.edu)

The Health Services Office is located 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.

#### **Immunization Requirements**

Full-time students are required to have a complete physician 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:

- Two measles, mumps, rubella (MMR)
- Varicella (chicken pox) vaccine dates
- PPD/ TB testing

Students who live on campus also must show proof of:

- The Meningococcal Meningitis Vaccine within five years of coming to the University
- Connecticut State Law requires that students be vaccinated against meningitis as a condition for living in the University's residence halls and apartments.

#### **Immunization Recommendations**

The Hepatitis B vaccine is recommended by the CDC, ACHA and NCAA. To learn more about Hepatitis B and the vaccine, students can download the Hepatitis B and Vaccination Fact Sheet or contact their physician, local Health Department, the U.S. Centers for Disease Control and Prevention (CDC) website at: [www.cdc.gov/ncidod/diseases/hepatitis/b](http://www.cdc.gov/ncidod/diseases/hepatitis/b) or the American College Health Association (ACHA) website at: [www.acha.org](http://www.acha.org).

Where to get the recommended vaccines:

- Personal physician or local health department
- Hospital travel clinic

In the Waterbury area, call: 203.574.4187.

## **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 Cards, 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 Registrar's Office at 203.596.4613 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 203.596.4540 for assistance.

### **6.9 Insurance Requirements**

All full-time students must have health insurance coverage. Students who do not have insurance must enroll in the University's student insurance plan prior to starting classes. Students will be billed for and automatically enrolled in the University's insurance plan unless they complete a waiver on or before the deadline date.

Fall and Spring Semester deadline dates, instructions on how to waive the insurance and other information about the University's plan are available at [www.post.edu/maincampus/healthservices.shtml](http://www.post.edu/maincampus/healthservices.shtml).

### **6.10 Counseling Center**

Our mission 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 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](mailto:Counseling@post.edu).

#### **6.10.1 Confidentiality**

Student privacy will be respected. Communication and interactions with the Counseling Center will be confidential and will not be divulged to University administration, faculty, staff, friends, family members or others without the student's written consent. No record will be kept by the University that a student is attended counseling. 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.

Exceptions to this policy are as follows:

- If information is shared that someone is suicidal or homicidal
- 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
- 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

### 6.10.2 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.

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.

Monday:	Lisa Antel	8:00a.m. – 4:00p.m.
	George Hayes	3:00p.m. – 8:00p.m.
Tuesday:	Lisa Antel	8:00a.m. – 6:00p.m.
Wednesday:	Lisa Antel	8:00a.m. – 4:00p.m.
	Meredith McKeon	10:00a.m. – 7:00p.m.
Thursday:	Lisa Antel	8:00a.m. – 2:00p.m.
	George Hayes	2:30p.m. – 6:00p.m.
Friday:	Meredith McKeon	10:00a.m. – 4:00p.m.

**In a crisis situation, please call 203.228.8706.**

#### **Meet the 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.

George Hayes, Jr., LMSW, works part-time with the Counseling Center, working primarily with substance use and abuse issues. George received his B.S. and M.S.W. from Springfield College. He received his CADAC from the Connecticut Certification Board, Inc. George may be reached at 203.596.8545.

Meredith McKeon, LPC, works part-time with the Counseling Center. She has been in the behavioral health field since 2011 and specializes in treating anxiety, trauma, depression, and addiction. Meredith received her B.A. from Albertus Magnus College and her M.A. from Connecticut College. Meredith can be reached at 203.596.4634.

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](http://www.post.edu/counseling) for additional information on:

- Common Questions
- Confidentiality
- Services
- Making a Referral
- Resources
- Students in Distress: A Guide for Faculty and Staff

While the Counseling Center does not provide counseling services to ADP students, we have an array of resources, self-evaluation tools, and referral sources on our website. To access this information, go to <http://post.edu/student-services/counseling/resources>

### 6.11 Important Telephone Numbers

Office of Campus Security Emergency: 203.596.4502

Office of Campus Security Non-emergency: 203.596.4501 (7 a.m. – 3 p.m.)

South Gate Security Kiosk: 203.596.4543

### **6.12 Campus Store**

The Post University Campus Store's mission is to provide a wide range of essential goods and services in support of student and academic needs. The Post University Campus Store is located in the Leever Student Center. Students may purchase general school supplies, Post University apparel and gifts, stationery items and snacks.

#### **Contact Information**

Post University Campus Store

800 Country Club Road

Waterbury, CT 06723

Phone: **203.596.4688**

Email: [campusstore@post.edu](mailto:campusstore@post.edu)

## 7.0 ATHLETICS

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### 7.1 Post University Athletics Overview

The mission of the Post University intercollegiate athletics program is twofold: to support the University's focus on career development through academic preparation, and to play an integral role in fostering self-awareness, leadership skills and personal development. Further information is available on the Post University Athletics website at [www.posteagles.com](http://www.posteagles.com).

Post University athletics subscribes to the NCAA's 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." Post's athletic 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 the University.

The Post University Department of Intercollegiate Athletics competes in the National Collegiate Athletic Association (NCAA) at the Division II level. The University is also a member of the Central Atlantic Collegiate Conference (CACC). Competition within the CACC and occurs within New England Mid-Atlantic states. The Post Eagles compete in the Collegiate Sprint Football League against Army, Navy, Princeton, Penn, Cornell, Franklin Pierce, Chestnut Hill, Caldwell, and Mansfield University. Post will also compete against Caldwell University, beginning in 2017. Post University also has a Cheerleading Team.

#### 7.1.1 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 Karin Mann, Senior Associate Director of Athletics ([kmann@post.edu](mailto:kmann@post.edu)) or Taylor Perry, Assistant to Compliance & Contest Management ([tdoyle@post.edu](mailto:tdoyle@post.edu)).

Link to NCAA Eligibility Center: [NCAA Eligibility Center](http://www.ncaa.org/eligibility-center)

*Please note: SAT or ACT scores are required for student athletes planning to participate in an NCAA Division II athletic program at Post.*

### 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. (NCAA website)

Functions of campus SAACs:

- Promote communication between athletics administration and student-athletes.
- Disseminate information.
- Provide feedback and insight into athletics department issues.
- Generate a student-athlete voice within the campus athletics department formulation of policies.
- Build a sense of community within the athletics program involving all athletics teams.
- Solicit student-athlete responses to proposed conference and NCAA legislation.
- Organize community service efforts.
- Create a vehicle for student-athlete representation on campus-wide committees (e.g., student government).
- Promote a positive student-athlete image on campus.

### 7.3 Facilities

#### Drubner Center

The Post University Drubner Center, a fully operational sport facility, includes a gymnasium/basketball court, two tennis courts, two weight rooms, a batting cage, and a cardiovascular workout room. 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**

In the fall, soccer and Sprint football teams play at Lamoy Field. This is one of the finest fields in the Northeast, featuring a new synthetic turf surface field. The multi-purpose field also serves as host for men's and women's lacrosse and softball in the spring.

## **Other Facilities**

Nearby 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 at Post University.

Post University's baseball team plays home games at nearby Waterbury Municipal Stadium; men's and women's tennis teams utilize the Edgewood Bath & Tennis Club; men's and women's home ice is the Rinks of Shelton; men's and women's golf teams home course is the Country Club of Waterbury.

## **7.4 Athletic Programs**

In the fall, cross-country, men's and women's soccer, women's volleyball, and women's tennis have their CACC seasons. Winning a conference championship results in a trip to the NCAA Tournament. Men's lacrosse and men's and women's track and field began their first season of competition in 2013-2014, while women's bowling and women's golf saw their first year of competition in 2014-2015. Men's ice hockey joined the athletic lineup in 2015-2016 and Women's ice hockey begins competition in 2016-2017.

Post University 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 Post University student-athletes to graduate equipped with the tools and skills needed to realize their ambitions.

## **NCAA Division II Sports at Post University:**

### **Fall Sports**

Volleyball  
Men's Soccer  
Women's Soccer  
Men's Cross Country  
Women's Cross Country  
Women's Tennis  
Sprint Football

### **Winter Sports**

Men's Basketball  
Women's Basketball  
Men's Ice Hockey  
Women's Ice Hockey

### **Spring Sports**

Baseball  
Softball  
Men's Golf  
Women's Golf  
Men's Lacrosse  
Women's Lacrosse  
Men's Track  
Women's Track  
Men's Tennis

## 8.0 CAREER SERVICES

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### 8.1 Mission

The mission of the Career Services Center is to enable students to make informed career decisions through the use of the Center's diverse and comprehensive services. The use of these services and interactions with the Center's staff can lead to successful internships and employment. The Center's purpose is to reinforce the necessary skills for students to succeed in the workforce – communication, critical thinking, collaboration, and creativity – based on a foundation of integrity and professionalism.

To enhance their potential and future marketability, students are encouraged to follow a career planning timeline uniquely designed for their respective class at Post. Students who adhere to the career planning timeline focus on academic, career planning, and extra-curricular activities in order to enhance their learning skills, and marketability in the workplace upon graduation.

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

The Center provides information and online career tools to enable students to take personal responsibility for their careers and learn career skills they will need for their lifetime. Students will have access to state-of-the-art online career tools by Optimal, including: e-portfolio, résumé building, letter builder, mock interviews, and creating their own professional website in addition to posting their résumés where 30,000 national employers search résumés. Many of these tools are located on the Career Services website at [www.post.edu/careerservices](http://www.post.edu/careerservices).

The Career Services Center provides students with the capability to explore their major, related career titles, job research resources, salary information links, job search engines specific to each major, and links to professional associations in their major.

### 8.2 Career Coaching

The Career Services Center offers:

- One-on-one sessions for resume reviews, cover letters, interview preparation, and job search strategies
- Career Workshops
- An Annual Job/Internship Fair

In addition, for international students, a workshop is presented on the topic of VISA and process guidelines for internships and jobs before and after graduation.

### 8.3 Internships, Practicum, Field Placement

Internships are a vital opportunity for students to gain valuable work experience before graduation. They help answer the question, "How can I get a job that requires experience if no one will give me a job without having experience?" An Internship is a credit-bearing work experience at an interning organization. Some internships may lead to full-time positions after 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 résumés while still enrolled in a degree program.

#### University Requirements for Student Internships

To participate in student internships, a student must:

- Be at least Junior status,
- Achieve a minimum GPA of 2.5,
- Internship in the major, and
- Use a maximum six credits of internship experience toward a baccalaureate degree

**Academic Requirements**

Students should discuss internship course prerequisites with their Academic Advisor (MC) or Academic Success Counselor (ADP). Students may also contact their Program Chair for further assistance. Additionally, students should discuss internship sites and work content that would be appropriate for the 3 credit internship course with the Program Chair.

**Internship Process**

The process of finding an approved internship site should take place one semester or two MODs before a student wants to register for the internship course and start work. In addition to speaking with the Program Chair and the Career Services Center, students should meet with an Academic Advisor (MC) or speak with an Academic Success Counselor (ADP) to confirm the internship course fits into the academic schedule. Specifics to discuss include

- Availability to work during the week for 10-20 hours per week,
- Preparation of a résumé and cover letter to apply for an internship,
- Securing an internship site by the add/drop deadline,
- Meeting with the Program Chair to get site approval and a copy of the syllabus, and
- Filling out the Internship Eligibility Form and secure all authorized signatures.

Contact Career Services with any questions at 203.596.4504 or [careerdev@post.edu](mailto:careerdev@post.edu).

**Providing Opportunities**

Do you work for an organization that would benefit from the work of a Post University intern? To learn more about Post's Internship Program, please contact Christina Billings, Associate Director of Career Services, at [careerdev@post.edu](mailto:careerdev@post.edu).

**Contact Information**

Christina Billings  
Associate Director of Career Services  
Post University  
800 Country Club Road  
P.O. Box 2540  
Waterbury, CT 06723

**Career Services Office Hours:**

Monday - Friday 8:30 a.m.– 4:30 p.m.



## 9.0 ACADEMIC AFFAIRS

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### 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 at the University. The office also serves as the focal point for dialogue in the formulation and maintenance of University policies, procedures and guidelines for all academic affairs of the University.

#### The goals of Academic Affairs are:

- Provide leadership in creating a dynamic learning environment committed to a remarkable student experience that successfully prepares graduates to meet their academic and career goals.
- Develop a culture of learning excellence and professionalism that attracts and retains students, faculty, and staff.
- Assess student learning outcomes in an effort to continually improve the student learning experience and promote accountability across the university.
- Foster student achievement and development by committing to individualized advising, career and learning support services, curricular enrichment, and international experiences.
- Promote 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 at Post University are designed to prepare students for lifelong a successful career in the 21<sup>st</sup> century. Post University is organized into two major divisions:

#### Main Campus (MC)

Students enrolled at the Main Campus in Waterbury, CT, generally attend classes as full-time students in two 16-week semesters (undergraduate) or six, 8-week modules (graduate). Students may live on campus or commute to campus for their classes.

#### Accelerated Degree Programs (ADP)

Students enrolled in an Accelerated Degree Program take accelerated courses scheduled in six, 8-week modules each year. Depending on the degree program they are pursuing, ADP students have the option of fulfilling their course requirements completely online or during evening and weekends at the University's three regional locations in Waterbury, Danbury, or Wallingford, Connecticut. 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 at Post must have a declared major on file with the Registrar's Office. 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 (MC) or Academic Success Counselor (ADP) prior to changing their major as it may impact their length of time at the University. Available majors are identified in the Degree Programs section of the catalog and website.

#### 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 earn a double major must have both declared majors on record with the Registrar's Office prior to applying for graduation. Students who complete a double major earn only one degree. Both majors will be listed on the student's Post University official transcript and diploma. Completion of a double major may increase the length of time necessary for a student to graduate.

## **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- this 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, a student must obtain permission from his/her advisor and the Provost. Students choosing to earn a dual degree must have both declared majors/degrees on record with the Registrar's Office 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 student will receive a Post University diploma 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 Academic Affairs. Students are not required to complete a minor. Students who wish to declare a minor may do so by contacting their Academic Advising (MC) or Academic Success Counselor (ADP) and filing with the office of the Registrar. Students choosing to earn a minor must have their declared minor on record with the Registrar's Office prior to applying for graduation.

## **En-Route Associate Degree**

Associate degree recipients who continue on to 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 (CGPA) from their Associate degree will be carried forward to their baccalaureate work.

## **Single Concentrations for Undergraduate Students**

Some baccalaureate degree programs require students to choose a concentration or focus for their degree. The concentration courses are included within the 120-credit degree requirement. If enrolled in a program that requires a concentration, students must identify their concentration with their Academic Advisor (MC) or Academic Success Counselor (ADP) prior to graduation.

## **Dual Concentrations for Graduate Students**

Some graduate programs permit students to complete more than one of the concentrations within the degree program. Students must complete all coursework required in both concentrations to fulfill the requirements for Dual Concentration. 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 (MC) or Academic Success Counselor (ADP) 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. 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 and that other Institution states that the student will complete the last portion of their degree 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 Post degree, but grades earned for those transferred courses will not impact the student's Cumulative GPA (CGPA). 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 CGPA. A minimum grade of "C"

will be accepted for the transfer of credit.

To authorize Post University's Office of Admissions to request your transcripts from other Universities, please complete, sign and submit a Post University Transcript Request Form, which is available for download at <http://staging.post.edu/docs/default-source/default-document-library/transcriptrequestformonline41715.pdf?sfvrsn=0>.

### **Course Syllabus**

Students are expected to familiarize themselves with the current syllabus posted in 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 at Post University is to provide academically talented and motivated students on our Main Campus 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 professors, 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 academic opportunities, students participate in innovative lectures, seminars, internships, cultural enrichment events, and community engagement experiences.

Student-athletes in the Honors Program can choose from among 21 competitive NCAA Division II sports, as well as a cheerleading team. Post also competes in the Collegiate Sprint Football League along with Army, Navy, Cornell, and Princeton, among others.

#### **9.3.1 Honors Program Admissions Criteria for Freshmen and Transfer Students**

For information on gaining admission to the Honors Program, please see Section 2.2.

#### **9.3.2 Honors Program Scholarships**

##### **First-Time Freshmen**

##### **Academic Merit Scholarship**

**\$18,000**

This annual academic merit 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 participate in the Honors Program, and are encouraged to do so.

##### **Academic Merit Scholarship**

**\$15,000**

This annual academic merit 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 participate in the Honors Program, and are encouraged to do so.

##### **Transfer Students**

##### **Academic Merit Scholarship**

**\$14,000**

This annual academic merit 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 participate in the Honors Program, and are encouraged to do so.

##### **Academic Merit Scholarship**

**\$12,000**

This annual academic merit 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 participate in the Honors Program, and are encouraged to do so.

### 9.3.3 Benefits of the Honors Program

Membership in the Post University Honors Program has many benefits:

- **Small Classes:** Students work closely with distinguished professors and other academically accomplished students in rewarding academic offerings 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 professors. Priority registration also allows Honors students to develop individualized academic program plans that support their personal and career goals.
- **Conferences:** Honors Program students may attend and present at conferences to build their résumés.
- **Enrichment:** Honors Program students participate in a variety of special professional development and social events including cultural events at theaters and museums, business dinners, field trips, specialized internships, recognition banquets, and more.
- **Support Services:** Personalized academic Honors advising, career coaching, mentoring from distinguished faculty for research and projects, and ongoing support from the Honors Program Director, are all integral components of the Honors Program.
- **Community:** During their freshman year, resident Honors Program students may 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.
- **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.

### Graduating with Honors Program Distinction

In order to graduate with Honors Program Distinction, students must:

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

## 9.4 Honorary Organizations

### Alpha Chi

Post University sponsors the Connecticut Gamma Chapter of Alpha Chi, a national college honor society. Students from all disciplines can 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 at least 15 semester hours of graduate credit 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 after a minimum 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 by the department 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 undergraduate(s) in criminal justice. Eligibility is determined in the spring semester and/or Module 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, 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.

#### **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 baccalaureate degree or master's degree students who have completed 75% or more of the work required for their degree with a cumulative GPA of 3.75 or 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 who have earned a letter(s) in the respective sport(s). 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 5<sup>th</sup> semester or 7<sup>th</sup> 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.

### **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 modules, 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.

#### **Dean's List: Full-Time Students**

Matriculated students who demonstrate excellence by earning a grade point average of at least 3.50-3.74, while carrying a minimum of 12 credits in one semester or two modules, 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.

#### **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 discount beyond the 10 percent Alumni grant within a master's degree program at the 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 module 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 accumulative grade point average of at least 3.50.

<b>Summa Cum Laude:</b>	<b>3.90 to 4.00</b>
<b>Magna Cum Laude:</b>	<b>3.75 to 3.89</b>
<b>Cum Laude:</b>	<b>3.50 to 3.74</b>

#### **Associate Degree Honors**

To qualify for honors, Associate 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.

<b>Highest Honors:</b>	<b>3.90 to 4.00</b>
<b>High Honors:</b>	<b>3.75 to 3.89</b>
<b>Honors:</b>	<b>3.50 to 3.74</b>

## **Master's Degree Honors**

To qualify for honors, Masters candidates must have achieved a cumulative grade point average of 4.00, with a maximum of nine (9) transfer credits. Those Masters candidates earning a 4.00 will earn their degree "With Distinction".

### **9.6 English and Math Course Placement: Main Campus Students**

First year main campus students are asked to complete a Math placement exam and an English placement exam prior to attending a Main Campus Summer Registration Day. Their achievement on the Math placement exam helps the Math faculty identify the correct MAT course placement. Their achievement on the English placement exam helps the English faculty identify students who may be in need of additional writing help during their first semester at Post.

### **9.7 Alternative Credit Options**

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 45 credits toward a baccalaureate degree.

#### **9.7.1 Advanced Placement**

The 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.

#### **9.7.2 Standardized Examinations**

**CLEP:** The College-Level Examination Program (CLEP) offers examinations in courses, mostly at the introductory level. Students may earn three credits per exam passed.

**DANTES:** 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/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. 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: registrar@post.edu

#### **9.7.3 Prior Learning Assessment Portfolio Program**

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 45 credits towards a Bachelor's degree or 15 credits towards an Associate's degree. Information regarding policies and procedures is available from Academic Advising (MC) or Academic Success Counselors (ASC). There are certain courses and subject areas that are not eligible for portfolio credit. Please consult with Academic Advising (MC) or Academic Success Counselors (ASC) to review any restrictions.

#### **9.7.4 Prior Learning Assessment Credit**

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.

## 10.0 ACADEMIC POLICIES AND PROCEDURES

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### 10.1 Credit Hour Policy

This Policy defines credit hour at Post University 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 at the University.

Post University offers a variety of learning modalities: main campus, semester-based courses; main campus, 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 hours of academic learning time for each credit of a course.

#### 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 135 hours of engaged academic time per three-credit-hour semester course.

#### 8-week module

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 135 hours of engaged academic time per three-credit hour accelerated course.

#### Independent Study, Internship, or PLA

In either an independent study or internship, there is an expectation that students will engage in academic work totaling 135 hours per 3-credit course, regardless of modality.

At its discretion, the University may award credit hours for learning acquired outside the institution, such as Prior Learning Assessment (PLA). 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 (GPA) Computation

A student's term Grade Point Average (GPA) 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 (CGPA) 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
UF	0.00	Unearned F
UF	0.00	Unearned F
AU	0.00	Audit

#### Pass/Fail Option

Main campus undergraduate students may take one elective course with a pass/fail option. Students must declare their intention 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.

#### Grade Changes

No grade will be changed six (6) months after the conclusion of the term in which the course was taken. No grade will be changed after a degree has been awarded.

#### Incomplete (IN) Grade

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 as long as 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, typically within eight (8) weeks of the end of the 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 his/her Academic Advisor (MC) or Academic Success Counselor (ADP) on all communication to instructors when requesting an incomplete, so the Academic Advisor (MC) or Academic Success Counselor (ADP) is aware of the approval or denial, and can assist the student if the approval is granted.

#### 10.3.1 University Policy for Final Course Grade Appeals by Student

The following policy addresses final course grade appeals only. This grade appeal policy does not address complaints about specific class assignment grades.

#### Informal Final Course Grade Appeal

If a student has a question or complaint about a final course grade, the student should first try to work out the issue with the instructor on an informal basis.



### **Formal Final Course 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.

**Step 1 of Appeal:** If the matter is not resolved, the student can appeal the final course grade by notifying the instructor of the question/grievance IN WRITING using the "Grade Appeal by Student" form via the student's Post University email address within 15 calendar days from the day semester and/or MOD 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 Program Chair in charge of the program or the appropriate Dean if the program does not have a Program Chair.

**Step 2 of Appeal:** The Instructor must respond to the student in writing, via Post University email address, within 15 calendar 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 regardless of merit without supporting documentation, if warranted. A copy should be sent to the Program Chair in charge of the course in question.

**Step 3 of Appeal:** If the matter is still not resolved, the student should appeal in writing, via Post University email address, to the Program Chair in charge of the course in question. All supporting documentation, including any forms, etc., should be included. The Program Chair's response must directly address all claims made by the student, regardless of merit, with supporting documentation when warranted. (If the instructor is an Program Chair or if no Program Chair is assigned to the course subject, go directly to step 5.)

**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 fifteen (15) calendar days via Post University email.

**Step 5 of Appeal:** If the student is still not satisfied, then they should appeal in writing to the Dean of the school in which the course is housed and represents the instructor being grieved. Program Chairs should forward all supporting documentation, including notes from any meetings, with said student or instructor, to the Dean for his/her review. The Dean should respond in writing, via Post University email address, to the student with his/her final decision within fifteen (15) calendar days of being notified by the Program Chair. All grade change forms must be forwarded to the Office of the Registrar. THE DECISION OF THE DEAN IS FINAL.

### **10.4 Repeating a Course**

Students may repeat courses already taken under the following circumstances:

1. The 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 previous-earned passing grade only 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 once. Please check with a University financial aid representative regarding qualifications.
2. The 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 Dean. Students may be eligible for Federal Financial Aid through Title IV for each course that is repeated. Please check with a University financial aid representative regarding qualifications.
3. The 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 his/her Cumulative Grade Point Average (CGPA). The failed Post University course will remain on the transcript and continue to calculate into a student's GPA.

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 (CGPA). Students may only earn credit once for a course that is repeated.

#### **10.4.1 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 GPA and replaced with the passing grade.

Please note: A record of all failed classes will remain on the student's transcript, even though the attempt is not counted in the cumulative GPA.

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 Dean of the applicable school.

Students who fail their capstone courses will not be eligible to graduate. Students are allowed a total of two (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.

#### **10.5 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 both the fall and spring semesters are identified on the academic calendar 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 school housing 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 to leave the university must accommodate final exam week. All students are required to be on campus during this final week of the semester.

#### **10.6 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, the 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 Post University 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.

## 10.7 Academic Progress Standards

### 10.7.1 Undergraduate Student Academic Standards

In order to verify academic progress, the University conducts a review of student academic standing after each semester (MC) or two modules (ADP) (i.e. payment period). Students who fall below the required standards stated below will be placed on Academic Warning\*. If they remain below the required standards after the following semester or two modules, they will be Academically Dismissed from the University. Students must meet the following minimum academic standards to remain in good academic standing and continue their education:

<b>Total Credits</b>	<b>CGPA</b>
0-12	1.50
13-30	1.70
31-60	1.85
61+	2.00

\*NEW students who have a CGPA of 0.00 in their first semester or first two terms (regardless of number of credits attempted) will be dismissed from the University without first being placed on Academic Warning.

Students are given the opportunity appeal an Academic Dismissal to the Provost (appeals@post.edu). Each appeal is thoroughly reviewed by the Dean collaboratively with the Academic Advisor (MC) or Academic Success Counselor (ADP). If a student is permitted to return to the University, they do so under Academic Probation, with a specific academic improvement plan (i.e. coursework that must be retaken with specific grade requirements) that must be executed by the student in order to return to the University. See below for further details.

Note that Satisfactory Progress for Financial Aid is based on successful completion of 67% of attempted credits. This is described in Section 5.

#### **Academic Warning**

Undergraduate students whose academic standing falls below the required Cumulative GPAs outlined above (after participation in a semester/two-module period) will be receive notification from the Office of the Registrar that they are on Academic Warning. Failure to make necessary improvement during the next semester or two modules will lead to Academic Dismissal from the University. Students should contact their Academic Advisor (MC) or Academic Success Counselor (ADP) to help them create a plan return to good academic standing.

#### **Academic Probation**

Students who successfully appeal an Academic Dismissal will return to the University on Academic Probation. Students on Academic Probation will be given an academic improvement plan in their letter from the Provost that they must execute to remain at the University. The plan may indicate: the student is limited to a lighter course load, specific courses that must be retaken, and/or the required grades that must be achieved in the retaken courses,

### 10.7.2 Graduate Student Academic Standards

#### **GPA Minimum**

In order to verify academic progress of graduate students, the University conducts a review of student academic standing after each module. Students who fall below the required standards stated below will be placed on Academic Warning. If they remain below the required standards after the following one registered module, they will be Academically Dismissed from the University. Graduate students must meet the following minimum academic standards to remain in good academic standing and continue their education:

<b>Total Credits</b>	<b>CGPA</b>
0-51	3.00

Graduate students are given the opportunity appeal an Academic Dismissal to the Provost (appeals@post.edu). Each appeal is thoroughly reviewed by the Dean collaboratively with the Program Chair and Academic Advisor (MC) or Academic Success Counselor (ADP). If a student is permitted to return to the University, they do so under Academic Probation, with specific academic improvement plan (i.e. coursework that must be retaken with specific grade requirements) that must be executed by the student in order to return to the University. See section above for further details.

In graduate programs, an earned course grade below a C- (i.e., D+, D, D- and F) will be considered a failing grade. Students receiving a grade lower than a C- will be required to repeat the course and obtain a passing grade (i.e., C- or better). Failure to do so will result in dismissal from the program. In addition, graduate students must maintain the required 3.00 CGPA in order to register for the program's Capstone Course. If they have fallen below this minimum, they will need to repeat course(s) in the program in which they earned lower grades to increase their CGPA.

Note that Satisfactory Progress for Financial Aid is based on successful completion of 67% of attempted credits. This is described in Section 5.

## **10.8 Course Loads**

### **10.8.1 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 GPA of 3.00 and permission from the Provost. In no instance will a student be permitted to carry more than 21 credits.

ADP students who want to register for nine credits per MOD must have a minimum cumulative GPA 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 cost associated with taking more than six credits per MOD.

### **10.8.2 Course Loads for International Students**

#### **Undergraduate Students**

An international student attending the University in F-1 status is required by immigration regulations to be "pursuing a full course of study" in order to maintain his/her 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.

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

- Annual Vacation
- Illness or Medical Condition. This is a medical, emotional or physical problem documented by a doctor or counselor.
- 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.
- 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 at the University 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 MODS) in on-campus or hybrid classes. If a student is taking one on-campus course during a MOD, 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.

### 10.8.3 Course loads for Graduate Students

For graduate students taking courses in 8-week module, 6 or more credits during two consecutive MODs is considered full time. Students attempting three credits during two consecutive MODs is considered part time. Permission to take more than two courses per module 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 mod 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.

### 10.9 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 University personnel as the situation dictates. Confirmed dishonesty may result in penalties up to, and including, dismissal from the University and denial of any financial reimbursement. Students have the right to appeal decisions made through this policy up to the office of the Provost.

#### 10.9.1 Definition of Plagiarism

Students are required to cite sources correctly according to APA Style, or other University approved citation formats, in order to avoid plagiarism. Resources to assist students with proper citation formats include the University Learning Center, the Traurig Library, and tutor.com.

Professors regularly 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 his or her own with no attempt at giving credit to the original author.
- **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.

#### 10.9.2 Penalties for Academic Dishonesty

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 from the University 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.

**Plagiarism:** In cases of unintentional plagiarism, students will receive a warning and a zero for the assignment. With a warning, students must complete an academic integrity lesson. Upon successful completion of this lesson, the student may rewrite their paper (or resubmit the assignment) for a new grade. It will be up to the professor and the program chair to decide the length of time allotted to complete both the lesson and the rewrite. Students may only get one warning. Future instances (in current or future courses) will be treated as intentional plagiarism and will result in strikes. Both warning and strikes are documented in the University database.

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 the University (third occurrence).

**Other forms of Academic Dishonesty:** Penalties for other forms of academic dishonesty 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).

The student may appeal the final grade or disciplinary action as stated in the Grade Appeal or Dismissal Policy. Confirmed dishonesty may result in penalties up to and including dismissal from the University and denial of any financial reimbursement.

### **10.10 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:

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

The University's goal is to achieve and maintain a high standard of civility to increase students' capacities to achieve success at the University and in their future careers.

### **10.11 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.

#### **Add/drop period**

The period from the start of the term through the add/drop deadline, as defined by the Academic Calendar. The add/drop deadline is typically 5pm on the first Friday of the term.

[NOTE: Spring 2018 main campus undergraduate courses have an atypical add/drop deadline. See the Academic Calendar for details.]

#### **Withdrawal period**

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.

- Main Campus Undergraduatepm on the 10<sup>th</sup> Friday of the semester
- Main Campus Graduate- 5pm on the 5<sup>th</sup> Friday of the MOD
- ADP- 5pm on the 5<sup>th</sup> Friday of the MOD

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 (MC) or Academic Success Counselor (ADP), 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 provides the Registrar's Office with written or oral notification of the withdrawal. The Registrar's Office will advise that the student confirm the oral notification of withdrawal in writing.

#### **10.11.1 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 main campus course after the add/drop deadline may do so during the withdrawal period. Students withdrawing from a main campus 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 main campus course must submit a withdrawal form to the Registrar's Office.

#### **10.11.2 Schedule Changes: ADP Courses**

Students taking ADP 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 MOD starts will incur no additional fees and receive a full refund for tuition and fees charged. Students who choose to change their ADP 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 in writing from the Office of the Registrar prior to end of the Add/Drop Period.

Students who wish to withdraw from an ADP course after the add/drop deadline may do so during the withdrawal period. Students withdrawing from an ADP 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 ADP course must submit a withdrawal form to the Registrar's Office.

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.

#### **10.12 Course Substitutions**

Course substitutions can be made with approval from the appropriate Advisor (MC), Academic Success Counselor (ADP), and Program Chair, as documented on the Course Substitution Form.

#### **10.13 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.

#### **10.14 Academic Participation and Unearned F**

##### **10.14.1 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.

##### **10.14.2 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 11:59PM on the 2nd Monday following the beginning of a module will be dropped from the course and will be charged a drop fee. 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 module, the 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.

##### **10.14.3 Unearned F**

Faculty members will assign an unearned F grade to a student that does not complete 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 the 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 unearned F may also impair future course registrations and financial aid availability. Unearned F grades also count as failing grades in the student's GPA and pace of completion. In addition, please see the policy on Satisfactory Academic Progress.

## **10.15 Course Materials and the Online Bookstore**

### **10.15.1 Online Bookstore**

Materials for Post University courses are available for purchase in the online bookstore at [www.postbookstore.com](http://www.postbookstore.com). It is the student's responsibility to place their order with the online bookstore. Students should plan to order 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 may have the order shipped to their home or to the University and picked up at the Mail Room at East Hall during normal business hours.

### **10.15.2 Electronic Course Materials**

Electronic Course Materials (ECMs) are course materials that are available in a completely electronic format and are used exclusively in approximately 65% of Post University courses. ECMs are comprised of materials that are developed and gathered by faculty to address specific program and course outcomes, and that best support effective student learning in the course. These materials include everything from electronic versions of textbooks, articles, case studies to narrated PowerPoint presentations, YouTube videos, and electronic access codes that allow students to access customized publisher materials. ECMs are covered by an ECM fee, and are available to students in their courses on Day 1 of the term.

Post University has worked with book publishers to negotiate the lowest possible prices, thus Post University strongly advocates that students take advantage of the automatic, Day 1 access to ECM content for all ECM courses. There are a few ECM courses where students will be provided the opportunity to opt-out of the ECM fee, these are the courses that make use of one (1), non-customized publisher e-book that is available through VitalSource. Students enrolled in these courses will automatically be provided access to the E-book and charged the ECM fee, but they may choose to opt-out of the e-book access through a link specific to the course available on Post's online bookstore. Students who opt-out of the e-book access will have the ECM fee removed from their bill.

Students who choose to opt-out of ECM content, 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 await arrival of their course materials. The opt-out process will be available one week prior to the start of the term and must be completed by the add/drop date for the term.

### **10.15.3 Textbook Buyback Policy**

The Campus Store no longer sponsors a textbook buyback program.

### **10.15.4 Textbook Refund Policy**

Textbooks purchased from our Online Bookstore may be returned to the Online Bookstore provided that book returns are made within 21 days of the start of the semester and/or wrapped items or sealed CDs are NOT opened.

**Refund Policy ADP Students:** If you drop your course within the ADD/DROP period and have not printed or downloaded more than 20% of the electronic textbook and any access codes issued with the eTextbook have not been revealed, you will receive a full refund of the e-materials cost. The ADD/DROP period ends at 5 p.m. EST on the first Friday of the MOD. If you drop the course after 5 p.m. EST on the first Friday of the MOD, you are responsible for the cost of the course and the cost of the electronic course materials.

**Refund Policy Main Campus Students:** If you drop your course within the ADD/DROP period and have not printed or downloaded more than 20% of the electronic textbook and any access codes issued with the eTextbook have not been revealed, you will receive a full refund of the electronic course materials fee. The ADD/DROP period ends at 5 p.m. EST on the first Friday of the semester. If you drop the course after 5 p.m. EST on the first Friday of the semester, you are responsible for the cost of the course and the cost of the electronic course materials.



### 10.15.5 Copyright Policy

Post University's online 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. Unless otherwise noted, access to these materials is limited to the duration of the course. Please contact the library ([library@post.edu](mailto:library@post.edu)) for information on which resources can be printed.

## 10.16 Graduation

### 10.16.1 Degree Audit and Application for Graduation

Post University awards degrees at the end of every module/semester. Commencement exercises are held once a year in May. Undergraduate students may participate in the graduation ceremony provided that: 1) they are within 6 credits of their degree into which they are enrolled; and 2) they 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 module 2.

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 University academic requirements rests with the individual student.

### Deadlines for Graduation Applications

Module 1: September 24, 2017

Module 2: November 19, 2017

Fall semester: November 19, 2017

Module 3: February 11, 2018

Module 4: April 8, 2018

Spring semester: April 8, 2018

Module 5: June 3, 2018

Module 6: July 29, 2018

### 10.16.2 Graduation Fees

- Undergraduate students must submit a \$90 non-refundable graduation fee
- Graduate students must submit a \$115 non-refundable graduation fee.

Graduation application forms can be downloaded at <http://www.go.post.edu/gradpacket/index.aspx>.

### 10.16.3 Commencement Fees

Students who wish to participate in the Commencement Ceremony are responsible for the purchase of their cap and gown. They will be made available on the vendor website in early spring. The prices include shipping and are as follows:

- |                 |         |
|-----------------|---------|
| • Undergraduate | \$35.50 |
| • Graduate      | \$59.00 |

### 10.16.4 Graduation Requirements

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

- Be matriculated in a program
- Satisfactorily complete all degree program requirements: at least 60 credit hours for an Associate of Science degree; at least 120 credit hours for a Bachelor of Science or a Bachelor of Arts degree; or the required number of credits for a Master's degree
- Achieve a cumulative GPA of not less than 2.00 for undergraduate students and a 3.00 for graduate students
- Fulfill the residency requirement for the degree program they are pursuing
- 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 the 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 Master's education. At Post University, we have developed a series of "Capstone Courses" which meet the CT OHE requirements, as well as aid students in producing a final product they can be proud of and possibly implement post-graduation.

Students who fail their capstone courses cannot graduate. Students have a total of two attempts to pass capstone with a grade of C- or better. If you have not passed after two attempts, you must petition the Director or Dean take the classes a third time.

### **10.16.5 Requirements to Walk in the Graduation Ceremony**

#### **Undergraduate Walking Candidates**

In order to walk (participate) in the graduation ceremony a student must meet *all* of the following requirements

- have six credits or less to complete at the end of the spring semester and/or MOD 4
- have a minimum cumulative GPA of 2.00
- indicate an intent to participate in the ceremony on the graduation application
- be registered for their final courses

A diploma will not be awarded until all credits are completed. Since students who walk in the May ceremony are short two or fewer courses, these students should not expect to officially graduate or receive a diploma until a subsequent graduation date when all graduation requirements have been met.

#### **Graduate Walking Candidates**

In order to walk (participate) in the graduation ceremony a student must meet *all* of the following requirements

- have three credits to complete at the end of MOD 4 and 2)
- have a minimum cumulative GPA of 3.00
- indicate an intent to participate in the ceremony on the graduation application submitted by the deadline and
- be registered for their final course

A diploma will not be awarded until all credits are completed. Since students who walk in the May ceremony are one course short, these students should not expect to officially graduate or receive a diploma until a subsequent graduation date when all graduation requirements have been met.

### **10.17 Program Time Limit**

Undergraduate students do not have a set program time limit. After two (2) years of non-attendance, a student is readmitted under the new curriculum in the catalog at the time of readmission. If the student's original program of study is no longer offered at the University, the readmitted student will be 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 program of study. Such petitions must include the signed endorsement of the student's Program Chair and Dean. The Provost will rule on the petition and make the final decision.

### **10.18 Withdrawal from the University**

#### **10.18.1 Active/Inactive Students**

An Active student is a student who is enrolled in a course in the current semester or MOD. An Inactive student is a student who is not enrolled in the current semester or MOD. Upon enrolling in a course, an Inactive student will be considered Active.

#### **10.18.2 Official Withdrawal (Withdrawal from University Initiated by Student)**

A student wishing to Officially Withdraw from Post University must do so in writing by submitting the withdrawal request to the Office of the Registrar, and copying the Academic Advisor (MC) or Academic Success Counselor (ASC) or and Financial Aid Advisor. Should the student withdraw from the University prior to the end of a module or semester, the official

transcript will reflect a “W” (withdrawal) grade for all attempted courses in that term.

A student who has Officially Withdrawn from the University and would like to be readmitted within one year should contact his/her Academic Advisor (MC) or Academic Success Counselor (ASC). 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 the University (see Section 10.20)

### **10.18.3 Administrative Withdrawal (Inactive Student Status)**

Inactive students (those not currently enrolled in a course) will be Administratively Withdrawn from the University. 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 from the University, for purposes of Title IV financial aid.

### **10.18.4 Withdrawal for Military Leave**

Military students who have been activated or deployed with orders and are unable to continue their studies for an academic term (Semester or Module), must do the following:

- Notify their Instructor(s), their Academic Advisor (MC) or Academic Success Counselor (ASC), and the Registrar’s Office that they have military orders that will prohibit them from continuing as a student in the current academic term.
- Provide the Registrar’s Office 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 Module/Semester, students will receive a grade of “W” for each course in which they are enrolled, no course credit shall be awarded, and the term shall not be counted as a term in residence. 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 Module/Semester, students can elect to 1) withdraw (W) from their classes and receive a full refund of tuition or 2) 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.

In the event that a military student’s absence will extend into multiple terms, the student will be granted a Military Leave of Absence while they are deployed. The Military Leave of Absence will expire six (6) months after the end of the deployment. 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 Registrar’s Office.

### **10.18.5 Unofficial Withdrawal (No notice by student of intent to Officially Withdraw)**

If a student stops attending/participating in class(es) and fails to notify the Registrar’s Office in writing that they are Officially Withdrawing from the University, they will be considered active and enrolled, and will receive earned grades for the course(s).

## **10.19 Dismissal from the University**

### **10.19.1 Academic Dismissal**

The University maintains the right to dismiss students from an undergraduate or graduate program if they:

- a) Fail to make Satisfactory Academic Progress (SAP) in accordance with the SAP policy.
- b) Are conducting themselves in a manner prejudicial to the interests of the University or hostile to the welfare of students or faculty (in breach of the Civility Code);
- c) Violate of the Academic Dishonesty Policy (see Academic Dishonesty Policy for details)
- d) Are not suited to the program in which they are registered;

## **10.20 Readmission to the 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 the University and is subject to any conditions imposed by the University.

### **10.20.1 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 to the University through Admissions and satisfy all current admission criteria for their program.

If a graduate student's GPA is less than a 3.00 then the student must agree to an academic improvement plan satisfactory to the Program Director or Dean. Appeals of the Director's decisions may be made to the Dean of the applicable School.

### **10.20.2 Readmission after Dismissal**

Students who have been dismissed from the University for failing to meet Satisfactory Academic Progress (SAP) may apply for readmission one year from the date of dismissal. Also see Section 10.7 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 Director of the program with an appeal to the Dean. Where no Director exists, 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 Director of the program or Dean of the School as part of the readmission process. The academic improvement plan will provide for conditional admission for the student's next 2 modules 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 from the University for breach of the Civility Code or the Academic Dishonesty Policy are not welcome to apply for readmission to the University.

## **11.0 ACADEMIC SUPPORT SERVICES**

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### **11.1 Academic Advisors and Academic Success Counselors**

Academic Advisors (MC) and Academic Success Counselors (ADP) are well versed in all of the degree programs at Post. They work with students to engage and participate within their classrooms and provide the resources they may need to fully succeed. Academic Advisors (MC) and Academic Success Counselors (ASCs) are highly skilled in Post's systems and technology in order to help students engage within their classrooms, and the resources that they may need to fully succeed. Academic Advisors (MC) and Academic Success Counselors (ADP) assist students in scheduling courses each term, and help them to navigate academic policies and procedures. They also serve as mentors, providing students with practical advice and guidance on how best to achieve their academic, personal and career goals.

#### **11.1.1 Main Campus Advising**

Undergraduate and graduate students attending Post on the Main Campus in Waterbury, CT are assigned to an Academic Advisor when they first register for courses. The Main Campus Advising Office works with students throughout the school year to ensure that they are meeting their goals both academically and personally. Main Campus Advising is a great resource to all MC students and can provide them with the tools necessary to be successful in and out of the classroom. Main Campus Advisors work closely with the Faculty regarding student performance and concerns at any point of the semester. The Main Campus Advising Office is located on the first floor of Torrance Hall. For general questions, please call 203.596.4539.

#### **11.1.2 ADP Academic Success Counselors**

Undergraduate and graduate students attending Post online are assigned to an Academic Success Counselor when they first enroll at the University. The ASCs work directly with the Admissions Counselors to aid new students in the enrollment process, and are experts at connecting our remote, accelerated degree program students to the main campus in Waterbury, CT. Students should consider their ASC the main point of contact and should expect regular communication regarding academic progress, registration, and related matters. Students are expected to connect with their ASC at least once per module to discuss their progress and go over any questions or academic concerns they may have.

### **11.2 University Learning Center**

#### **11.2.1 Tutoring Services**

The University Learning Center (ULC) offers individualized tutoring services in a wide variety of subjects to all full-time and part-time Post University students. Peer and professional tutors assist students in many 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 where students are encouraged to ask questions, seek out additional information, and challenge themselves to reach new academic heights. These services are offered at no additional cost to students.

Tutors are available at the University Learning Center during the center's normal operating hours. However, to guarantee a subject-specific tutor will be available, students can visit the ULC, call or email for an appointment.

#### **Professional Tutoring**

The University Learning Center offers tutoring by professional staff members in Mathematics and Writing. Students should contact the ULC to schedule a tutoring session with the professional tutors.

#### **Peer Tutoring**

Peer Tutors are available to work with students to practice skills learned in the classroom by assisting one-on-one with course homework and projects. In addition, Peer Tutors work with English Language Learners in the English Language Institute to practice conversational skills, and provide an additional point of contact for learning about the University community and American culture.

### **Online Tutoring Services**

The University Learning Center provides online one-on-one tutoring services through Tutor.com in most subject areas of Mathematics, Writing, Accounting, Economics, Finance, Science, History and Research projects. These online services are available 24-7. All students receive 10 hours of free online tutoring services each term. Tutor.com is accessed via the Student Services tab on BlackBoard.

### **11.2.2 Writing Services**

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

Students may seek the ULC's Writing Services for many reasons:

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

Students may schedule an appointment for an individualized meeting to review an assignment by calling or stopping by the University Learning Center. Alternatively, students can submit an assignment for review via the following link:

<http://www.post.edu/resources-for-current-students/university-learning-center/writing-center>.

After submitting an assignment through this form, a student will receive feedback on his or her document, which will be returned via email.

### **Contact Information**

University Learning Center

North Hall Room 116

Hours are posted on [facebook.com/ulc](https://www.facebook.com/ulc)

Telephone: **203.596.4686**

Email: [ulc@post.edu](mailto:ulc@post.edu) (Tutoring Requests) / [Writing@Post.edu](mailto:Writing@Post.edu) (Writing Questions and Tutoring Requests)

### **11.3 English Language Institute**

The English Language Institute (ELI) of Post University provides an academic program to develop English language proficiency to English Language Learner 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 (ESL). 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.

#### **11.3.1 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 ELI program take ESL courses that range from beginner to advanced level. Students may take up to 12 credits of ESL courses towards their Post University degree, and 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 ELI Director.

### **11.3.2 University TOEFL Score Requirement**

Students with a test score on English as a Foreign Language (TOEFL) of 79 on the Internet Based Test (iBT), or alternatively, a 6.0 on the International English Language Testing System (IELTS) may enroll in regular course in the university. 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 06723-2540

Telephone: 203.591.5625

Email: [dwhite@post.edu](mailto:dwhite@post.edu)

### **11.4 Library/Virtual Library**

The Traurig Library and Learning Center is home to a wealth of resources, including over 13,000 print books and 1,262 media, 40 online periodical databases, a growing e-book and virtual reference collection, a cataloged government documents repository, and specialized collections of legal reference sources and a unique equine management print and media collection. All online resources are available on Blackboard under the Library tab.

Post University also has reciprocal borrowing agreements through the Connecticut Council of Academic Library Directors, as well as area academic libraries. By participating in researchIT CT, the State Virtual Library, our students have access to an extensive variety of general and subject-specific databases, and e-book collections.

### **Virtual Library**

Links to the following 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](mailto:library@post.edu).

### **Ebscohost**

Ebscohost consists of 25 databases, which offer access to more than 10,000 journals across all disciplines including business, sociology, human services, psychology and more. Many of these journals are in full text. The eBook collection includes over 150,000 full-text eBooks.

### **Connecticut Virtual Library**

Known as researchIT CT, these databases include local, national and international newspapers, business journals, and history resources, among others. Make sure to click on the "Link to individualized databases", and then choose which particular one to search.

### **Credo Reference**

Search for 3,454,854 full-text articles in 826 reference eBooks.

### **Lexisnexis®**

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 1.084 eBooks.



## 12.0 REGISTRAR

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### 12.1 Student Records

The Office of the Registrar is responsible for the maintenance of a student's permanent academic record, including a history of all course work attempted, grades received, transfer credit granted and academic honors awarded.

#### 12.1.1 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 "Unofficial" or "Student Copy."

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 [www.studentclearinghouse.org](http://www.studentclearinghouse.org). Due to the volume of requests made in December and May, transcript requests may take up to two (2) weeks to process at that time. Transcripts, grade cards, certifications or other information about a student may be withheld for failure to meet financial obligations or to return University property.

### 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 Registrar's Office in writing, identifying the records you wish to inspect. The Registrar's Office 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 Registrar's Office in writing, clearly identifying the records that you want to have amended and specifying the reasons you believe them to be inaccurate. The Registrar's Office 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
- Address
- Email address
- Telephone number
- Dates of Attendance (if graduated)
- Full -time /part - time status
- Class standing
- Academic major
- Degrees earned
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Awards received
- Photographs of students

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 module. Students may register in person at the Advising Office or online at [register.post.edu](http://register.post.edu). Whether students register in person or online, they must communicate with their Academic Advisor (MC) or Academic Success Counselor (ADP) 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 ADP classes must maintain a cumulative GPA of no less than a 3.00 and must complete the request form with their advisor and gain the approval of the an Academic Dean.

#### **12.3.1 Online Web Registration System**

The University has a registration portal called WebReg that allows students to register for courses and review their personal and academic information. Students may gain access to the WebReg portal via the Post One single-sign on, using the username and password provided to them when they first enrolled at the University.

The following information is accessible through the WebReg portal:

- Course Registration
- Course Information
- Grades and Unofficial Transcripts
- Degree and Major
- Name and Contact Information of your Academic Advisor (MC) and/or Academic Success Counselor (ADP)

Students who wish to change their address or telephone information listed on WebReg should email [online@post.edu](mailto:online@post.edu); students may also change their address or telephone information via the Change of Personal Information form, located here: <http://post.edu/docs/default-source/default-document-library/changeofpersonalinformation.pdf?sfvrsn=2>.



# Undergraduate Programs

### 13.0 UNDERGRADUATE PROGRAMS

#### 13.1 Undergraduate Faculty\*

NAME	AREA(S) OF STUDY	HIGHEST DEGREE(S) HELD	INSTITUTION(S)
Abbott, Thomas	Business Administration	M.B.A.	University of Pittsburgh
Baney, Terry	History	Ph.D.	University of Connecticut
Bozeman, Maura	Environmental Science	Ph.D.	Yale University
Breault, Holly	Nursing RN to BSN	M.S.N.	University of Phoenix
Chepya, Peter	Legal Studies	B.C.L. & L.L.B.	McGill University
Chervenak, Lisa	Psychology	M.A.(Dual)	Southern Connecticut State University/Iona College
Clyne, John Dylan	Director of Undergraduate Programs, School of Arts & Sciences; /Biology	Ph.D.	University of Michigan
Conard, Michael	Marketing	Ph.D.	University of Connecticut
Dawson, Philip	Finance	M.B.A.	University of Connecticut
DiMauro, Margaret	Communication and Media Studies	M.A.	New School University
Dressel, Lucia	English	M.A.	University of Bridgeport
Dumont, Camille	College to Career Core	M.S.	Iona College
Dumont, Richard	Director of Undergraduate Programs (MBSob)/Accounting	B.S.	Central Connecticut State University
Farquharson, Patrice	Early Childhood Education	Ed.D.	Nova Southeastern University
Gabel, Deron	Sport Management	Ed.D.	United States Sports Academy
Hogan, Lisa	Director of Nursing	Ph.D.	Robert Morris University
Huxley, Sharon	Accounting	M.B.A.	University of Hartford
Jannetty, David	Co-Director of Undergraduate Public Service Programs, John P. Burke School of Public Service and Education; Emergency Management and Homeland Security	M.S.	University of New Haven
Jones, Elsa	Child Studies/Early Childhood Education	M.A.	Tufts University
Kelly, Donald	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
Markey, Kevin	Criminal Justice	M.B.A.	Post University
McDonald, Kristin	Human Services/Sociology	M.S.	Post University
Montini, Joseph	Liberal Arts	M.S.	University of New Haven
Nemec, Abigail	Equine Studies	M.Ed.	Post University
Ozenc, Rana	College to Career Core	M.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/Early Childhood Education	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, Randal	General Science	Ph.D.	University of California, Berkeley
Streck, Renata	Psychology	Ph.D.	University of California, Berkeley
Taddei, Noelle	Accounting	M.S.	University of New Haven
Vuole, Crystal	Human Services/Sociology	M.A.(Dual)/M.P.S.	Binghamton University
White, Darmita	English Language Institute	M.S.	North Central University
Wilson, Sandra	Criminal Justice	J.D.	New England School of Law
Wojtylak, Robert	College to Career Core	M.B.A.	
Zownir, Bonnie	Marketing	M.B.A.	University of Connecticut




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

## 13.2 Undergraduate Programs by School

SCHOOL OF ARTS AND SCIENCES	MAIN CAMPUS	ONLINE	EVENING & WEEKEND
<b>UNDERGRADUATE DEGREES &amp; CERTIFICATES</b>			
B.S. in Applied Mathematics and Data Science	X	X	
Concentrations:			
Big Data	X	X	
Life and Physical Science	X	X	
B.S. in Biology	X		
B.A. in Communication and Media Studies	X	X	
Concentrations:			
Social Media	X	X	
Strategic Communication	X	X	
B.S. in Computer Information Systems	X	X	
Concentrations:			
Computer Networking	X	X	
Cybersecurity	X	X	
Software Development	X	X	
B.S. in Equine Studies	X		
Concentrations:			
Business Management	X		
Equestrian Coaching	X		
Equine Wellness	X		
Interdisciplinary	X		
B.S. in Nursing (RN to BSN)		X	
Certificate in Equine Law	X		
(No new enrollments to be accepted)			
Equine Veterinary Assistant Certificate	X		

## UNDERGRADUATE DEGREES &amp; CERTIFICATES

 B.S. in Accounting	X	X	X
 B.S. in Business Administration	X	X	X
Concentrations:			
General Business Administration	X	X	
Accounting	X	X	
Business Analytics	X	X	
Computer Information Systems	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	
 B.S. 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	
 B.S. 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	
Leadership	X	X	
Marketing	X	X	
Project Management	X	X	
Sport Management	X	X	
Supply Chain & Logistics	X	X	
Sustainability Management	X	X	
 B.S. in Marketing	X	X	
Concentrations:			
General Marketing	X	X	
Digital Marketing	X	X	
Integrated Marketing Communication	X	X	
International Marketing	X	X	
Market Research & Analytics	X	X	
Sales Management	X	X	
Sport Marketing	X	X	
 B.S. in Sport Management	X	X	

 A.S. in Accounting	X	X	X
 A.S. in Management		X	X
 A.S. 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 in this chart include courses from the program. Full programs are not currently offered at Post's site locations.**



**UNDERGRADUATE DEGREES & CERTIFICATES**

B.S. in Child Studies	X	X	
B.S. in Criminal Justice	X	X	X
Concentrations:			
Correctional Counseling	X	X	
Emergency Management & Homeland Security	X	X	
Law Enforcement	X	X	
Legal Studies	X	X	
B.S. in Emergency Management and Homeland Security	X	X	
Concentrations:			
Criminal Justice Leadership	X	X	
Cybersecurity and Information Assurance	X	X	
Policing	X	X	
B.S. in Human Services	X	X	X
Concentrations:			
Counseling	X	X	
Criminal Justice	X	X	
Equine Industry	X	X	
Human Service Management	X	X	
Psychology – Health, Education, and Community Services	X	X	
Sociology – Health and Community Services	X	X	
B.S. in Legal Studies	X	X	X
B.A. in Psychology	X	X	
Concentrations:			
Human Development, Education, and Health	X	X	
Organizational Studies	X	X	
A.S. in Early Childhood Education	X	X	
A.S. in Criminal Justice	X	X	
A.S. 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's site locations.

### 13.3 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.

#### 13.3.1 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 course 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 (MC) or the Academic Success Counselor (ADP).

#### 13.3.2 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. As such, 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:

1. **Oral Communication** Demonstrate the effective development and expression of ideas when speaking
2. **Written Communication** Demonstrate the effective development and expression of ideas in writing
3. **Collaboration** Demonstrate the ability to collaborate effectively
4. **Creativity and Innovation** Demonstrate the capability for creative and innovative thinking
5. **Critical Thinking** Demonstrate the ability to apply skills in critical analysis and logical thinking
6. **Scientific Literacy** Describe and explain scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity
7. **Information Literacy** Demonstrate the ability to locate, obtain, evaluate, and use information for the issue or problems at hand
8. **Technological Fluency** Demonstrate the facility to use appropriate and innovative technology
9. **Historical Awareness** Demonstrate knowledge and awareness of the importance of historical phenomena
10. **Social Awareness** Demonstrate awareness of social and cultural perspectives of local and global society
11. **Ethical Awareness** Demonstrate knowledge of the ethical concerns of humankind
12. **Aesthetic Awareness** Demonstrate the ability to value literature and the arts from a multicultural perspective

### **13.3.3 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.

### **13.3.4 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 required coursework for their business degree programs.

### **13.3.5 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 offered by the University. 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 Post University Learning Center is open to all students who want to improve their skills and/or get feedback on their writing.

### **13.3.6 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 five undergraduate degree programs in STEM disciplines (Accounting, Applied Mathematics and Data Science, Biology, Computer Information Systems, and Environmental Science), 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.

### **13.4 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 100-200 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 of the administrative signatures on the form that are required to approve the three or six credit internship/practicum course. When the Registrar receives this completed form with signatures, the student will be enrolled in the internship/practicum course.



### 13.5 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.

UNDERGRADUATE DEGREES AND CERTIFICATES	MAIN CAMPUS	ONLINE	EVENING & WEEKEND
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#### UNDERGRADUATE DEGREES & CERTIFICATES

B.S. in Applied Mathematics and Data Science	X	X	
Concentrations:			
Big Data	X	X	
Life and Physical Science	X	X	
B.S. in Biology	X		
B.A. in Communication and Media Studies	X	X	
Concentrations:			
Social Media	X	X	
Strategic Communication	X	X	
B.S. in Computer Information Systems	X	X	
Concentrations:	X		
Computer Networking	X	X	
Cybersecurity	X	X	
Software Development		X	
B.S. in Equine Studies	X		
Concentrations:			
Business Management	X		
Equestrian Coaching	X		
Equine Wellness	X		
Interdisciplinary	X		
B.S. in Nursing (RN to BSN)		X	
Certificate in Equine Law	X		
(No new enrollments to be accepted)			
Equine Veterinary Assistant Certificate	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.

### **B.S. in Applied Mathematics and Data Science**

The Bachelor of Science in Applied Mathematics and Data Science 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 have the opportunity to 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.

### **B.S. 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 decision.
5. Design professional and compelling presentations of quantitative information.

### **B.S. in Applied Mathematics and Data Science Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSAMDS-MC/index.html>

**Normal Time to Completion:** 48 months

## B.S. in Applied Mathematics and Data Science Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51-55 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	MAT311 Principles of Information Presentation		3 crs
ENG130 Literature and Composition		3 crs	<b>MAJOR, CORE</b>		<b>24 crs</b>
COM107 Introduction to Communication		3 crs	CIS200 Programming I		3 crs
CIS112 Introduction to Computing		3 crs	CIS230 Programming II		3 crs
<b>LIBERAL ARTS</b>		<b>24 crs</b>	CIS380 Data Structures and Algorithms		3 crs
History Elective		3 crs	MAT172 Calculus II		3 crs
Ethics Elective		3 crs	MAT223 Statistics II		3 crs
Social Science Elective		3 crs	MAT261 Discrete Mathematics		3 crs
Performance, Written, or Fine Arts Elective		3 crs	MAT271 Multivariable Calculus I		3 crs
Elective		3 crs	MAT460 Mathematics Internship <b>OR</b>		3 crs
Elective		3 crs	MAT490 Mathematics Independent Study		3 crs
Elective		3 crs			
Elective		3 crs			
<b>MATH</b>		<b>6 crs</b>	<b>DIRECTED ELECTIVES*</b>		<b>12 crs</b>
MAT171 Calculus I		3 crs	MAT350 - 400 Level Elective		
MAT220 Statistics I		3 crs	MAT350 - 400 Level Elective		
<b>SCIENCE</b>		<b>3 crs</b>	MAT350 - 400 Level Elective		
BIO120 Concepts of Biology OR		3 crs	MAT350 - 400 Level Elective		
BIO143 General Biology I OR					
PHY115 Physics I					
<b>OPEN ELECTIVES**</b>		<b>15 crs</b>	<b>CONCENTRATION</b>		<b>3 crs</b>
Elective		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
Elective		3 crs			
Elective		3 crs			
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>			
LCS105 Elements of Organizations		3 crs			
<b>GRAND TOTAL</b>					<b>120 crs</b>
<b>BIG DATA CONCENTRATION</b>		<b>12 crs</b>	<b>LIFE AND PHYSICAL SCIENCE CONCENTRATION</b>		<b>12 crs</b>
CIS342 Cloud Computing and Virtualization		3 crs	BIO144 General Biology II <b>OR</b>		
MAT241 Fundamentals of Data Mining		3 crs	PHY116 Physics II		3 crs
MAT343 Machine Learning		3 crs	MAT320 Biostatistics		3 crs
MAT410 Time Series & Econometrics		3 crs	100-400 Level Directed Science Elective		3 crs
			300-400 Level Directed Science Elective		3 crs

\* Four courses MAT 350 or higher or permission of the Academic Department.

## **B.S. in BIOLOGY**

Students in the Bachelor of Science in Biology degree 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.

### **B.S. 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.

### **B.S. in Biology Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSBIO-MC/index.html>

**Normal Time to Completion: 50 months**



## B.S. in Biology Curriculum

This program is offered on Main Campus.

GENERAL EDUCATION		61 crs	MAJOR, CORE & CONCENTRATIONS		51-55 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	SCI315 Writing in the Sciences		3 crs
ENG130 Literature and Composition		3 crs	<b>SCIENCE CORE</b>		<b>20 crs</b>
COM107 Introduction to Communication		3 crs	BIO144/BIO144L General Biology II and Lab		4 crs
CIS112 Introduction to Computing		3 crs	CHM115/CHM115L General Chemistry I and Lab		4 crs
<b>LIBERAL ARTS</b>		<b>24 crs</b>	CHM116/CHM116L General Chemistry II and Lab		4 crs
History Elective		3 crs	PHY115/PHY115L Physics I and Lab		4 crs
Ethics Elective		3 crs	PHY116/PHY116L Physics II and Lab		4 crs
Social Science Elective		3 crs	<b>MAJOR CORE</b>		<b>21-24 crs</b>
Performance, Written, or Fine Arts Elective		3 crs	BIO306 Genetics		3 crs
Elective*		3 crs	BIO311/BIO311L Cell Biology and Lab		4 crs
Elective*		3 crs	BIO313 Biochemistry		3 crs
Elective		3 crs	<i>Two of the following courses:</i>		
Elective		3 crs	BIO203/BIO203L Anatomy & Physiology I and Lab		4 crs
<b>MATH</b>		<b>6 crs</b>	BIO204/BIO204L Anatomy & Physiology II and Lab		4 crs
MAT171 Calculus I		3 crs	BIO230/BIO230L Microbiology and Lab		4 crs
MAT220 Statistics I		3 crs	BIO235/BIO235L Zoology and Lab		4 crs
<b>SCIENCE</b>		<b>4 crs</b>	<i>One of the following courses:</i>		
BIO143/BIO143L General Biology I and Lab		4 crs	BIO310 Developmental Biology		3 crs
<b>OPEN ELECTIVES**</b>		<b>15 crs</b>	BIO320 Evolution		3 crs
Elective		3 crs	BIO360 Ecology		3 crs
Elective		3 crs	<i>One of the following courses:</i>		
Elective		3 crs	BIO435 Independent Study		1-3 crs
Elective		3 crs	BIO498 Internship		1-3 crs
Elective		3 crs	<b>DIRECTED ELECTIVES</b>		<b>6-8 crs</b>
*PSY101 Introduction to Psychology and SOC101 Introduction to Sociology strongly recommended.			<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
**CHM205/CHM205L Organic Chemistry I with Lab and CHM206/CHM206L Organic Chemistry II with Lab strongly recommended for Pre-Health Track.			CTC101 College Success Seminar		3 crs
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>	CTC301 Professional Success Seminar		3 crs
LCS105 Elements of Organizations		3 crs	<b>GRAND TOTAL</b>		<b>121-125 crs</b>

## **B.A. in COMMUNICATION AND MEDIA STUDIES**

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: Media Arts or Organizational Communication. In the Media Arts 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 Organizational 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.

### **B.A. 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

### **B.A. in Communication and Media Studies Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BAICM-MC/index.html> or <http://post.edu/ge/BAICM-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.A. in Communication and Media Studies Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	COM311 Writing for the Communication Profession		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs			
CIS112 Introduction to Computing		3 crs			
<b>LIBERAL ARTS</b>		<b>24 crs</b>	<b>COMMUNICATION CORE</b>		<b>30 crs</b>
History Elective		3 crs	COM108 Principles of Communication and Media		3 crs
PHL203 Ethics		3 crs	COM201 Communication Theory		3 crs
Social Science Elective		3 crs	COM207 Speech Communication		3 crs
Performance, Written, or Fine Arts Elective		3 crs	COM208 Interpersonal Communication		3 crs
Elective		3 crs	COM301 Mass Media and Society		3 crs
Elective		3 crs	COM324 Persuasion		3 crs
Elective		3 crs	COM335 Group Communication		3 crs
Elective		3 crs	COM341 Media Literacy		3 crs
Elective		3 crs	COM400 Media Research Techniques		3 crs
			COM450 Advanced Seminar in Communication and Media		3 crs
<b>MATH</b>		<b>6 crs</b>	<b>COMMUNICATION ELECTIVE</b>		<b>6 crs</b>
MAT105 Quantitative Methods or higher		3 crs	COM Elective		3 crs
MAT220 Statistics I		3 crs	COM Elective		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	<b>CONCENTRATION/DIRECTED ELECTIVES*</b>		<b>12 crs</b>
Elective		3 crs	Elective		3 crs
			Elective		3 crs
			Elective		3 crs
			Elective		3 crs
<b>OPEN ELECTIVES</b>		<b>15 crs</b>			
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
LCS105 Elements of Organizations		3 crs	CTC101 College Success Seminar		3 crs
			CTC301 Professional Success Seminar		3 crs
<b>GRAND TOTAL</b>					<b>120 crs</b>

SOCIAL MEDIA CONCENTRATION		12 crs	ORGANIZATIONAL COMMUNICATION CONCENTRATION		12 crs
COM240 Social Media Tools & Techniques		3 crs	COM250 Introduction to Strategic Communications		3 crs
COM340 Social Media Management		3 crs	COM340 Social Media Management		3 crs
COM415 Social Interaction in a Virtual Environment		3 crs	COM375 Public Relations		3 crs
MKT235 Social Media Marketing		3 crs**	COM378 Organizational Communication		3 crs

\*\*Students must complete MKT200 prior to taking MKT235.

*\*In lieu of one of the above 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 Studies and the student's Academic Advisor (MC) or Academic Success Counselor (ADP).*

## **B.S. in COMPUTER INFORMATION SYSTEMS**

Post University's Bachelor of Science in Computer Information Systems degree 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, IS/IT project managers. Students will also be prepared to start graduate studies in information systems.

### **B.S. 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 have an understanding of 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

### **B.S. in Computer Information Systems Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSCIS-MC/index.html> or <http://post.edu/ge/BSCIS-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Computer Information Systems Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		3 crs
ENG110 College Writing		3 crs	CIS311 Technical Writing in CIS		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs			
CIS112 Introduction to Computing		3 crs			
<b>LIBERAL ARTS</b>		<b>24 crs</b>	<b>MAJOR CORE</b>		<b>21 crs</b>
History Elective		3 crs	CIS120 Introduction to Information Technology		3 crs
CIS340 Computer Ethics		3 crs	CIS200 Programming Fundamentals (VB1)		3 crs
Social Science Elective		3 crs	CIS213 Project Management I		3 crs
Performance, Written, or Fine Arts Elective		3 crs	CIS222 Fundamentals of IT Security		3 crs
Elective		3 crs	CIS337 Networking in Business		3 crs
Elective		3 crs	CIS415 Information Resource Management		3 crs
Elective		3 crs	CIS398 Internship <b>OR</b>		3 crs
Elective		3 crs	CIS450 Seminar in CIS		
<b>MATH</b>		<b>6 crs</b>	<b>DIRECTED ELECTIVES*</b>		<b>15 crs</b>
MAT120 College Algebra or higher		3 crs	CIS Directed Elective		3 crs
MAT220 Statistics I		3 crs	CIS Directed Elective		3 crs
			CIS300-400 Level Directed Elective		3 crs
			CIS300-400 Level Directed Elective		3 crs
			CIS300-400 Level Directed Elective		
<b>SCIENCE</b>		<b>3 crs</b>	<b>CONCENTRATION/DIRECTED ELECTIVES**</b>		<b>12 crs</b>
Elective		3 crs			
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
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			
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>			
LCS105 Elements of Organizations		3 crs			
<b>GRAND TOTAL</b>					<b>120 crs</b>

COMPUTER NETWORKING CONCENTRATION		12 crs	CYBERSECURITY CONCENTRATION		12 crs
CIS220 Hardware Fundamentals		3 crs	CIS244 Network Security		3 crs
CIS221 Networking Fundamentals		3 crs	CIS322 IT Security Quality Management		3 crs
CIS320 Fundamentals of Router and Switch Configuration		3 crs	CIS341 Enterprise Risk Management		3 crs
CIS441 Fundamentals of Client/Server Technology		3 crs	CIS342 Cloud Computing and Virtualization		3 crs

SOFTWARE DEVELOPMENT CONCENTRATION		12 crs
CIS240 Programming in C++		3 crs
CIS361 Systems Analysis II		3 crs
CIS404 Software Engineering II		3 crs
CIS410 Operating Systems		3 crs

*\*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

*\*\*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 (MC) or Academic Success Counselor (ADP).*

## **B.S. in EQUINE STUDIES**

Students in the Bachelor of Science in Equine Studies degree program benefit from in-class study of equine science and industry, combined with hands-on instruction in safe barn practices, horse management skills, and experience handling a variety of horses in a range of settings. The study of ethical thought and action is applied directly to the concerns of the equine industry. A broad range of elective options permits students to focus on specific aspects of equine study, according to their personal interests or professional goals. A program-wide emphasis on public speaking and personal communication ensures that graduates are comfortable collaborating and communicating with established professionals in the equine industry.

### **B.S. 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

### **B.S. in Equine Studies Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSEQM-MC/index.html>.

**Normal Time to Completion: 48 months**



## B.S. in Equine Studies Curriculum

This program is offered on Main Campus.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	300-400 Level writing course as specified within each concentration		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs			
CIS112 Introduction to Computing		3 crs			
<b>LIBERAL ARTS</b>		<b>24 crs</b>	<b>MAJOR CORE</b>		<b>26 crs</b>
History Elective		3 crs	EQU105 Exploring the Equine Industry		3 crs
EQU340 Equine Business Ethics		3 crs	EQU165/EQU165L Equine Care and Management and Lab		4 crs
Social Science Elective		3 crs	EQU166/EQU166L Facility Design and Operation and Lab		4 crs
Performance, Written, or Fine Arts Elective		3 crs	EQU251 Equine Biology		3 crs
Elective		3 crs	EQU252 Equine Nutrition		3 crs
Elective		3 crs	EQU301 Equine Industry Orientation		3 crs
Elective		3 crs	EQU403 Equine Senior Seminar		3 crs
Elective		3 crs	EQU435 Independent Study <b>OR</b>		3 crs
Elective		3 crs	EQU460 Equine Internship		3 crs
<b>MATH</b>		<b>6 crs</b>	<b>CONCENTRATION/ELECTIVES</b>		<b>22 crs</b>
MAT105 Quantitative Methods or higher		3 crs	EQU Elective		1 cr
MAT220 Statistics I		3 crs	EQU300-400 Level Elective		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	EQU300-400 Level Elective		3 crs
Elective		3 crs	Elective		3 crs
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	Elective		3 crs
Elective		3 crs	Elective		3 crs
Elective		3 crs	Elective		3 crs
Elective		3 crs	Elective		3 crs
Elective		3 crs	300-400 Level Elective		3 crs
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
LCS105 Elements of Organizations		3 crs	CTC101 College Success Seminar		3 crs
			CTC301 Professional Success Seminar		3 crs
<b>GRAND TOTAL</b>					<b>120 crs</b>
<b>B.S. in EQUINE STUDIES ELECTIVES</b>					
EQU170 Equine Communication		1 cr	EQU317 Equine Massage I: Principles & Practices		3 crs
EQU171 Concepts of Equine Massage		1 cr	EQU322 Equine Veterinary Assisting		3 crs
EQU172 Introduction to Hoof Care		1 cr	EQU363 Advanced Horsemanship		3 crs
EQU/HSV212 Animal-Assisted Counseling		3 crs	EQU/HIS380 The Horse in Human History		3 crs
EQU265 Foundations of Equestrian Instruction		3 crs	EQU401 Equine Medical Management		3 crs
EQU270 Equine Event Planning		1 cr	EQU/LAW410 Equine Law		3 crs
EQU299 Riding Instructor Practicum		3 crs	EQU416 Hoof Trimming II: Rehabilitation		3 crs
EQU302 Principles of Equine Reproduction		3 crs	EQU418 Equine Massage II: Rehabilitation		3 crs
EQU303 Equine Industry Work Experience		3 crs	EQU435 Independent Study		3 crs
EQU306 Equine Locomotion		3 crs	EQU460 Equine Internship		3 crs
EQU315 Hoof Trimming I: Principles & Practices		3 crs			

BUSINESS MANAGEMENT CONCENTRATION	22 crs
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<i>Designated Writing Course:</i>	
BUS311 Managerial Communications	3 crs
ACC111 Financial Accounting	3 crs
LAW206	
EQU/LAW410 Equine Law	3 crs
MGT221 Entrepreneurship, Creativity & Innovation	3 crs
MGT306 Small Business Management	3 crs
MGT335 Organizational Behavior	3 crs
MKT200 Introduction to Marketing	3 crs
EQU Elective	1 cr
EQU Elective 300-400 Level	3 crs
<i>Recommended Liberal Arts Elective:</i>	
LAW206 Business Law II	3 crs

*Students in the Business Management concentration may substitute MGT105 Principles of Management for the required LCS105 Elements of Organizations.*

EQUESTRIAN COACHING CONCENTRATION	22 crs
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<i>Designated Writing Course:</i>	
HSV/PSY/SOC341 Research Methods for the Social Sciences	3 crs
EQU170 Equine Communication	1 cr
PSY101 Fundamentals of Psychology I	3 crs
EQU265 Foundations of Equestrian Instruction	3 crs
EQU299 Riding Instructor Practicum	3 crs
EQU306 Equine Locomotion	3 crs
HSV309 Theories of Counseling	3 crs
PSY310 Learning Theory	3 crs
EQU Elective 300-400 Level	3 crs

EQUINE WELLNESS CONCENTRATION	22 crs
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<i>Designated Writing Course:</i>	
SCI315 Writing in the Sciences	3 crs
EQU171 Concepts of Equine Massage <b>OR</b>	1 cr
EQU172 Introduction to Hoof Care	1 cr
BIO143/BIO143L General Biology I and Lab	4 crs
BIO144/BIO144L General Biology II and Lab	4 crs
CHM115/CHM115L General Chemistry I and Lab	4 crs
EQU306 Equine Locomotion	3 crs
EQU401 Equine Medical Management	3 crs
<i>Choose one of the following:</i>	
EQU315 Hoof Trimming I: Principles & Practices	3 crs
EQU317 Equine Massage I: Principles & Practices	3 crs
EQU322 Equine Veterinary Assisting	
EQU322 Equine Veterinary Assisting	3 crs

INTERDISCIPLINARY CONCENTRATION *	22 crs
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<i>Designated Writing Course:</i>	
Designated 300-Level writing course within the primary concentration discipline	3 crs
EQU Elective	1 cr
EQU Elective 300-400 Level	3 crs
EQU Elective 300-400 Level	3 crs
Elective	3 crs
Elective	3 crs
Elective	3 crs
Elective 300-400 Level	3 crs
Elective 300-400 Level	3 crs

*\*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 the University (18 credits).*

*Alternatively, the student may develop an Interdisciplinary Concentration that meets his or her specific career and professional interests, working with the Equine Studies Program Director.*

### **B.S. in Nursing (RN to BSN)**

The RN to BSN Completion Program is an online program designed to provide registered nurses who possess an associate's 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.

### **Mission**

To prepare students as professional registered nurses who have the 21st 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:

- Provider of Patient-Centered Care
- Leader of Care
- Member of a Profession

### **B.S. in Nursing Program Outcomes**

1. Synthesize theories and concepts from nursing and liberal education to build an understanding of the human experience and improve quality of care.
2. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care.
3. Critically analyze evidence and research findings for use in clinical practice.
4. Apply technology to the acquisition, analysis, and dissemination of knowledge to support evidence-based nursing practice.
5. Analyze personal, social, cultural, economic, political, environmental, local, and global influences on health and health care delivery.
6. Demonstrate effective communication, teambuilding, and collaborative strategies when organizing the health care needs of clients.
7. Demonstrate clinical reasoning when assessing, planning, implementing, and evaluating health care.
8. 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. Plan holistic care that recognizes differences, values, preferences, and expressed needs of clients.

### **B.S. in Nursing Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSN-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Nursing Curriculum

This program is offered Online.

GENERAL EDUCATION		63 crs	MAJOR, CORE & CONCENTRATIONS		57 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	NUR315 Scholarly Inquiry for Evidence-Based Practice		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs			
CIS112 Introduction to Computing		3 crs			
<b>LIBERAL ARTS</b>		<b>26 crs</b>	<b>MAJOR CORE (Transferred)</b>		<b>30 crs</b>
History Elective		3 crs	Registered Nursing License (CWLEP credit)**		
Ethics Elective		3 crs			
PSY101 Fundamentals of Psychology I		3 crs	<b>MAJOR CORE (Must be taken through Post)</b>		<b>21 crs</b>
Performance, Written, or Fine Arts Elective		3 crs	NUR300 Professional Aspects of Nursing Practice		3 crs
PSY200 Psychological Development		3 crs	NUR310 Health Assessment		3 crs
Across the Lifespan		3 crs	NUR320 End of Life: Death, Dying and Bereavement		3 crs
BIO203 Anatomy and Physiology		3 crs	NUR325 Cultural Influences on Health, Illness, and Health Care		3 crs
BIO203V Anatomy and Physiology I Lab Experience		1 cr	NUR330 Nursing Leadership and Management		3 crs
BIO204 Anatomy and Physiology II		3 crs	NUR445 Population and Community Health Nursing		3 crs
BIO204V Anatomy and Physiology II Lab Experience		1 cr	NUR490 Nursing Capstone		3 crs
Liberal Arts Elective (300-400 level)		3 crs			
MAT105 Quantitative Methods or MAT120 College Algebra		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>3 crs</b>
MAT220 Statistics I		3 crs	CTC101 College Success Seminar		3 crs
<b>SCIENCE</b>		<b>4 crs</b>			
BIO230 Microbioogy		3 crs			
BIO230V Microbiology Lab Experience		1 cr			
<b>OPEN ELECTIVES*</b>		<b>15 crs</b>			
Elective (300-400 level)		3 crs			
Elective*		3 crs			
Elective*		3 crs			
Elective*		3 crs			
Elective*		3 crs			
<p>*Additional credit for pre-licensure nursing designated courses may be awarded on a case by case basis.</p>					
<b>GRAND TOTAL</b>					<b>120 crs</b>

## Certificate in Veterinary Assistant Curriculum

### Certificate in Equine Veterinary Assistant Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTEQVET-MC/index.html>.

**Normal Time to Completion:** 10 months








This program is offered on Main Campus. This certificate is available only to students with a declared major or minor in Equine Studies.



<b>EQUINE VETERINARY ASSISTANT CERTIFICATE</b>	<b>23 crs</b>
BIO143/BIO143L General Biology I and Lab	4 crs
BIO144/BIO144L General Biology II and Lab	4 crs
BIO160 Medical and Scientific Terminology	3 crs
BIO350 Pharmacology	3 crs
EQU322 Equine Veterinary Assisting	3 crs
EQU401 Equine Medical Management	3 crs
EQU460 Equine Internship	3 crs



**THE MALCOLM BALDRIGE  
SCHOOL OF BUSINESS®**

### 13.6 The Malcolm Baldrige School of Business

MALCOLM BALDRIGE SCHOOL OF BUSINESS		MAIN CAMPUS	ONLINE	EVENING & WEEKEND*
<b>UNDERGRADUATE DEGREES &amp; CERTIFICATES</b>				
 B.S. in Accounting		X	X	X
 B.S. in Business Administration		X	X	X
Concentrations:				
General Business Administration		X	X	
Accounting		X	X	
Business Analytics		X	X	
Computer Information Systems		X	X	
Entrepreneurship		X	X	
Finance		X	X	
International Business Administration		X	X	X
Management		X	X	
Marketing		X	X	
Project Management		X	X	
Sport Management		X	X	
 B.S. 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	
 B.S. in Management		X	X	
Concentrations:				
General Management		X	X	
Accounting		X	X	
Computer Information Systems		X	X	
Entrepreneurship		X	X	
Finance		X	X	
Human Resource Management		X	X	
International Management		X	X	
Leadership		X	X	
Marketing		X	X	
Project Management		X	X	
Sport Management		X	X	
Sustainability Management		X	X	
 B.S. in Marketing		X	X	
Concentrations:				
General Marketing		X	X	
Digital Marketing		X	X	
Integrated Marketing Communication		X	X	
International Marketing		X	X	
Market Research & Analytics		X	X	
Sales Management		X	X	
Sport Marketing		X	X	
 B.S. in Sport Management		X	X	
 A.S. in Accounting		X	X	X

 A.S. in Management		X	X
 A.S. 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 in this chart include courses from the program. Full programs are not currently offered at Post's site locations.**





## **B.S. in ACCOUNTING**

Students in the Bachelor of Science in Accounting degree 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. Many graduates pursue CPA and CMA certifications.

This degree program is programmatically accredited by the Accreditation Council for Business and Programs (ACBSP).

### **B.S. in Accounting Program Outcomes**

Accounting - Students will explain and apply the theory and practice of accounting to include preparation of financial statements.

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.

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.

Tax - Students will demonstrate and apply knowledge of tax laws for tax reporting and compliance purposes and its effects on financial reporting.

Accounting Information Systems - Students will demonstrate an understanding of current technologies related to accounting information development, audit, and analysis.

Business Ethics - Students will examine and apply ethical and professional behaviors and standards to contemporary business situations.

Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.

Fundamental Business Concepts - Students will demonstrate the ability to apply the fundamental concepts of Management, Marketing, Accounting, Finance, and Economics in a business environment.

### **B.S. in Accounting Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSACC-MC/index.html> or <http://post.edu/ge/BSACC-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

### Accounting Program – Complete your Bachelors and Masters 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 BS 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 MS in Accounting is decided at the completion of the student's 3<sup>rd</sup> year and is conditional on the following:

- Students must have at least 108 undergraduate credit hours completed successfully prior to starting their fourth year.
- Students must complete their undergraduate accounting degree during year 4.
- Students must have a 3.00 cumulative GPA
- 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 5-year plan:

	Undergraduate Courses	Credits	Graduate Courses	Credits	Graduate CPA Labs	Credits	Total Credits
Year 1	12	36					36
Year 2	12	36					36
Year 3	12	36					36
Year 4	4	12	4	12	1	1	25
Year 5			6	18	5	5	23
Totals	40	120	10	30	6	6	156

## B.S. in Accounting Curriculum

This program is offered on Main Campus, Online and Evening & Weekend.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		54 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>BUSINESS LAW</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	LAW204 Business Law I		3 crs
ENG130 Literature and Composition		3 crs	<b>BUSINESS CORE</b>		<b>15 crs</b>
COM107 Introduction to Communication		3 crs	ACC111 Financial Accounting		3 crs
CIS112 Introduction to Computing		3 crs	BUS211 Malcolm Baldrige Quality Standards		3 crs
<b>LIBERAL ARTS</b>		<b>21 crs</b>	FIN201 Principles of Finance		3 crs
History Elective		3 crs	MGT105 Principles of Management		3 crs
BUS340 Business Ethics		3 crs	MKT200 Principles of Marketing		3 crs
ECO201 Macroeconomics		3 crs	<b>CAPSTONE</b>		<b>3 crs</b>
Performance, Written, or Fine Arts Elective		3 crs	BUS411 Business Policy Seminar		3 crs
Elective		3 crs	<b>MAJOR CORE</b>		<b>33 crs</b>
Elective		3 crs	ACC211 Managerial Accounting		3 crs
Elective		3 crs	ACC215 Spreadsheet and General		3 crs
<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>	Ledger Software		
BUS311 Managerial Communications		3 crs	ACC301 Cost Accounting		3 crs
<b>MATH</b>		<b>6 crs</b>	ACC303 Intermediate Accounting I		3 crs
MAT120 College Algebra or higher		3 crs	ACC330 Federal Income Taxes		3 crs
MAT220 Statistics I		3 crs	ACC340 Intermediate Accounting II		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	ACC430 Accounting Information Systems		3 crs
Elective		3 crs	ACC440 Auditing		3 crs
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	ACC450 Advanced Accounting I OR		3 crs
Elective		3 crs	ACC451 Advanced Accounting II		
Elective		3 crs	ACC 300-400 Level Elective		3 crs
Elective		3 crs	ACC 300-400 Level Elective		3 crs
Elective		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
<b>GRAND TOTAL</b>					<b>120 crs</b>



## **B.S. in BUSINESS ADMINISTRATION**

Students in the Bachelor of Science in Business Administration degree 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 and Programs (ACBSP).

### **B.S. in Business Administration Program Outcomes**

Business Policy and Practice - Students will demonstrate a sound theoretical foundation in the practices and methods of business in the current competitive environment.

Business Analytics and Problem Solving - Students will possess a variety of qualitative and quantitative analytical skills appropriate to problem solving in practical business situations.

Teamwork in Business - Students will possess the interpersonal and teamwork skills necessary to succeed in modern business environments.

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.

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.

Business Ethics - Students will examine and apply ethical and professional behaviors to contemporary business situations

Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.

Fundamental Business Concepts - Students will demonstrate the ability to apply the fundamental concepts of Management, Marketing, Accounting, Finance, and Economics in a business environment.

### **B.S. in Business Administration Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSBM-MC/index.html> or <http://post.edu/ge/BSBA-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Business Administration Curriculum

This program is offered on Main Campus, Online; courses are also offered on Evening & Weekend.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		54 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>BUSINESS LAW</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	LAW204 Business Law I		3 crs
ENG130 Literature and Composition		3 crs	<b>BUSINESS CORE</b>		<b>18 crs</b>
COM107 Introduction to Communication		3 crs	ACC111 Financial Accounting		3 crs
CIS112 Introduction to Computing		3 crs	BUS211 Malcolm Baldrige Quality Standards		3 crs
<b>LIBERAL ARTS</b>		<b>21 crs</b>	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	<b>MAJOR CORE</b>		<b>18 crs</b>
Elective		3 crs	ACC211 Managerial Accounting		3 crs
Elective		3 crs	BUS411 Business Policy Seminar		3 crs
Elective		3 crs	ECO202 Microeconomics		3 crs
<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>	IBA301 Principles of International Business		3 crs
BUS311 Managerial Communications		3 crs	MAT230 Finite Analysis		3 crs
<b>MATH</b>		<b>6 crs</b>	BUS 300-400 Level Elective		3 crs
MAT120 College Algebra or higher		3 crs	<b>CONCENTRATION/BUSINESS ELECTIVES</b>		<b>15 crs</b>
MAT220 Statistics I		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
<b>SCIENCE</b>		<b>3 crs</b>	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	<b>GRAND TOTAL</b>		<b>120 crs</b>
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			

GENERAL BUSINESS ADMINISTRATION CONCENTRATION/BUSINESS ELECTIVES		15 crs	INTERNATIONAL BUSINESS ADMINISTRATION CONCENTRATION/BUSINESS ELECTIVES		15 crs
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
300-400 Level Business Elective		3 crs	FIN411 International Financial Management		3 crs
300-400 Level Business Elective		3 crs	IBA305 International Business Law		3 crs
300-400 Level Business Elective		3 crs	IBA421 International Management		3 crs
<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
Business Elective		3 crs	300-400 Level Business Elective		3 crs
ACCOUNTING CONCENTRATION/ BUSINESS ELECTIVES		15 crs	MANAGEMENT CONCENTRATION/ BUSINESS ELECTIVES		15 crs
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION</b>		<b>9 crs</b>
ACC301 Cost Accounting		3 crs	HRM201 Human Resource Management		3 crs
ACC303 Intermediate Accounting I		3 crs	HRM305 Managing a Diverse Workplace		3 crs
ACC300-400 Level Elective		3 crs	MGT408 Organization Theory and Design		3 crs
<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
Business Elective		3 crs	300-400 Level Business Elective		3 crs
BUSINESS ANALYTICS CONCENTRATION/ BUSINESS ELECTIVES		15 crs	FINANCE CONCENTRATION/ BUSINESS ELECTIVES		15 crs
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
BUS330 Business Analytics		3 crs	ECO303 Money and Banking		3 crs
CIS250 Advanced Excel		3 crs	FIN302 Corporate Finance <b>OR</b>		3 crs
MAT223 Statistics II		3 crs	FIN306 Personal Financial Planning		
			FIN305 Analysis of Financial Statements		3 crs
<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
COMPUTER INFORMATION SYSTEMS CONCENTRATION/BUSINESS ELECTIVES		15 crs	MARKETING CONCENTRATION/ BUSINESS ELECTIVES		15 crs
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
CIS312 End User Computing		3 crs	MKT235 Social Media Marketing		3 crs
CIS337 Networking in Business		3 crs	MKT315 Marketing Management		3 crs
CIS415 Information Resource Management		3 crs	MKT319 Brand Management		3 crs
<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
Business Elective		3 crs	300-400 Level Business Elective		3 crs

ENTREPRENEURSHIP CONCENTRATION/ BUSINESS ELECTIVES		15 crs	PROJECT MANAGEMENT CONCENTRATION/ BUSINESS ELECTIVES		15 crs
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
MGT221 Entrepreneurship, Creativity and Innovation		3 crs	PMG301 Project Management I		3 crs
MGT306 Small Business Management		3 crs	PMG302 Project Management II		3 crs
MGT416 Managing a Growing Business		3 crs	PMG320 Working in Teams		3 crs
<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
			SPORT MANAGEMENT CONCENTRATION/ BUSINESS ELECTIVES		15 crs
			<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
			SMG101 Principles of Sport Management		3 crs
			SMG201 Sport & Athletic Administration		3 crs
			SMG251 Sport Event & Facility Management		3 crs
			<b>BUSINESS ELECTIVES TOTAL</b>		<b>6 crs</b>
			300-400 Level Business Elective		3 crs
			300-400 Level Business Elective		3 crs



## **B.S. in FINANCE**

Students in the Bachelor of Science in Finance degree program will develop their skills in analyzing financial situations, determining potential problems, and arriving at workable solutions. Through case studies, students will gain knowledge of the cultural, global and ethical environments in which businesses operate. They will also gain vital foundational knowledge in the areas of mathematics and quantitative methods necessary to effectively analyze business and investment decisions.

Graduates could pursue careers in corporate finance, investment and portfolio management, banking, public finance, personal finance 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 and Programs (ACBSP).

### **B.S. in Finance Program Outcomes**

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.

Financial Policy Making - Students will evaluate market and organizational needs for developing, strengthening, and implementing corporate governance and dividend policy making practices.

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.

Business Ethics - Students will examine and apply ethical and professional behaviors and standards to contemporary business situations.

Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.

Fundamental Business Concepts - Students will demonstrate the ability to apply the fundamental concepts of Management, Marketing, Accounting, Finance, and Economics in a business environment.

### **B.S. in Finance Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSFIN-MC/index.html> or <http://post.edu/ge/BSFIN-ONLINE/index.html>.

**Normal Time to Completion: 48 months**



## B.S. in Finance Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		54 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>BUSINESS LAW</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	LAW204 Business Law I		3 crs
ENG130 Literature and Composition		3 crs	<b>BUSINESS CORE</b>		<b>18 crs</b>
COM107 Introduction to Communication		3 crs	ACC111 Financial Accounting		3 crs
CIS112 Introduction to Computing		3 crs	BUS211 Malcolm Baldrige Quality Standards		3 crs
<b>LIBERAL ARTS</b>		<b>21 crs</b>	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	<b>MAJOR CORE</b>		<b>24 crs</b>
Elective		3 crs	ACC211 Managerial Accounting		3 crs
Elective		3 crs	BUS411 Business Policy Seminar		3 crs
Elective		3 crs	ECO202 Microeconomics <b>OR</b>		3 crs
<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>	ECO303 Money and Banking		3 crs
BUS311 Managerial Communications		3 crs	FIN302 Corporate Finance		3 crs
<b>MATH</b>		<b>6 crs</b>	FIN306 Personal Financial Planning		3 crs
MAT120 College Algebra or higher		3 crs	FIN401 Insurance and Risk Management		3 crs
MAT220 Statistics I		3 crs	FIN403 Investment Management		3 crs
<b>SCIENCE</b>		3 crs	MAT230 Finite Analysis		3 crs
Elective		3 crs	<b>CONCENTRATION</b>		<b>9 crs</b>
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
Elective		3 crs	<b>GRAND TOTAL</b>		<b>120 crs</b>
Elective		3 crs	<b>GENERAL FINANCE CONCENTRATION</b>		<b>9 crs</b>
Elective		3 crs	FIN300-400 Level Elective		3 crs
Elective		3 crs	FIN300-400 Level Elective		3 crs
<b>GRAND TOTAL</b>		<b>120 crs</b>	<b>PERSONAL FINANCIAL PLANNING CONCENTRATION</b>		<b>9 crs</b>
<b>GENERAL FINANCE CONCENTRATION</b>		<b>9 crs</b>	FIN313 Investment Company and Variable Products <b>OR</b>		3 crs
FIN300-400 Level Elective		3 crs	FIN413 General Securities Brokerage and Practice		3 crs
FIN300-400 Level Elective		3 crs	FIN406 Seminar in Personal Finance		3 crs
<b>CORPORATE FINANCE CONCENTRATION</b>		<b>9 crs</b>	FIN300-400 Level Elective		3 crs
FIN405 Seminar in Finance		3 crs	<b>FINANCIAL PLANNING AND ANALYSIS CONCENTRATION</b>		<b>9 crs</b>
FIN407 Business Valuations for Mergers and Acquisitions		3 crs	ACC215 Spreadsheet and General Ledger		3 crs
FIN300-400 Level Elective		3 crs	ACC303 Intermediate Accounting I		3 crs
<b>FINANCIAL PLANNING AND ANALYSIS CONCENTRATION</b>		<b>9 crs</b>	FIN305 Analysis of Financial Statements		3 crs
ACC215 Spreadsheet and General Ledger		3 crs	<b>FINANCIAL SERVICES AND BANKING CONCENTRATION</b>		<b>9 crs</b>
ACC303 Intermediate Accounting I		3 crs	ECO303 Money and Banking		3 crs
FIN305 Analysis of Financial Statements		3 crs	FIN313 Investment Company and Variable		3 crs
<b>FINANCIAL SERVICES AND BANKING CONCENTRATION</b>		<b>9 crs</b>	200-400 Level Business Elective		3 crs
ECO303 Money and Banking		3 crs			
FIN313 Investment Company and Variable		3 crs			
200-400 Level Business Elective		3 crs			



## **B.S. in MANAGEMENT**

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 public management. 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 and Programs (ACBSP).

### **B.S. in Management Program Outcomes**

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.

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.

Team Processes and Development - Students will evaluate the ability to build and work in teams, including team development, norms, cohesion and trust.

Business Ethics - Students will examine and apply ethical and professional behaviors and standards to contemporary business situations.

Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.

Fundamental Business Concepts - Students will demonstrate the ability to apply the fundamental concepts of Management, Marketing, Accounting, Finance, and Economics in a business environment.

### **B.S. in Management Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSMGT-MC/index.html> or <http://post.edu/ge/BSMGT-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Management Curriculum

This program is offered on Main Campus, Online and Evening & Weekend.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		54 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>BUSINESS LAW</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	LAW204 Business Law I		3 crs
ENG130 Literature and Composition		3 crs	<b>BUSINESS CORE</b>		<b>18 crs</b>
COM107 Introduction to Communication		3 crs	ACC111 Financial Accounting		3 crs
CIS112 Introduction to Computing		3 crs	BUS211 Malcolm Baldrige Quality Standards		3 crs
<b>LIBERAL ARTS</b>		<b>21 crs</b>	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	<b>MAJOR CORE</b>		<b>21 crs</b>
Elective		3 crs	ACC211 Managerial Accounting		3 crs
Elective		3 crs	BUS411 Business Policy Seminar		3 crs
Elective		3 crs	ECO202 Microeconomics		3 crs
<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>	HRM201 Human Resource Management		3 crs
BUS311 Managerial Communications		3 crs	MGT335 Organizational Behavior		3 crs
<b>MATH</b>		<b>6 crs</b>	MGT347 Systems Management		3 crs
MAT120 College Algebra or higher		3 crs	MGT450 Seminar in Management		3 crs
MAT220 Statistics I		3 crs	<b>CONCENTRATION/BUSINESS ELECTIVES</b>		<b>12 crs</b>
<b>SCIENCE</b>		<b>3 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	CTC301 Professional Success Seminar		3 crs
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
<b>GRAND TOTAL</b>					<b>120 crs</b>

<b>GENERAL MANAGEMENT CONCENTRATION/ BUSINESS ELECTIVES</b>		<b>12 crs</b>	<b>INTERNATIONAL MARKETING CONCENTRATION</b>		<b>12 crs</b>
<b>CONCENTRATION</b>		<b>9 crs</b>	<b>CONCENTRATION</b>		<b>9 crs</b>
MGT300-400 Level Elective		3 crs	BUS320 Logistics Management		3 crs
MGT300-400 Level Elective		3 crs	IBA301 Principles of International Business		3 crs
MGT300-400 Level Elective		3 crs	MKT311 International Marketing		3 crs
<b>BUSINESS ELECTIVES</b>		<b>3 crs</b>	<b>BUSINESS ELECTIVES</b>		<b>3 crs</b>
300-400 Level Business Elective		3 crs	Business Elective		3 crs
<b>ACCOUNTING CONCENTRATION/ BUSINESS ELECTIVES</b>		<b>12 crs</b>	<b>LEADERSHIP CONCENTRATION/ BUSINESS ELECTIVES</b>		<b>12 crs</b>
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
ACC301 Cost Accounting		3 crs	HRM305 Managing a Diverse Workplace		3 crs
ACC303 Intermediate Accounting I		3 crs	MGT203 Foundations of Leadership		3 crs
ACC300-400 Level Elective		3 crs	PMG320 Working in Teams		3 crs
<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
<b>COMPUTER INFORMATION SYSTEMS CONCENTRATION/BUSINESS ELECTIVES</b>		<b>12 crs</b>	<b>MARKETING CONCENTRATION/ BUSINESS ELECTIVES</b>		<b>12 crs</b>
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
CIS312 End User Computing		3 crs	MKT235 Social Media Marketing		3 crs
CIS337 Networking in Business		3 crs	MKT315 Marketing Management		3 crs
CIS415 Information Resource Management		3 crs	MKT319 Brand Management		3 crs
<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
<b>CONSTRUCTION MANAGEMENT CONCENTRATION/BUSINESS ELECTIVES</b>		<b>12 crs</b>	<b>PROJECT MANAGEMENT CONCENTRATION/ BUSINESS ELECTIVES</b>		<b>12 crs</b>
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
CMG301 Construction Management Fundamentals		3 crs	PMG301 Project Management I		3 crs
CMG302 Construction Planning, Equipment, and Methods		3 crs	PMG302 Project Management II		3 crs
300-400 Level Business Elective		3 crs	PMG320 Working in Teams		3 crs
<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>
300-400 Level Business Elective		3 crs	Business Elective		3 crs
<b>ENTREPRENEURSHIP CONCENTRATION/ BUSINESS ELECTIVES</b>		<b>12 crs</b>	<b>SPORT MANAGEMENT CONCENTRATION/ BUSINESS ELECTIVES</b>		<b>12 crs</b>
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
MGT221 Entrepreneurship, Creativity and Innovation		3 crs	SMG101 Principles of Sport Management		3 crs
MGT306 Small Business Management		3 crs	SMG201 Sport & Athletic Administration		3 crs
MGT416 Managing a Growing Business		3 crs	SMG251 Sport Event & Facility Management		3 crs
<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs

FINANCE CONCENTRATION/ BUSINESS ELECTIVES		12 crs	SUPPLY CHAIN & LOGISTICS CONCENTRATION/ BUSINESS ELECTIVES		12crs
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
ECO303 Money and Banking		3 crs	BUS315 Materials and Inventory Management		3 crs
FIN302 Corporate Finance <b>OR</b>		3 crs	BUS320 Logistics & Supply Chain Management		3 crs
FIN306 Personal Financial Planning			PMG301 Project Management I		3 crs
FIN305 Analysis of Financial Statements		3 crs			
<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>	<b>BUSINESS ELECTIVES TOTAL</b>		<b>3 crs</b>
300-400 Level Business Elective		3 crs	300-400 Level Business Elective		3 crs
HUMAN RESOURCE MANAGEMENT CONCENTRATION		12 crs	SUSTAINABILITY MANAGEMENT CONCENTRATION		12crs
HRM305 Managing a Diverse Workplace		3 crs	ENV240 Ocean Conservation and Management		3 crs
HRM307 Compensation and Benefits		3 crs	ENV315 Environmental Health and Safety		3 crs
HRM308 Training and Development		3 crs	ENV405/LAW405 Environmental Law and		3 crs
HRM411 Seminar in Human Resource		3 crs	Practice		
Management			ENV430 Strategies for Sustainable Development		3 crs

Students in the Bachelor of Science in Marketing degree 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 and Programs (ACBSP).

### **B.S. 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

### **B.S. in Marketing Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSMKT-MC/index.html> or <http://post.edu/ge/BSMKT-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Marketing Curriculum

This program is offered on Main Campus, Online and Evening & Weekend.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		54 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>BUSINESS LAW</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	LAW204 Business Law I		3 crs
ENG130 Literature and Composition		3 crs	<b>BUSINESS CORE</b>		<b>18 crs</b>
COM107 Introduction to Communication		3 crs	ACC111 Financial Accounting		3 crs
CIS112 Introduction to Computing		3 crs	BUS211 Malcolm Baldrige Quality Standards		3 crs
<b>LIBERAL ARTS</b>		<b>21 crs</b>	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	<b>MAJOR CORE</b>		<b>24 crs</b>
Elective		3 crs	ACC211 Managerial Accounting		3 crs
Elective		3 crs	BUS411 Business Policy Seminar		3 crs
Elective		3 crs	ECO202 Microeconomics		3 crs
<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>	MKT201 Retail Merchandising and Management OR		3 crs
BUS311 Managerial Communications		3 crs	MKT301 Business to Business Marketing		
<b>MATH</b>		<b>6 crs</b>	MKT315 Marketing Management		3 crs
MAT120 College Algebra or higher		3 crs	MKT382 Consumer Behavior		3 crs
MAT220 Statistics I		3 crs	MKT411 Marketing Research		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	MKT474 Strategic Marketing		3 crs
Elective		3 crs	<b>CONCENTRATION</b>		<b>9 crs</b>
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
Elective		3 crs	<b>GRAND TOTAL</b>		<b>120 crs</b>
Elective		3 crs	<b>GENERAL MARKETING CONCENTRATION</b>		<b>9 crs</b>
Elective		3 crs	MKT300-400 Level Elective		3 crs
Elective		3 crs	MKT300-400 Level Elective		3 crs
Elective		3 crs	MKT300-400 Level Elective		3 crs
Elective		3 crs	<b>MARKET RESEARCH &amp; ANALYTICS CONCENTRATION</b>		<b>9 crs</b>
Elective		3 crs	BUS330 Business Analytics		3 crs
			MKT321 Customer Relationship Management		3 crs
			MKT480 Web Analytics		3 crs
			<b>DIGITAL MARKETING CONCENTRATION</b>		<b>9 crs</b>
			CIS280 Multimedia Web Design OR		
			CIS290 Mobile Application Development		3 crs
			MKT235 Social Media Marketing		3 crs
			MKT305 Internet and Interactive Media Marketing		3 crs
			<b>SALES MANAGEMENT CONCENTRATION</b>		<b>9 crs</b>
			MKT203 Sales and Techniques of Selling		3 crs
			MKT320 Sales Force Management and Leadership		3 crs
			MKT321 Customer Relationship Management		3 crs

<b>INTEGRATED MARKETING COMMUNICATION CONCENTRATION</b>	<b>9 crs</b>
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MKT204 Advertising	3 crs
MKT304 Advertising Copy, Layout, and Design	3 crs
MKT305 Internet and Interactive Media Marketing	3 crs

<b>INTERNATIONAL MARKETING CONCENTRATION</b>	<b>9 crs</b>
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BUS320 Logistics Management	3 crs
IBA301 Principles of International Business	3 crs
MKT311 International Marketing	3 crs

<b>SPORT MARKETING CONCENTRATION</b>	<b>9 crs</b>
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MKT201 Retail Merchandising and Management	3 crs
MKT305 Internet and Interactive Media Marketing	3 crs
SMG301 Sport Marketing	3 crs





## **B.S. in SPORT MANAGEMENT**

Students in the Bachelor of Science in Sport Management degree 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 and Programs (ACBSP).

### **B.S. in Sport Management Program Outcomes**

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.

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.

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.

Business Ethics - Students will examine and apply ethical and professional behaviors and standards to contemporary business situations.

Communication - Students will communicate professionally using written and/or oral skills essential to success in the business environment.

Fundamental Business Concepts - Students will demonstrate the ability to apply the fundamental concepts of Management, Marketing, Accounting, Finance, and Economics in a business environment.

### **B.S. in Sport Management Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSSM-MC/index.html> or <http://post.edu/ge/BSSM-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Sport Management Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		60 crs	MAJOR, CORE AND CONCENTRATIONS		54 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>BUSINESS LAW</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	LAW204 Business Law I		3 crs
ENG130 Literature and Composition		3 crs	<b>BUSINESS CORE</b>		<b>18 crs</b>
COM107 Introduction to Communication		3 crs	ACC111 Financial Accounting		3 crs
CIS112 Introduction to Computing		3 crs	BUS211 Malcolm Baldrige Quality Standards		3 crs
<b>LIBERAL ARTS</b>		<b>21 crs</b>	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	<b>MAJOR CORE</b>		<b>24 crs</b>
Elective		3 crs	BUS411 Business Policy Seminar		3 crs
Elective		3 crs	SMG101 Foundations of Sport Management		3 crs
Elective		3 crs	SMG151 Sport in Society		3 crs
<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>	SMG201 Sport and Athletic Administration <b>OR</b>		3 crs
BUS311 Managerial Communications		3 crs	SMG251 Sport Event and Facility Management		
<b>MATH</b>		<b>6 crs</b>	SMG301 Sport Marketing		3 crs
MAT120 College Algebra or higher		3 crs	SMG351 Sport Law		3 crs
MAT220 Statistics I		3 crs	SMG401 Sport Economics		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	SMG451 Sport Management Internship		3 crs
Elective		3 crs	<b>DIRECTED ELECTIVES*</b>		<b>9 crs</b>
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	300-400 Level Directed Elective		3 crs
Elective		3 crs	300-400 Level Directed Elective		3 crs
Elective		3 crs	300-400 Level Directed Elective		3 crs
Elective		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
Elective		3 crs			

*\*Directed Electives are selected under advisement in support of the student's professional goals.*

<b>GRAND TOTAL</b>					<b>120 crs</b>
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## **A.S. in ACCOUNTING**

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 and pursue CPA and CMA certifications.

This degree program is programmatically accredited by the Accreditation Council for Business and Programs (ACBSP).

### **A.S. in Accounting Program Outcomes**

1. Students will obtain the necessary skills to perform basic functions of entry-level bookkeeping and accounting.
2. Students will analyze, record, and interpret accounting information to support internal and external decision-making.
3. Students will acquire a basic understanding of accounting theories and principles.
4. Students will prepare and interpret financial statements.
5. Students shall obtain a base of accounting knowledge necessary to advance academically in accounting to a bachelor's degree in accounting.
6. Students will be able 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.
7. Students will apply the basic concepts of management, marketing, accounting, finance, and economics in a business environment.
8. Students will be able 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.
9. Students will apply the basic concepts of management, marketing, accounting, finance, and economics in a business environment.

### **A.S. in Accounting Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/ASACC-MC/index.html> or <http://post.edu/ge/ASACC-ONLINE/index.html>.

**Normal Time to Completion: 24 months**

## A.S. in Accounting Curriculum

This program is offered on Main Campus, Online and Evening & Weekend.

GENERAL EDUCATION		27 crs	MAJOR, CORE & CONCENTRATIONS		30 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>BUSINESS CORE</b>		<b>18 crs</b>
ENG110 College Writing		3 crs	ACC111 Financial Accounting		3 crs
ENG130 Literature and Composition		3 crs	BUS211 Malcolm Baldrige Quality Standards		3 crs
COM107 Introduction to Communication		3 crs	ECO201 Macroeconomics		3 crs
CIS112 Introduction to Computing		3 crs	FIN201 Principles of Finance		3 crs
			MGT105 Principles of Management		3 crs
			MKT200 Principles of Marketing		3 crs
<b>LIBERAL ARTS</b>		<b>6 crs</b>	<b>MAJOR CORE</b>		<b>12 crs</b>
LAW204 Business Law I		3 crs	ACC211 Managerial Accounting		3 crs
Elective		3 crs	ACC215 Spreadsheet and General Ledger Software		3 crs
<b>MATH</b>		<b>3 crs</b>	ACC200 Level or Higher Elective		3 crs
MAT120 College Algebra or higher		3 crs	ACC200 Level or Higher Elective		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>3 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
<b>OPEN ELECTIVES</b>		<b>3 crs</b>			
Elective		3 crs			
<b>GRAND TOTAL</b>					<b>60 crs</b>



## **A.S. in MANAGEMENT**

Students in the Associate of 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 and Programs (ACBSP).

### **A.S. in Management Program Outcomes**

1. Students will compare general management theories and principles and apply their knowledge in order to synthesize a personalized vision, management style and leadership approach
2. Students will analyze a variety of management principles and compare the range of managerial responsibilities in a globally oriented environment and develop the ability to apply those principles in organizations
3. Students will demonstrate effective working knowledge of contemporary human resource issues, including talent management, employment law, HR strategy, recruitment, employee socialization, training, compensation, benefits, organizational development and HR information systems
4. Students will explain overall operations and management of business organizations and the impact of those businesses in the overall economic system
5. Students will interpret ethical and professional behavior in business situations
6. Students will demonstrate knowledge of contemporary human resource issues including talent management, employment law, HR strategy, recruitment, employee socialization, training, compensation, benefits, organizational development and HR information systems.
7. Students will apply the basic concepts of management, marketing, accounting, finance, and economics in a business environment
8. Students will demonstrate knowledge of contemporary human resource issues including talent management, employment law, HR strategy, recruitment, employee socialization, training, compensation, benefits, organizational development and HR information systems.
9. Students will apply the basic concepts of management, marketing, accounting, finance, and economics in a business environment

### **A.S. in Management Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/ASMGT-ONLINE/index.html>.

**Normal Time to Completion: 24 months**

## A.S. in Management Curriculum

This program is offered Online and Evenings & Weekend.

GENERAL EDUCATION		27 crs	MAJOR, CORE & CONCENTRATIONS		30 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>BUSINESS CORE</b>		<b>18 crs</b>
ENG110 College Writing		3 crs	ACC111 Financial Accounting		3 crs
ENG130 Literature and Composition		3 crs	BUS211 Malcolm Baldrige Quality Standards		3 crs
COM107 Introduction to Communication		3 crs	ECO201 Macroeconomics		3 crs
CIS112 Introduction to Computing		3 crs	FIN201 Principles of Finance		3 crs
<b>LIBERAL ARTS</b>		<b>6 crs</b>	MGT105 Principles of Management		3 crs
LAW204 Business Law I		3 crs	MKT200 Principles of Marketing		3 crs
Elective		3 crs	<b>MAJOR CORE</b>		<b>12 crs</b>
<b>MATH</b>		<b>3 crs</b>	ACC211 Managerial Accounting		3 crs
MAT120 College Algebra or higher		3 crs	ECO202 Microeconomics		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	HRM201 Human Resource Management		3 crs
Elective		3 crs	Elective		3 crs
<b>OPEN ELECTIVES</b>		<b>3 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>3 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
<b>GRAND TOTAL</b>					<b>60 crs</b>



## **A.S. in MARKETING**

Students in the Associate of Science in Marketing degree 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 and Programs (ACBSP).

### **A.S. in Marketing Program Outcomes**

1. Students will analyze and evaluate the operations of business institutions, domestically and internationally
2. Students will analyze and develop a budget of a business operation
3. Students will establish, maintain and improve the image of the operation
4. Students will differentiate the dynamics of marketing/buying and the ethics of buyer/seller relationships
5. Students will learn formalized sales procedures and practices, including pre-sale activities through demonstrations, presentations, and the close.
6. Students will analyze the psychology of selling, and practice reading verbal and non-verbal sales cues
7. Students will develop sales strategies, and in specialized selling situations
8. Students will be able to perform basic marketing functions including identifying, segmenting and targeting markets; developing product offerings (goods or services) to satisfy customer needs; getting products to customers at prices that convey value; and effectively communicating the benefits of those products to the intended customer base.
9. Students will apply the basic concepts of management, marketing, accounting, finance, and economics in a business environment
10. Students will be able to perform basic marketing functions including identifying, segmenting and targeting markets; developing product offerings (goods or services) to satisfy customer needs; getting products to customers at prices that convey value; and effectively communicating the benefits of those products to the intended customer base.
11. Students will apply the basic concepts of management, marketing, accounting, finance, and economics in a business environment

### **A.S. in Marketing Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/ASMKT-ONLINE/index.html>.

**Normal Time to Completion: 24 months**

## A.S. in Marketing Curriculum

This program is offered Online.

<b>GENERAL EDUCATION</b>	<b>27 crs</b>	<b>MAJOR, CORE &amp; CONCENTRATIONS</b>	<b>30 crs</b>
<b>COMMON CORE</b>	<b>12 crs</b>	<b>BUSINESS CORE</b>	<b>18 crs</b>
ENG110 College Writing	3 crs	ACC111 Financial Accounting	3 crs
ENG130 Literature and Composition	3 crs	BUS211 Malcolm Baldrige Quality Standards	3 crs
COM107 Introduction to Communication	3 crs	ECO201 Macroeconomics	3 crs
CIS112 Introduction to Computing	3 crs	FIN201 Principles of Finance	3 crs
		MGT105 Principles of Management	3 crs
<b>LIBERAL ARTS</b>	<b>6 crs</b>	MKT200 Principles of Marketing	3 crs
LAW204 Business Law I	3 crs		
Elective	3 crs	<b>MAJOR CORE</b>	<b>12 crs</b>
<b>MATH</b>	<b>3 crs</b>	MKT201 Retail Merchandising and Management <b>OR</b>	3 crs
MAT120 College Algebra or higher	3 crs	MKT301 Business to Business Marketing	
		MKT203 Sales and Techniques of Selling	3 crs
<b>SCIENCE</b>	<b>3 crs</b>	MKT235 Social Media Marketing	3 crs
Elective	3 crs	MKT200 Level or Higher Elective	3 crs
<b>OPEN ELECTIVES</b>	<b>3 crs</b>	<b>COLLEGE TO CAREER CORE</b>	<b>3 crs</b>
Elective	3 crs	CTC101 College Success Seminar	3 crs
<b>GRAND TOTAL</b>			<b>60 crs</b>



## CERTIFICATE IN ACCOUNTING (POST-BACCALAUREATE)

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 examination and licensure requirements differ from state to state. Please visit

<http://www.post.edu/online/degrees/cpacertificate/index.shtml> to determine each state's CPA examination and licensure requirements, as established by the state's Board of Accountancy. 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) Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTPBACCT-ONLINE/index.html>.

**Normal Time to Completion: 14 months**

### Certificate in Accounting (Post-Baccalaureate) Curriculum

This program is offered Online.

<b>CERTIFICATE IN ACCOUNTING</b>	<b>36 crs</b>
ACC111 Financial Accounting	3 crs
ACC211 Managerial Accounting	3 crs
ACC301 Cost Accounting	3 crs
ACC303 Intermediate Accounting I	3 crs
ACC330 Federal Income Taxes	3 crs
ACC340 Intermediate Accounting II	3 crs
ACC430 Accounting Information Systems	3 crs
ACC440 Auditing	3 crs
ACC450 Advanced Accounting I	3 crs
<i>Choose three of the following electives:</i>	
ACC305 Analysis of Financial Statements	3 crs
ACC315 Fraud Prevention and Examination	3 crs
ACC325 Forensic Accounting	3 crs
ACC341 Intermediate Accounting III	3 crs
ACC350 Taxation of Corporations	3 crs
ACC451 Advanced Accounting II	3 crs

## CERTIFICATE IN FORENSIC ACCOUNTING

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. Students will demonstrate an understanding of the nature of fraud and forensic accounting
2. Students will understand and explain various methods used in evidence management and litigation support
3. Students will be able to compute basic economic damage calculations and income reconstruction totals
4. Students will be able to demonstrate an understanding of the nature of forensic accounting techniques related to the investigation of electronic data, digital forensics analysis, and cybercrime
5. Students will understand the nature of forensic accounting techniques relating to bankruptcies, divorce, identity theft, and money laundering
6. Students will obtain a basic understanding of concepts relating to business valuations

### Certificate in Forensic Accounting Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTFACC-MC/index.html> or <http://post.edu/ge/CERTFORACCT-ONLINE/index.html>.

**Normal Time to Completion: 8 months**

### Certificate in Forensic Accounting Curriculum

This program is offered on Main Campus and Online.

<b>CERTIFICATE IN FORENSIC ACCOUNTING</b>	<b>18 crs</b>
ACC315 Fraud Prevention and Examination	3 crs
ACC325 Forensic Accounting	3 crs
CRJ101 Introduction to Criminal Justice	3 crs
CRJ209 Criminal Law <b>OR</b>	3 crs
CRJ211 Criminal Investigation	
CRJ332 White Collar Crime	3 crs
<i>Choose one of the following electives:</i>	
ACC425 Computer Control and Audit	3 crs
ACC430 Accounting Information Systems	3 crs
CRJ326 Computer Forensics	3 crs
CRJ346 Electronic Investigations	3 crs

*\*Please note: some courses may have prerequisites; please refer to the course catalog +/or, Academic Advising (Main Campus) or Academic Success Counselors (ADP) with any questions.*

## CERTIFICATE IN HUMAN RESOURCE MANAGEMENT

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. Students will be capable of strategically planning for growth, leadership and team development, revenue growth, business validation and succession planning of a small-to-medium-sized business. Students will learn the standards of performance that are expected of managers, subordinates, and the organization with a special emphasis on the supportive relationship needed between employees and their organizations
2. Students will have the ability to identify changing business environments and develop strategic business planning. The course emphasizes current research and techniques available to assist in the development of requisite management skills. Students will apply learning and program design, training methods and evaluations, e-learning and the use of technology in training, and the relationship of training to career management
3. Students will be capable of incorporating essential principles of management and their application in public and private, profit and non-profit organizations. Students will develop capabilities in the areas of employee motivation, group behavior, leadership, strategic planning, organizational design, and career opportunities
4. Students will be able to manage a team of subordinates and learn to build the supportive relationship needed between employees and their organizations. They will develop some proficiency in human capital asset management and understand the importance of and the specific functions of an organization's Human Resources department, including the human relations knowledge and skills vital to the success of any manager

### Certificate in Human Resource Management Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTHRMGT-MC/index.html> or <http://post.edu/ge/CERTHRMGT-ONLINE/index.html>.

**Normal Time to Completion:** 8 months

### Certificate in Human Resource Management Curriculum

This program is offered Online and Evening & Weekend.

CERTIFICATE IN HUMAN RESOURCE MANAGEMENT	18 crs
MGT105 Principles of Management	3 crs
HRM201 Human Resource Management	3 crs
HRM411 Seminar in Human Resource Management	3 crs
<i>Choose three of the following electives:</i>	
ENV315 Environmental Health and Safety	3 crs
IBA325 Managing Culture and International Human Resources	3 crs
HRM305 Managing a Diverse Workforce	3 crs
HRM307 Compensation and Benefits	3 crs
HRM308 Training and Development	3 crs



**JOHN P. BURKE**  
SCHOOL OF PUBLIC SERVICE  
AND EDUCATION®

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

In the **Child Studies (BS)/Early Childhood Education (AS)** degree programs, students learn appropriate skills and techniques to support the development of children ages 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 who are exceptional learners. Students explore the impact that families, culture, community and society have on young children and their education. Multiple experiences in the field are required including course assignments (in most courses) and more formal field experiences such as practicum and capstone courses. In their practicum and capstone courses, students learn to work collaboratively with peers, coworkers and families. Additionally, students put learned theories into practice while planning, teaching and assessing young learners. Connecticut residents who successfully complete the BS degree program will be eligible to apply for the Early Childhood Teaching Credential (ECTC), under the Connecticut Office of Early Childhood.

The Post University **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 law enforcement, the judicial system and corrections at a community, state, and federal level.

The **Emergency Management and Homeland Security (EMH)** 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 at Post University 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 at Post University 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.

## UNDERGRADUATE DEGREES &amp; CERTIFICATES

B.S. in Child Studies	X	X	
B.S. in Criminal Justice	X	X	X
Concentrations:			
Correctional Counseling	X	X	X
Emergency Management & Homeland Security	X	X	X
Law Enforcement	X	X	X
Legal Studies	X	X	X
B.S. in Emergency Management and Homeland Security	X	X	
Concentrations:			
Criminal Justice Leadership	X	X	
Cybersecurity and Information Assurance	X	X	
Policing	X	X	
B.S. 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
B.S. in Legal Studies	X	X	X
B.A. in Psychology	X	X	
Concentrations:			
Human Development, Education, and Health			
Organizational Studies			
A.S. in Early Childhood Education	X	X	
A.S. in Criminal Justice	X	X	
A.S. 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's site locations.

## **B.S. in CHILD STUDIES**

Students in the Child Studies degree 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.

Post University's Child Studies Degree 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 Teaching Credential (ECTC).

Graduates 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.

### **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 aforementioned observations or field experiences.*

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

### **B.S. in Child Studies Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSCHS-MC/index.html> or <http://post.edu/ge/BSCHS-ONLINE/index.html>.

**Normal Time to Completion:** 48 months

## B.S. in Child Studies Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		54 crs	MAJOR, CORE & CONCENTRATIONS		57 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	CHS450 Observation, Assessment and Individualization		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs			
CIS112 Introduction to Computing		3 crs			
<b>LIBERAL ARTS</b>		<b>24 crs</b>	<b>MAJOR CORE</b>		<b>39 crs</b>
History Elective*		3 crs	CHS111 Foundations of Early Childhood Education		3 crs
PHL203 Ethics		3 crs	CHS199 Practicum I***		3 crs
PSY101 Fundamentals of Psychology I		3 crs	CHS203 Children's Literature and Language Arts		3 crs
SOC101 Principles of Sociology		3 crs	CHS208 Teaching Exceptional Learners		3 crs
SOC312 Race and Ethnicity		3 crs	CHS250 STEM in the ECE Classroom		3 crs
Performance, Written, or Fine Arts Elective		3 crs	CHS236 Home, School & Community		3 crs
Elective		3 crs	CHS254 Health, Safety and Nutrition		3 crs
Elective		3 crs	CHS298 Practicum II***		3 crs
			CHS320 Emergent Literacy		3 crs
			CHS425 Curriculum Approaches in ECE		3 crs
			CHS490 Capstone Field Experience***		6 crs
			PSY201 Child Development		3 crs
<b>MATH</b>		<b>6 crs</b>	<b>BEHAVIORAL SCIENCE CORE</b>		<b>15 crs</b>
MAT105 Quantitative Methods or higher		3 crs	PSY260 Educational Psychology		3 crs
MAT220 Statistics I		3 crs	PSY310 Learning Theory		3 crs
			PSY320 Language Development in Young Children		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	SOC211 Sociology of Marriage and the Family		3 crs
Science Elective*		3 crs	PSY or SOC 300-400 Level Elective		3 crs
<b>OPEN ELECTIVES**</b>		<b>9 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
Designated 300-400 Level CHS Elective		3 crs			
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>			
LCS105 Elements of Organizations		3 crs			
<p>*Main Campus, for those pursuing teacher certification after graduation, consider:            BIO120 Concepts of Biology and            BIO143L General Biology I Lab            HIS201 United States History I</p> <p>**The following courses are recommended open electives:            CHS201 Creative Activities            CHS252 Social Studies in ECE Classrooms            CHS307 Child Care Administration            CHS330 Environments for Play</p> <p>***Prerequisite of a minimum 2.50 GPA required.</p>					
<b>GRAND TOTAL</b>					<b>120 crs</b>



## **B.S. in CRIMINAL JUSTICE**

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 as U.S. Postal Police officers, courtroom security officers, corporate security officers, or state/federal corrections employees.

### **B.S. 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, public and private security industry
9. Students will be able to understand 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

### **B.S. in Criminal Justice Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSCRJ-MC/index.html> or <http://post.edu/ge/BSCRJ-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Criminal Justice Curriculum

This program is offered on Main Campus, Online and Evenings & Weekend.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	CRJ311 Effective Communication for Criminal Justice Professionals		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs			
CIS112 Introduction to Computing		3 crs			
<b>LIBERAL ARTS</b>		<b>24 crs</b>	<b>MAJOR, CORE &amp; CONCENTRATIONS</b>		<b>27 crs</b>
History Elective		3 crs	CRJ101 Introduction to Criminal Justice		3 crs
Ethics Elective		3 crs	CRJ209 Criminal Law		3 crs
Social Science Elective		3 crs	CRJ302 Criminal Procedure		3 crs
Performance, Written, or Fine Arts Elective		3 crs	CRJ355 Research Methods in Criminal Justice		3 crs
Elective		3 crs	CRJ356 Statistical Methods in Criminal Justice*		3 crs
Elective		3 crs	CRJ401 Ethics & Discretion in Criminal Justice		3 crs
Elective		3 crs	CRJ404 Theoretical Criminology		3 crs
Elective		3 crs	CRJ405 Advanced Seminar in Criminal Justice		3 crs
			CRJ300-400 Level Elective		3 crs
<b>MATH</b>		<b>6 crs</b>	<b>DIRECTED ELECTIVES **</b>		<b>6 crs</b>
MAT105 Quantitative Methods or higher		3 crs	300-400 Level Elective		3 crs
MAT220 Statistics I*		3 crs	300-400 Level Elective		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	<b>CONCENTRATION/DIRECTED ELECTIVES ***</b>		<b>12-15 crs</b>
FRS180 Forensic Science I		3 crs	Elective		3 crs
			Elective		3 crs
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	Elective		3 crs
Elective		3 crs	300-400 Level Elective		3 crs
Elective		3 crs	300-400 Level Elective		3 crs
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
			**Selected under Advisement		
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
LCS105 Elements of Organizations		3 crs	CTC101 College Success Seminar		3 crs
			CTC301 Professional Success Seminar		3 crs

<b>GRAND TOTAL</b>	<b>120 crs</b>
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\*CRJ356 can be used as a substitute for MAT220. An additional 300 Level Elective will be required as part of the Directed Elective.

CORRECTIONAL COUNSELING CONCENTRATION	15 crs
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CRJ103 Introduction to Corrections	3 crs
CRJ331 Community Corrections	3 crs
HSV303 Introduction to Counseling	3 crs
SOC217 Alcohol and Drugs	3 crs
SOC324 Deviant Behavior	3 crs

LAW ENFORCEMENT CONCENTRATION	15 crs
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CRJ102 Introduction to Law Enforcement	3 crs
CRJ201 Juvenile Justice	3 crs
CRJ309 Police Administration and Management	3 crs
CRJ332 White Collar Crime	3 crs
LAW101 Introduction to Law	3 crs

LEGAL STUDIES CONCENTRATION	12 crs
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LAW101 Introduction to Law	3 crs
LAW204 Business Law I	3 crs

Choose two of the following: 6 crs

LAW306 E-Commerce: The Legal Context
LAW310 Patent, Trademark and Copyright Law
LAW325 E-Government: The New Legal Environment of Business
LAW405 Environmental Law and Practice

EMERGENCY MANAGEMENT & HOMELAND SECURITY CONCENTRATION	15 crs
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EMH101 Introduction to Emergency Management & Homeland Security	3 crs
EMH280 Crisis Communication and Social Media	3 crs
EMH301 Disaster Planning and Preparedness <b>OR</b>	3 crs
EMH340 Introduction to Emergency Response and Incident Management	
EMH360 History of Terrorism and Homeland Security in the United States <b>OR</b>	3 crs
EMH370 Response to Weapons of Mass Destruction	
EMH380 Crisis Decision Making	3 crs

\*\*\*In lieu of one of the above concentrations, 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 Academic Advisor (MC) or Academic Success Counselor (ADP). Students who choose a concentration in Legal Studies will choose a 3 credit Directed Elective, in addition to the 12 credit concentration.

## **B.S. in EMERGENCY MANAGEMENT AND HOMELAND SECURITY**

Post University's B.S. in Emergency Management & Homeland Security (EMH) 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 in order for students to make well-informed decisions grounded in ethics and leadership. The program emphasizes collaboration with all stakeholders.

### **B.S. 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

### **B.S. in Emergency Management and Homeland Security Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/EMHS-MC/index.html> or <http://post.edu/ge/EMHS-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Emergency Management and Homeland Security Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	BUS311 Managerial Communications		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs			
CIS112 Introduction to Computing		3 crs			
<b>LIBERAL ARTS</b>		<b>24 crs</b>	<b>MAJOR CORE</b>		<b>33 crs</b>
History Elective		3 crs	EMH101 Introduction to Emergency Management and Homeland Security		3 crs
Ethics Elective		3 crs	EMH201 Risk & Vulnerability Assessment		3 crs
Social Science Elective		3 crs	EMH220 Public Health Emergency Preparedness & Response		3 crs
Performance, Written, or Fine Arts Elective		3 crs	EMH280 Crisis Communication and Social Media		3 crs
Elective		3 crs	EMH301 Disaster Planning and Preparedness		3 crs
Elective		3 crs	EMH340 Emergency Response & Incident Management		3 crs
Elective		3 crs	EMH360 History of Terrorism and Homeland Security in the United States		3 crs
Elective		3 crs	EMH370 Response to Weapons of Mass Destruction		3 crs
<b>MATH</b>		<b>6 crs</b>	EMH380 Crisis Decision-Making		3 crs
MAT120 College Algebra or higher		3 crs	EMH460 Internship <b>OR</b>		
MAT220 Statistics I		3 crs	EMH300-400 Level Directed Elective		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	EMH490 Emergency Planning Project (Capstone)		3 crs
SCIENCE Elective		3 crs			
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	<b>DIRECTED ELECTIVES*</b>		<b>3 crs</b>
Elective		3 crs	100-200 Level Elective		3 crs
Elective		3 crs			
Elective		3 crs	<b>CONCENTRATION/DIRECTED ELECTIVES**</b>		<b>12 crs</b>
Elective		3 crs	100-200 Level Elective		3 crs
Elective		3 crs	300-400 Level Elective		3 crs
Elective		3 crs	300-400 Level Elective		3 crs
Elective		3 crs	300-400 Level Elective		3 crs
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
LCS105 Elements of Organizations		3 crs	CTC101 College Success Seminar		3 crs
			CTC301 Professional Success Seminar		3 crs
<b>GRAND TOTAL</b>					<b>120 crs</b>

CRIMINAL JUSTICE LEADERSHIP CONCENTRATION		12 crs	POLICING CONCENTRATION		12 crs
CRJ101 Introduction to Criminal Justice		3 crs	CRJ102 Introduction to Law Enforcement		3 crs
CRJ302 Criminal Procedure		3 crs	CRJ302 Criminal Procedure		3 crs
CRJ311 Effective Communications for Criminal Justice Professionals		3 crs	CRJ309 Police Administration and Management		3 crs
CRJ401 Ethics and Discretion in Criminal Justice		3 crs	CRJ342 Crime Scene Investigation		3 crs

CYBERSECURITY AND INFORMATION ASSURANCE CONCENTRATION		15 crs
CIS222 Fundamentals of IT Security		3 crs
CIS244 Network Security		3 crs
CIS322 IT Security Quality Management		3 crs
CIS341 Enterprise Risk Management		3 crs
CIS342 Cloud Computing and Virtualization		3 crs

*Program Chair*

*\*Students who choose the Cybersecurity and Information Assurance Concentration will not take the 100-200 Level Elective.*

*\*\*In lieu of one of the above concentrations, students majoring in Emergency Management and Homeland Security may choose four Directed Electives within the program. Three of the Directed Electives must be at the 300-400 level. This plan should be guided by the Program Chair for Emergency Management and Homeland Security and the student's Academic Advisor (MC) or Academic Success Counselor (ADP).*

## **B.S. in HUMAN SERVICES**

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. Student 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 in regard to 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 in an effort 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

### **B.S. in Human Services Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSHSV-MC/index.html> or <http://post.edu/ge/BSHSV-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Human Services Curriculum

This program is offered on Main Campus, Online and Evenings and Weekend.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	HSV450 Senior Seminar		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs	<b>MAJOR CORE</b>		<b>27 crs</b>
CIS112 Introduction to Computing		3 crs	HSV101 Introduction to Human Services		3 crs
			HSV260 Social Welfare		3 crs
<b>LIBERAL ARTS</b>		<b>24 crs</b>	HSV320 Multicultural Issues in		3 crs
History Elective		3 crs	Human Services		
PHL203 Ethics		3 crs	HSV364 Human Behavior in the Social		3 crs
Social Science Elective		3 crs	Environment		
Performance, Written, or Fine Arts Elective		3 crs	HSV400 Ethical/Legal Issues		3 crs
Elective		3 crs	HSV405 Human Service Administration		3 crs
Elective		3 crs	HSV 460 Practicum I*		3 crs
Elective		3 crs	HSV461 Practicum II*		3 crs
Elective		3 crs	PSY341 Research Methods		3 crs
<b>MATH</b>		<b>6 crs</b>	<b>DIRECTED ELECTIVES **</b>		<b>6 crs</b>
MAT105 Quantitative Methods or higher		3 crs	300-400 Level Elective		3 crs
MAT220 Statistics I		3 crs	Elective		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	<b>CONCENTRATION</b>		<b>15 crs</b>
Science Elective		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
Elective		3 crs			
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>			
LCS105 Elements of Organizations		3 crs			
<b>GRAND TOTAL</b>					<b>120 crs</b>

\*Requires prior approval.

\*\*Selected under advisement.

COUNSELING CONCENTRATION		15 crs	EQUINE INDUSTRY CONCENTRATION		15 crs
HSV303 Introduction to Counseling		3 crs	EQU105 Exploring the Equine Industry		3 crs
HSV330 Group Counseling		3 crs	EQU/HSV212 Animal Assisted Counseling		3 crs
HSV332 Family Systems Dynamics		3 crs	EQU301 Equine Industry Orientation		3 crs
PSY306 Abnormal Psychology		3 crs	EQU340 Equine Business Ethics		3 crs
SOC217 Alcohol and Drugs		3 crs	EQU Elective		3 crs



<b>CRIMINAL JUSTICE CONCENTRATION</b>		<b>15 crs</b>
CRJ101 Introduction to Criminal Justice		3 crs
CRJ103 Introduction to Corrections		3 crs
CRJ331 Community Corrections		3 crs
300-Level Criminal Justice Elective		3 crs
400-Level Criminal Justice Elective		3 crs

<b>PSYCHOLOGY - HEALTH, EDUCATION AND COMMUNITY SERVICES CONCENTRATION</b>		<b>15 crs</b>
PSY101 Fundamentals of Psychology I		3 crs
PSY201 Child Development		3 crs
PSY220 Multicultural Psychology		3 crs
PSY301 Social Psychology		3 crs
PSY306 Abnormal Psychology <b>OR</b>		3 crs
PSY307 Drugs and Behavior		

<b>HUMAN SERVICES MANAGEMENT CONCENTRATION</b>		<b>15 crs</b>
MGT105 Principles of Management		3 crs
HRM201 Human Resource Management		3 crs
MGT335 Organizational Behavior		3 crs
MGT350 Public Management		3 crs
MGT Elective		3 crs

<b>SOCIOLOGY - HEALTH AND COMMUNITY SERVICES CONCENTRATION</b>		<b>15 crs</b>
SOC101 Introduction to Sociology		3 crs
SOC211 Sociology of Marriage & the Family		3 crs
SOC217 Alcohol and Drugs		3 crs
SOC312 Race and Ethnicity <b>OR</b>		3 crs
SOC315 Sex and Gender		
SOC324 Deviant Behavior		3 crs

## **B.S. in LEGAL STUDIES**

Post University's Bachelor 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 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 & practice, environmental law & practice, intellectual property practice, business organizations & 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.

### **B.S. 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

### **B.S. in Legal Studies Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSLAW-MC/index.html> or <http://post.edu/ge/BSLS-ONLINE/index.html>.

**Normal Time to Completion: 48 months**

## B.S. in Legal Studies Curriculum

This program is offered on Main Campus, Online and Evenings and Weekend.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	LAW425 Legal Writing		3 crs
ENG130 Literature and Composition		3 crs	<b>MAJOR CORE</b>		<b>39 crs</b>
COM107 Introduction to Communication		3 crs	LAW101 Introduction to Law		3 crs
CIS112 Introduction to Computing		3 crs	LAW105 Estate Administration and Probate Practice		3 crs
<b>LIBERAL ARTS</b>		<b>24 crs</b>	LAW201 Real Estate Law and Practice		3 crs
History Elective		3 crs	LAW203 Civil Litigation		3 crs
Ethics Elective		3 crs	LAW205 Legal Research		3 crs
Social Science Elective		3 crs	LAW209 Family Law and Practice		3 crs
Performance, Written, or Fine Arts Elective		3 crs	LAW301 Bankruptcy Practice		3 crs
Elective		3 crs	LAW306 E-commerce: The Legal Context		3 crs
Elective		3 crs	LAW307 Business Organizations and Practice		3 crs
Elective		3 crs	LAW310 Patent, Trademark and Copyright Law		3 crs
Elective		3 crs	LAW325 E-Government: The New Legal Environment of Business		3 crs
<b>MATH</b>		<b>6 crs</b>	LAW405 Environmental Law and Practice		3 crs
MAT105 Quantitative Methods or higher		3 crs	LAW440 Legal Ethics		3 crs
MAT220 Statistics I		3 crs	<b>DIRECTED ELECTIVES*</b>		<b>9 crs</b>
<b>SCIENCE</b>		<b>3 crs</b>	LAW460 Legal Studies Internship (Recommended)		3 crs
Science Elective		3 crs	LAW300-400 Level Elective		3 crs
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	LAW300-400 Level Elective		3 crs
Elective		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
Elective		3 crs			
Elective		3 crs			
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>			
LCS105 Elements of Organizations		3 crs			

*\*Selected under advisement.*

<b>GRAND TOTAL</b>	<b>120 crs</b>
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## **B.A. in PSYCHOLOGY**

Students in the Bachelor of Arts in Psychology degree 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.

### **B.A. in Psychology Program Outcomes**

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

### **B.A. in Psychology Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BAPSY-MC/index.html> or <http://post.edu/ge/BAPSY-ONLINE/index.html>.

**Normal Time to Completion:** 48 months

## B.A. in Psychology Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
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	<b>MAJOR, CORE &amp; CONCENTRATIONS</b>		<b>33 crs</b>
CIS112 Introduction to Computing		3 crs	PSY101 Fundamentals of Psychology I		3 crs
			PSY102 Fundamentals of Psychology II		3 crs
<b>LIBERAL ARTS</b>	<b>24 crs</b>		PSY200 Developmental Psychology Across the Lifespan		3 crs
History Elective	3 crs		PSY220 Multicultural Psychology		3 crs
PHL203 Ethics	3 crs		PSY301 Social Psychology		3 crs
Social Science Elective	3 crs		PSY305 Theories of Psychology		3 crs
Performance, Written, or Fine Arts Elective	3 crs		PSY306 Abnormal Psychology		3 crs
Elective	3 crs		PSY310 Learning Theory		3 crs
Elective	3 crs		PSY340 Neuropsychology I		3 crs
Elective	3 crs		PSY341 Research Methods in the Social Sciences		3 crs
Elective	3 crs		PSY421 Psychology Capstone		3 crs
<b>MATH</b>	<b>6 crs</b>		<b>DIRECTED ELECTIVE</b>	<b>3 crs</b>	
MAT120 College Algebra or higher	3 crs		PSY300-400 Level Elective		3 crs
MAT220 Statistics I	3 crs				
<b>SCIENCE</b>	<b>3 crs</b>		<b>CONCENTRATION</b>	<b>12 crs</b>	
BIO120 Concepts of Biology	3 crs				
<b>OPEN ELECTIVES</b>	<b>15 crs</b>		<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
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				
Elective	3 crs				
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>			
LCS105 Elements of Organizations	3 crs				
<b>GRAND TOTAL</b>					<b>120 crs</b>
<b>HUMAN DEVELOPMENT, EDUCATION AND HEALTH CONCENTRATION</b>		<b>12 crs</b>	<b>ORGANIZATIONAL STUDIES CONCENTRATION</b>		<b>12 crs</b>
PSY201 Child Development	3 crs		MGT105 Principles of Management		3 crs
PSY203 Adolescent Psychology	3 crs		MGT335 Organizational Behavior		3 crs
PSY260 Educational Psychology	3 crs		MGT408 Organizational Theory and Development		3 crs
PSY307 Drugs and Behavior	3 crs		PSY270 Industrial/Organizational Psychology		3 crs
Psychology Electives			Psychology Electives, continued		
PSY240 Forensic Psychology	3 crs		PSY395 Special Topics in Forensic Psychology		3 crs
PSY315 Psychological Tests and Measurements	3 crs		PSY403 Sensation and Perception		3 crs
PSY320 Language Development in Young Children	3 crs		PSY460 Internship in Psychology		3 crs
PSY343 Neuropsychology II	3 crs				

## **A.S. in CRIMINAL JUSTICE**

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 bachelor's degree candidates. 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.

### **A.S. 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

### **A.S. in Criminal Justice Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/ASCRJ-MC/index.html> or <http://post.edu/ge/ASCRJ-ONLINE/index.html>.

**Normal Time to Completion: 24 months**

## A.S. in Criminal Justice Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		24 crs	MAJOR, CORE & CONCENTRATIONS		30 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>MAJOR CORE</b>		<b>30crs</b>
ENG110 College Writing		3 crs	CRJ101 Introduction to Criminal Justice		3 crs
ENG130 Literature and Composition		3 crs	CRJ102 Introduction to Law Enforcement <b>OR</b>		3 crs
COM107 Introduction to Communication		3 crs	CRJ103 Introduction to Corrections		
CIS112 Introduction to Computing		3 crs	CRJ104 Introduction to Security		3 crs
<b>LIBERAL ARTS</b>		<b>6 crs</b>	CRJ209 Criminal Law		3 crs
Humanities Elective		3 crs	CRJ200-300-400 Level Elective		3 crs
Social Science Elective		3 crs	CRJ200-300-400 Level Elective		3 crs
<b>MATH</b>		<b>3 crs</b>	CRJ200-300-400 Level Elective		3 crs
MAT105 Quantitative Methods or higher		3 crs	CRJ200-300-400 Level Elective		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	CRJ200-300-400 Level Elective		3 crs
100-200 Level Science Elective		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>3 crs</b>
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>	CTC101 College Success Seminar		3 crs
LCS105 Elements of Organizations		3 crs	<b>GRAND TOTAL</b>		<b>60 crs</b>

**\* Please Note:** Eighteen (18) credits of the courses in the major in any AS degree **must** be at the 200 Level or higher and courses above 200 Level can only be **electives**.

## **A.S. in EARLY CHILDHOOD EDUCATION**

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 characteristics of young children; their developmental stages; and strategies that support children developing typically, as well as, those with special needs. 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 have the opportunity to apply the skills that they are learning and work collaboratively with their peers and co-workers.

Graduates are prepared for careers as teachers in early care and education settings, as paraprofessionals or teacher assistants, or as home visitors, parent educators, nannies, family service workers, social services specialists or family resource center workers. Many students go on to earn a Bachelor of Science in Child Studies.

### **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 aforementioned observations or field experiences.

### **A.S. 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 and every 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

### **A.S. in Early Childhood Education Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/ASECE-MC/index.html> or <http://post.edu/ge/ASECE-ONLINE/index.html>.

**Normal Time to Completion: 24months**



## A.S. in Early Childhood Education Curriculum

This program is offered on Main Campus and Online.

GENERAL EDUCATION		24crs	MAJOR, CORE & CONCENTRATIONS		30 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>MAJOR CORE</b>		<b>30 crs</b>
ENG110 College Writing		3 crs	CHS111 Foundations of Early Childhood Education		3 crs
ENG130 Literature and Composition		3 crs	CHS199 Practicum I***		3 crs
COM107 Introduction to Communication		3 crs	CHS201 Creative Activities <b>OR</b>		3 crs
CIS112 Introduction to Computing		3 crs	CHS252 Social Studies in Early Childhood Education Classrooms		3 crs
<b>LIBERAL ARTS*</b>		<b>6 crs</b>	CHS203 Children's Literature and Language Arts		3 crs
Humanities Elective		3 crs	CHS208 Teaching Exceptional Learners		3 crs
Social Science Elective		3 crs	CHS236 Home, School & Community		3 crs
<b>MATH</b>		<b>3 crs</b>	CHS250 STEM in the ECE Classroom		3 crs
MAT105 Quantitative Methods or higher		3 crs	CHS254 Health, Safety and Nutrition		3 crs
<b>SCIENCE**</b>		<b>3 crs</b>	CHS298 Practicum II***		3 crs
Science Elective		3 crs	PSY201 Child Development		3 crs
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>3 crs 6</b>
LCS105 Elements of Organizations		3 crs	CTC101 College Success Seminar		3 crs

### \*Strongly Recommended

SOC101 Principles of Sociology

PSY101 Fundamentals of Psychology I

### \*\*Strongly Recommended

BIO120 Concepts of Biology **OR**

ENV110 Exploring Environmental Issues

\*\*\*Prerequisite of a minimum 2.50 GPA required.

## GRAND TOTAL

60 crs

\* **Please Note:** Eighteen (18) credits of the courses in the major in any AS degree **must** be at the 200 Level or higher and courses above 200 Level can only be **electives**.

## **A.S. in LEGAL STUDIES**

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 & probate practice, family law & practice, and bankruptcy practice.

Careers are available in a large variety of law firms, corporate legal departments, the court system, and government agencies.

### **A.S. 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

### **A.S. in Legal Studies Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/ASLS-MC/index.html> or <http://post.edu/ge/ASLS-ONLINE/index.html>.

**Normal Time to Completion: 24months**

## A.S. in Legal Studies Curriculum

This program is offered on Main Campus, Online and Evening & Weekend.

GENERAL EDUCATION		24 crs	MAJOR, CORE & CONCENTRATIONS		30-33 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>MAJOR CORE</b>		<b>27-30 crs</b>
ENG110 College Writing		3 crs	LAW101 Introduction to Law		3 crs
ENG130 Literature and Composition		3 crs	LAW105 Estate Administration and Probate Practice		3 crs
COM107 Introduction to Communication		3 crs	LAW201 Real Estate Law and Practice		3 crs
CIS112 Introduction to Computing		3 crs	LAW203 Civil Litigation		3 crs
<b>LIBERAL ARTS</b>		<b>6 crs</b>	LAW204 Business Law I		3 crs
100-200 Level Humanities Elective		3 crs	LAW205 Legal Research		3 crs
100-200 Level Social Science Elective		3 crs	LAW206 Business Law II		3 crs
<b>MATH</b>		<b>3 crs</b>	200-Level or Higher Elective*		3 crs
MAT105 Quantitative Methods or higher		3 crs	200-Level or Higher Elective**		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	LAW298 Legal Studies Internship <b>OR</b>		3 crs
100-200 Level Science Elective		3 crs	LAW425 Legal Writing <b>AND</b>		3 crs
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>	LAW440 Legal Ethics		3 crs
LCS105 Elements of Organizations		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>3 crs</b>
<b>GRAND TOTAL</b>			CTC101 College Success Seminar		3 crs
			<b>60-63 crs</b>		

\* **Note:** 18 credits of the courses in the major in any AS degree **must** be at the 200 Level or higher and courses above 200 Level can only be electives

\*\*Students must take an additional elective if they choose to take the 3 credit internship.

## CERTIFICATE IN PARALEGAL STUDIES

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 Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTLAW-MC/index.html> or <http://post.edu/ge/CERTLAW-ONLINE/index.html>.

**Normal Time to Completion:** 12 months

### Certificate in Paralegal Studies Curriculum

This program is offered on Main Campus, Online, and Evening and Weekend.

<b>CERTIFICATE IN PARALEGAL STUDIES</b>	<b>30-33 crs</b>
CIS112 Introduction to Computing	3 crs
LAW101 Introduction to Law	3 crs
LAW105 Estate Administration and Probate Practice	3 crs
LAW201 Real Estate Law and Practice	3 crs
LAW203 Civil Litigation	3 crs
LAW204 Business Law I	3 crs
LAW205 Legal Research	3 crs
LAW206 Business Law II	3 crs
LAW298 Legal Studies Internship OR	3 crs
LAW425 Legal Writing <b>AND</b>	3 crs
LAW440 Legal Ethics	3 crs
LCS105 Elements of Organizations	3 crs



Minors,  
Pre-Engineering,  
Pre-Health, and Pre-Law  
Tracks

## 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.

<b>ACCOUNTING MINOR</b>	<b>15 crs</b>
ACC111 Financial Accounting	3 crs
ACC211 Managerial Accounting	3 crs

*Plus any three of the following electives:*

ACC215 Spreadsheet and General Ledger Software	3 crs
ACC301 Cost Accounting	3 crs
ACC303 Intermediate Accounting I	3 crs
ACC305 Analysis of Financial Statements	3 crs
ACC315 Fraud Prevention and Examination	3 crs
ACC325 Forensic Accounting	3 crs

### 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.

<b>ART MINOR</b>	<b>15 crs</b>
ART101 Art History I <b>OR</b>	
ART102 Art History II	3 crs
ART105 Drawing I	3 crs
Elective	3 crs
Elective	3 crs
Elective	3 crs

### 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.

<b>BIOLOGY MINOR</b>	<b>15 crs</b>
BIO143 General Biology I	3 crs
BIO143L General Biology I Lab	1 cr
BIO144 General Biology II	3 crs
BIO144L General Biology II Lab	1 cr
BIO/ENV Elective 200-400 Level	3 crs
BIO/ENV Elective 200-400 Level	3 crs
BIO/ENVL Lab Elective 200-400 Level	1 cr

## **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.

<b>CHEMISTRY MINOR</b>	<b>16 crs</b>
CHM115 General Chemistry I	3 crs
CHM115L General Chemistry I Lab	1 cr
CHM116 General Chemistry II	3 crs
CHM116L General Chemistry II Lab	1 cr
CHM205 Organic Chemistry I	3 crs
CHM205L Organic Chemistry I Lab	1 cr
CHM206 Organic Chemistry II	3 crs
CHM206L Organic Chemistry II Lab	1 cr

## **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 peak their academic interests.

<b>COMMUNICATION AND MEDIA STUDIES MINOR</b>	<b>15 crs</b>
COM108 Principles of Communication and Media	3crs
COM201 Communication Theory	3crs
COM301 Mass Media and Society	3 crs

In addition to the above courses, students must select one 300-level course and one 400-level course.

## **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.

<b>CRIMINAL JUSTICE MINOR</b>	<b>15 crs</b>
CRJ101 Introduction to Criminal Justice	3 crs
CRJ103 Introduction to Corrections	3 crs
CRJ201 Juvenile Justice	3 crs
CRJ404 Theoretical Criminology	3 crs
CRJ Elective	3 crs

## **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 crs**

EMH101 Intro to Emergency Management & Homeland Security	3 credits
EMH201 Risk & Vulnerability Assessment	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 U.S.	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 crs**

ENG130 Literature and Composition	3 crs
ENG200 Elective	3 crs
ENG200 Elective	3 crs
ENG300 Elective	3 crs
ENG300 or 400 Level Elective	3 crs

## **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 crs**

ENV121 Environmental Science: A Global Concern	3 crs
ENV121L Environmental Science: A Global Concern Lab	1 cr
ENV420 Ecological Field Methods	3 crs
ENV430 Strategies for Sustainable Development	3 crs
BIO or ENV 200-400 Level Elective	3crs
BIO or ENV 200-400 Level Elective	3 crs



## 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 crs**

EQU105 Exploring the Equine Industry OR

EQU165 Equine Care and Management OR

EQU166 Facility Design and Operation 3 crs

EQU Elective at 200 level 3 crs

EQU Elective at 200-level or above 3 crs

EQU elective at 300-level or above 3 crs

EQU elective at 300-level or above 3 crs

## FINANCE MINOR

The Finance minor helps students build skills and capabilities in analyzing, defining, and arriving at viable solutions in financial decision making and planning, and prepares students for careers with financial services firms, brokerage and investment houses, banks, insurance companies, and domestic and international businesses, among other areas.

### **FINANCE MINOR** **15 crs**

FIN201 Principles of Finance 3 crs

FIN302 Corporate Finance 3 crs

*Plus three of the following electives:*

FIN305 Analysis of Financial Statements 3 crs

FIN306 Personal Financial Planning 3 crs

FIN313 Investment Company and Variable Products 3 crs

FIN401 Insurance and Risk Management 3 crs

FIN403 Investment Management 3 crs

FIN407 Business Valuations for Mergers and

Acquisitions 3 crs

FIN411 International Financial Management 3 crs

FIN413 General Securities Brokerage and Practice 3 crs

## 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 crs**

PSY102 Fundamentals of Psychology II 3 crs

PSY240 Forensic Psychology 3 crs

PSY305 Theories of Personality 3 crs

PSY306 Abnormal Psychology 3 crs

PSY395 Special Topics in Forensic Psychology 3 crs

## **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 crs**

HSV101 Introduction to Human Services	3 crs
HSV200 Intervention Methods	3 crs
HSV260 Social Welfare Policy	3 crs

*Plus two of the following electives:*

HSV301 Interviewing Methods	3 crs
HSV309 Theories of Counseling	3 crs
HSV330 Group Counseling	3 crs
HSV405 Human Services Administration	3 crs
HSV460 Human Services Practicum I	3 crs

## **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 crs**

LAW101 (Prerequisite for other four courses)	3 crs
LAW Electives	12 crs

## **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 comprises three required courses and two electives.

### **MANAGEMENT AND LEADERSHIP MINOR 15 crs**

MGT105 Principles of Management*	3 crs
MGT203 Foundations of Leadership	3 crs
PMG320 Working in Teams	3 crs

*Plus two of the following electives:*

ACC111 Financial Accounting	3 crs
LAW204LAW204 Business Law I	3 crs
HRM201 Human Resource Management	3 crs
MGT308 Training and Development	3 crs
MGT350 Public Management	3 crs
MGT335 Organizational Behavior	3 crs
HSV405 Human Services Administration	3 crs

\*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 crs

MKT200 Principles of Marketing	3 crs
MKT203 Sales and Techniques of Selling	3 crs
MKT305 Internet and Interactive Media Marketing	3 crs
MKT382 Consumer Behavior	3 crs
MKT411 Marketing Research	3 crs

## 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 credits

MAT171 Calculus I OR	
MAT course numbered 220 or higher	3 crs
MAT172 Calculus II OR	3 crs
MAT course numbered 220 or higher	

*Plus any THREE additional courses numbered MAT220 or higher.*

## 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 crs

ENV110 Exploring Environmental Issues OR	3 crs
ENV121 Environmental Science: A Global Concern and	3 crs
ENV121L Environmental Science: A Global Concern Lab	1 cr
ENV240 Ocean Conservation and Management	3 crs
ENV330 Physical Oceanography	3 crs
ENV410 Coral Reef Ecology and Restoration	3 crs
ENV440 Methods in Scientific Diving	3 crs

### 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.

<b>PHILOSOPHY MINOR</b>	<b>15 crs</b>
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PHL101 Introduction to Philosophy	3 crs
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PHL203 Ethics	3 crs
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PHL301 World Religions	3 crs
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*Plus two of the following electives:*

PHL302 Eastern Philosophy	3 crs
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PHL305 Political Philosophy	3 crs
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PHL309 Understanding our Universe	3 crs
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### 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.

<b>PSYCHOLOGY MINOR</b>	<b>15 crs</b>
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PSY101 Fundamentals of Psychology I	3 crs
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PSY102 Fundamentals of Psychology II	3 crs
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PSY200 Level Elective	3 crs
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PSY300 Level Elective	3 crs
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PSY300-400 Level Elective	3 crs
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### 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.

<b>SOCIOLOGY MINOR</b>	<b>15 credits</b>
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SOC101 Principles of Sociology	3 crs
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SOC210 Social Inequality	3 crs
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SOC260 Social Welfare	3 crs
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SOC312 Race and Ethnicity <b>OR</b>	
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SOC315 Sex and Gender	3 crs
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SOC340 Sociological Theory	3 crs
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### **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.

<b>SPORT MANAGEMENT MINOR</b>	<b>15 crs</b>
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SMG101 Foundations of Sport Management	3 crs
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SMG301 Sport Marketing	3 crs
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SMG451 Sport Management Internship	3 crs
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*Plus two of the following electives:*

SMG151 Sport in Society	3 crs
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SMG201 Sport and Athletic Administration	3 crs
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SMG251 Sport Event and Facility Management	3 crs
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SMG401 Sport Economics	3 crs
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### 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. 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, Environmental Science, 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\*

ENG110 College Writing I

ENG130 Literature and Composition

MAT171 Calculus I

MAT172 Calculus II

MAT271 Multivariable Calculus I

CHM115 General Chemistry I

CHM115L General Chemistry I Lab

CHM116 General Chemistry II

CHM116L General Chemistry II Lab

PHY115 General Physics I

PHY115L General Physics I Lab

PHY116 General Physics II

PHY116L General Physics II Lab

Social Science Elective\*\* (2)

Humanities Elective\*\* (2)

Fine Arts Elective\*\*

\*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.

\*\*Some Engineering Programs require specific courses or disciplines within the Social Sciences, Humanities, and Fine Arts.

### 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. Dylan Clyne  
[dclyne@post.edu](mailto:dclyne@post.edu)  
203.596.8599

### **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**

B.S. in Legal Studies Major Core

Designated Writing Course

(Optional) Internship

Electives

#### **Legal Studies Major Core:**

LAW101 Introduction to Law

LAW105 Estate Administration and Probate Practice

LAW201 Real Estate Law and Practice

LAW203 Civil Litigation

LAW205 Legal Research

LAW209 Family Law and Practice

LAW301 Bankruptcy Practice

LAW306 E-commerce: The Legal Context

LAW307 Business Organizations and Practice

LAW310 Patent, Trademark and Copyright Law

LAW325 E-Government: The New Legal Environment of Business

LAW405 Environmental Law and Practice

LAW440 Legal Ethics

#### **Designated Writing Course**

LAW425 Legal Writing

#### **(Optional) Internship**

LAW460 Legal Studies Internship

#### **Electives**

LAW303 Constitutional Law

CRJ209 Criminal Law

CRJ302 Criminal Procedure

HIS201 U.S. History I

HIS202 U.S. History II

PSC101 American National Government

PSC102 State and Local Government

Pre-Law Advisor Contact Information

Peter Chepya, Esq.

pchepya@post.edu





# Graduate Programs

## 14.0 GRADUATE PROGRAMS

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### 14.1 Graduate Faculty\*

NAME	AREA(s) OF STUDY	HIGHEST DEGREE(S) HELD	INSTITUTION(S)
Anger, Cynthia	Co-Director of Undergraduate 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	Master of Science in Accounting;	Ph.D., CPA	Capella University
Jacinto, Maria Josefina	Master of Science in Accounting	DM, CPA	Colorado Technical University
Onu, Stephen	Master of Business Administration	Ph.D.	University of Phoenix
Pawlik-York, Jessica	Director of Education Programs, John P. Burke School of Public Service and Education; Master of Education Capstone Course, Higher Education Administration, TESOL; Master of Science in Higher Education Administration	Ed.D.	Southern Connecticut State University
Shiffman, Carolyn	Director of Graduate Programs, Malcolm Baldrige School of Business; Master of Business Administration; Master of Science in Accounting	Ph.D.	Capella University
Thompson, Sara	Master of Science in Counseling and Human Services	Psy.D.	California Southern University
Walker, Lee Ann	Master of Business Administration	D.B.A.	Walden University

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

## GRADUATE DEGREES &amp; CERTIFICATES

**Master of Business Administration**

X

X

**Concentrations:**

Corporate Innovation

X

Entrepreneurship

X

Corporate Finance

X

Healthcare Systems Leadership

X

Leadership

X

X

Marketing

X

Multidisciplinary

X

Project Management

X

**Master of Science in Accounting**

X

**Graduate Certificates**

Graduate Certificate in Corporate Innovation

X

Graduate Certificate in Entrepreneurship

X

(No new enrollments will be accepted)

Graduate Certificate in Corporate Finance

X

Graduate Certificate in Leadership

X

Graduate Certificate in Marketing

X

Graduate Certificate in Project Management

X

## GRADUATE DEGREES &amp; CERTIFICATES

<b>Master of Education</b>	X
Concentrations:	
Educational Technology	X
	X
Learning Design and Technology	X
Online Teaching	X
Curriculum and Instruction	X
TESOL (Teaching English to Speakers of Other Languages)	
<b>Master of Science in Higher Education Administration</b>	X
Concentrations:	
Administrative Leadership	
Student Affairs	
Graduate Certificate in Higher Education Administration	X
Graduate Certificate in Instructional Design and Technology	X
Graduate Certificate in Online Teaching	X
<b>Master of Science in Counseling and Human Services</b>	X
Concentrations:	
Alcohol & Drug Counseling	X
Clinical Mental Health Counseling	X
Forensic Mental Health Counseling	X
Non-Profit Management	X
Graduate Certificate in Alcohol & Drug Counseling	X
Graduate Certificate in Non-Profit Management	X
Graduate Certificate in Professional Counseling	X
<b>Master of Public Administration</b>	X
Concentration:	
Emergency Management and Homeland Security	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.



**THE MALCOLM BALDRIGE  
SCHOOL OF BUSINESS®**

## 14.2 The Malcolm Baldrige School of Business



### **MASTER OF BUSINESS ADMINISTRATION (MBA)**

Students in the Master of Business Administration (MBA) degree program begin by taking foundation courses in accounting, finance and marketing. Through coursework, students will learn how to solve business problems with innovation and creativity. Core courses build on the foundation courses, students will hone skills in the areas of financial modeling, project management, leadership, competitive intelligence, business strategy and planning, and organization 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. 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 and Programs (ACBSP).



### **MBA WITH A CONCENTRATION IN CORPORATE INNOVATION**

The Corporate Innovation concentration in the MBA 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.



### **MBA WITH A CONCENTRATION IN ENTREPRENEURSHIP**

The Entrepreneurship concentration in the MBA 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 intrapreneurship.

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 intrapreneurial organization.



### **MBA WITH A CONCENTRATION IN CORPORATE FINANCE**

The Finance concentration in the MBA program of study builds on the core and foundation, to provide specialized knowledge and applied skills in management of corporate 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.



### **MBA WITH A CONCENTRATION IN HEALTHCARE SYSTEMS LEADERSHIP**

The Healthcare Systems Leadership concentration in the MBA 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.



### **MBA WITH A CONCENTRATION IN LEADERSHIP**

The Leadership concentration in the MBA 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.



### **MBA WITH A CONCENTRATION IN MARKETING**

The Marketing concentration in the MBA program of study builds on the core and foundation, to provide specialized knowledge and applied skills in building strong brands through sound strategy, analyzing marketing data and understanding how to use data, and understanding consumers and their buying motivation.

Graduates of this concentration learn skills that will provide opportunities for career entry or advancement in marketing field, including, but not limited to: marketing analyst, business development manager, product researcher, consumer behavior specialist, product developer, marketing strategist or marketing manager, director or executive.



### **MBA WITH A CONCENTRATION IN MULTIDISCIPLINARY**

The Multidisciplinary concentration in the MBA 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.



### **MBA WITH A CONCENTRATION IN PROJECT MANAGEMENT**

The Project Management concentration in the MBA 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 financial resource needs and impacts, and managing project finance. Students apply project management techniques to solve issues in specific industries.

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.

## 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

## Master of Business Administration Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/MBA-CAMPUS/index.html> or <http://post.edu/ge/MBA-ONLINE/index.html>.

**Normal Time to Completion: 24 months**

*\*\* Please note: the following prerequisites are required for students who do not possess an undergraduate business degree:*

- Financial Accounting (ACC111)
- Macroeconomics (ECO201)
- Principles of Finance (FIN201)
- Business Law I (LAW204)



## NEW

### Master of Business Administration Curriculum

This program is offered on Main Campus and Online

#### MBA Orientation 0 crs

#### MBA CORE COURSES 24 crs

BUS505 Organizational Creativity, Discovery, and Innovation	3 crs
BUS506 Strategic Integrated Marketing Communications	3 crs
BUS515 Organizational Dynamics and Effectiveness	3 crs
BUS521 Business Analytics for Managers	3 crs
BUS522 Financial Tools for Managers	3 crs
BUS523 Quantitative Analysis for Decision Making	3 crs
BUS525 Business Strategy and Planning	3 crs
BUS530 Project Management	3 crs

#### MBA CONCENTRATION 9 crs

<b>CAPSTONE COURSE</b>	<b>3 crs</b>
BUS700 Capstone	3 crs

#### GRAND TOTAL 36 crs

#### MBA CONCENTRATIONS

#### CORPORATE INNOVATION 9 crs

BUS660 Leadership and Change	3 crs
BUS665 Unleashing and Sustaining Innovation in Organizations	3 crs
BUS675 Financial Tools for Managing Innovation	3 crs

#### ENTREPRENEURSHIP 9 crs

BUS610 New Venture Creation	3 crs
BUS622 Operational Financial Management	3 crs
BUS625 Acquisitions in New Business Formation	3 crs

#### CORPORATE FINANCE 9 crs

BUS632 Advanced Financial Statement Analysis	3 crs
BUS633 Investment Management and Analysis	3 crs
BUS635 Organizational Risk Management	3 crs

#### HEALTHCHARE SYSTEMS LEADERSHIP 9 crs

BUS609 Healthcare Decisions, Analytics and Systems Performance	3 crs
BUS613 Managing Community and Population Health	3 crs
BUS630 Healthcare Quality, Performance and Financial Management	3 crs

#### LEADERSHIP 9 crs

BUS660 Leadership and Change Management	3 crs
BUS668 Virtuous Leadership	3 crs
BUS669 Innovating Leadership and Management	3 crs

#### MARKETING 9 crs

BUS626 Consumer Psychology and Buying Motivations	3 crs
BUS627 Advanced Marketing Research and Analytics	3 crs
BUS628 Strategic Brand Management	3 crs

#### MULTIDISCIPLINARY 9 crs

*An approved plan of three courses selected by the student from all other MBA concentrations.*

#### PROJECT MANAGEMENT 9 crs

BUS604 Virtual Teams and Organizations	3 crs
BUS623 Project and Risk Management	3 crs
BUS638 Issues and Applications in Project Management	3 crs

## GRADUATE CERTIFICATE IN CORPORATE INNOVATION

Students pursuing a Graduate Certificate in Corporate Innovation gain knowledge and skills in leading and managing an organization through natural changes and complexities. Students also 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 or graduate degree program and to aid in career advancement in their chosen field.

### Graduate Certificate in Corporate Innovation Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GRADCERTCI-ONLINE/index.html>.

**Normal Time to Completion:** 8 months

### Graduate Certificate in Corporate Innovation Curriculum

This program is offered Online.

Graduate Certificate in Corporate Innovation	12 crs
<b>Graduate Certificate in Corporate Innovation Core Courses</b>	<b>12 crs</b>
BUS660 Leadership and Change Management	3 crs
BUS665 Unleashing and Sustaining Innovation in Organizations	3 crs
BUS670 Complexity of the Innovation Process	3 crs
BUS675 Financial Tools for Managing Innovations	3 crs
<b>GRAND TOTAL</b>	<b>12 crs</b>

## GRADUATE CERTIFICATE IN CORPORATE FINANCE

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 or graduate degree program and to aid in career advancement in their chosen field.

### Graduate Certificate in Finance Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GRADCERTFIN-ONLINE/index.html>.

**Normal Time to Completion:** 8 months

### Graduate Certificate in Finance Curriculum

This program is offered Online.

<b>Graduate Certificate in Finance</b>	<b>12 crs</b>
<b>Graduate Certificate in Finance Core Courses</b>	<b>12 crs</b>
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
<b>GRAND TOTAL</b>	<b>12 crs</b>

## GRADUATE CERTIFICATE IN LEADERSHIP

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 or graduate degree program and to aid in career advancement in their chosen field.

### Graduate Certificate in Leadership Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GRADCERTLEAD-ONLINE/index.html>.

**Normal Time to Completion:** 8 months

### Graduate Certificate in Leadership Curriculum

This program is offered Online.

<b>Graduate Certificate in Leadership</b>	<b>12 crs</b>
<b>Graduate Certificate in Leadership Core Courses</b>	<b>12 crs</b>
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
<b>GRAND TOTAL</b>	<b>12 crs</b>

## GRADUATE CERTIFICATE IN MARKETING

Students pursuing a Graduate Certificate in Marketing will gain knowledge and skills in writing marketing plans, developing new products and services, matching value propositions to buyers, and managing marketing organizations.

This Graduate Certificate is intended to augment knowledge gained by students in a bachelor or graduate degree program and to aid in career advancement in their chosen field.

### Graduate Certificate in Marketing Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GRADCERTMKT-ONLINE/index.html>.

**Normal Time to Completion:** 8 months

### Graduate Certificate in Marketing Curriculum

This program is offered Online.

Graduate Certificate in Marketing	12 crs
<b>Graduate Certificate in Marketing Core Courses</b>	<b>12 crs</b>
BUS506 Strategic Integrated Marketing Communications	3 crs
BUS626 Consumer Psychology and Buying Motivations	3 crs
BUS627 Advanced Marketing Research and Analytics	3 crs
BUS628 Strategic Brand Management	3 crs
<b>GRAND TOTAL</b>	<b>12 crs</b>

## GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

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 or graduate degree program and to aid in career advancement in their chosen field.

### Graduate Certificate in Project Management Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GRADCERTPM-ONLINE/index.html>.

**Normal Time to Completion:** 8 months

### Graduate Certificate in Project Management Curriculum

This program is offered Online.

Graduate Certificate in Project Management		12 crs
<b>Graduate Certificate in Project Management Core Courses</b>		<b>12 crs</b>
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
<b>GRAND TOTAL</b>		<b>12 crs</b>



## MASTER OF SCIENCE IN ACCOUNTING

The Master of Science in Accounting (MSA) 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, Certified Public Accountant, Corporate Controller, Financial Analyst, and other Managerial Accounting-related positions.

This degree program is programmatically accredited by the Accreditation Council for Business and Programs (ACBSP).

### Master of Science in Accounting Program Outcomes

1. Critically analyze data driven accounting information and apply technology to support evidence-based accounting and auditing practices.
2. Apply a global perspective to the application of entrepreneurial leadership and accounting principles.
3. Promote the professional image of accountants by applying standards of practice within an ethical decision-making framework
4. Demonstrate the skills associated with business process management in accordance with the Malcolm Baldrige Criteria and the accounting profession.
5. Demonstrate appropriate teambuilding and collaborative strategies when working with teams.
6. Use written, verbal, nonverbal and emerging technology effectively when communicating, presenting, and disseminating accounting research and financial analyses.
7. 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 Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/MSACC-ONLINE/index.html>.

Normal Time to Completion (MSA): 22 months

Normal Time to Completion (MSA with CPA Track): 22 months

(Four CPA track 1 credit courses are taken concurrently with MSA core courses)

## Master of Science in Accounting Program Curriculum

This program is offered Online.

<b>MSA Technical Courses</b>	<b>18 crs</b>
ACC501 Research and Writing for the Accounting Profession (Prerequisite for all other Accounting courses)	3 crs
ACC512 International Accounting	3 crs
ACC515 Non-Profit and Governmental Accounting	3 crs
ACC522 Advanced Audit Issues	3 crs
ACC525 Advanced Topics in Taxes	3 crs
ACC532 Enterprise Risk Management	3 crs
<b>MSA Management Courses</b>	<b>9 crs</b>
ACC535 Customer Relationship Management for Professional Organizations	3 crs
ACC545 Leading the Professional Organization	3 crs
BUS505 Organizational Creativity, Discovery, and Innovation	3 crs
<b>MSA Capstone Course</b>	<b>3 crs</b>
ACC699 Current Topics in Accounting	3 crs
<b>GRAND TOTAL (without CPA Track)</b>	<b>30 crs</b>

Master of Science in Accounting CPA Track (includes courses listed above, plus the following):

<b>MSA CPA Track</b>	<b>6 crs</b>
ACC590 Lab Preparation	1 cr
ACC591 Lab FARS I	1 cr
ACC592 Lab FARS II	1 cr
ACC593 Lab REG	1 cr
ACC594 Lab BEC	1 cr
ACC595 Lab AUD	1 cr
<b>GRAND TOTAL (with CPA Track)</b>	<b>36 crs</b>





**JOHN P. BURKE**  
**SCHOOL OF PUBLIC SERVICE**  
**AND EDUCATION®**

### 14.3 The John P. Burke School of Public Service and Education

JOHN P. BURKE SCHOOL OF PUBLIC SERVICE AND EDUCATION	MAIN CAMPUS	ONLINE	EVENING & WEEKEND
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#### GRADUATE DEGREES & CERTIFICATES

<b>Master of Education</b>		X	
<b>Concentrations:</b>			
Educational Technology		X	
		X	
Learning Design and Technology		X	
Online Teaching		X	
Curriculum and Instruction		X	
TESOL (Teaching English to Speakers of Other Languages)			
<b>Master of Science in Higher Education</b>		X	
<b>Administration</b>			
Concentrations:			
Administrative Leadership		X	
Student Affairs		X	
<b>Master of Education Graduate Certificates</b>			
Graduate Certificate in Higher Education Administration		X	
Graduate Certificate in Instructional Design and Technology		X	
Graduate Certificate in Online Teaching		X	
<b>Master of Science in Counseling and Human Services</b>		X	
Concentrations:			
Alcohol & Drug Counseling		X	
Clinical Mental Health Counseling		X	
Forensic Mental Health Counseling			
Non-Profit Management		X	
		X	
<b>Master of Science in Counseling and Human Services</b>			
<b>Graduate Certificates</b>			
Graduate Certificate in Alcohol & Drug Counseling		X	
Graduate Certificate in Non-Profit Management		X	
Graduate Certificate in Professional Counseling		X	
<b>Master of Public Administration</b>		X	
Concentration:			
Emergency Management and Homeland Security		X	

## JOHN P. BURKE SCHOOL OF PUBLIC SERVICE & EDUCATION GRADUATE PROGRAMS AND GRADUATE CERTIFICATES

### Master of Education

The Master of Education (M.Ed.) 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 through the use of trending and forecasting strategies. Technology is integrated throughout the program, enabling educators to create their own Personal Learning Environments (PLEs) 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, 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 M.Ed. 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. Master of Education 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.

- Normal Time to Completion: 12-22 months

The M.Ed. 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. Master of Education career opportunities include being a teacher-leader, K-12 department chair, administrative leader, curriculum developer, corporate trainer, training leader, instructional designer, military trainer, or higher education professional, depending on a student's background and chosen area of concentration.

The Post University Master of Education degree 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 Degree from Post University can expect to have achieved the following outcomes:

1. Compare theories of Curriculum and Instruction and apply them in variety of educational contexts.
2. Identify and critically evaluate research-based education strategies and practices.
3. Analyze emerging technology trends and effectively integrate innovative technology to support learning.
4. Identify problems of practice and craft effective solutions that demonstrate the application of content knowledge.
5. Establish and evaluate learning communities that are collaborative, inclusive, and support the needs of a diverse population of learners.
6. Examine and interpret a variety of educational data, resources, and research to support and inform decision-making practices.
7. 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 program. Please check with your state and/or local district to confirm the use of this degree towards any path to certification.

## Master of Education Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/MED-ONLINE/index.html>.

**Normal Time to Completion:** 12-22 months

**NEW**

## Master of Education Curriculum

This program is offered Online.

<b>M.Ed. Core Courses</b>	<b>12 crs</b>
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
<b>M.Ed. Concentration Courses</b>	<b>15 crs</b>
<b>M.Ed. Capstone</b>	<b>3 crs</b>
 EDU690 Comprehensive Capstone in Education	 3 crs
<b>GRAND TOTAL</b>	<b>30 crs</b>

**M.Ed. 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 Curriculum**

This program is offered Online.

<b>Curriculum and Instruction Concentration Courses</b>	<b>15 crs</b>
EDU603 Curriculum 2.0	3 crs
EDU604 Diversity Issues in 21 <sup>st</sup> Century Education	3 crs
EDU605 Differentiated Instruction	3 crs
EDU607 Assessing and Managing Learning	3 crs
EDU609 Curriculum Design: Theory and Practice	3 crs

**M.Ed. 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**

After completing this concentration, students will be able to:

- 1. Analyze current educational technology research to identify effective applications of emerging technology tools for educational environments.
- 2. Use digital authoring tools to design and develop a variety of e-learning projects suitable for diverse educational environments.
- 3. Analyze, evaluate, and create educational technology integration plans for specific educational environments.
- 4. Identify and develop effective management and administration strategies for the implementation of technology into existing educational settings.

**Educational Technology Concentration Curriculum**

This program is offered Online.

<b>Educational Technology Concentration Courses</b>	<b>15 crs</b>
EDU624 eLearning Design for Diverse Learning Environments	3 crs
EDU625 Integrating Technology into Learning	3 crs
EDU628 Educational Technology Leadership	3 crs
EDU629 Emerging Technology Trends in Education	3 crs
EDU631 Learning Management Systems	3 crs

## **M.Ed. WITH A CONCENTRATION IN LEARNING DESIGN AND TECHNOLOGY**

In the Learning Design and Technology concentration within the M.Ed. 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 Curriculum**

This program is offered Online.

<b>Learning Design and Technology Concentration Courses</b>	<b>15 crs</b>
EDU623 Designing Learning Environments	3 crs
EDU624 eLearning Design for Diverse Learning Environments	3 crs
EDU625 Integrating Technology into Learning	3 crs
EDU626 Analysis of Learning Design	3 crs
EDU627 Managing Instruction and Technology	3 crs

**M.Ed. WITH A CONCENTRATION IN ONLINE TEACHING**

The Online Teaching concentration within the M.Ed. 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. Discuss and define specific characteristics of learners and teaching strategies that are unique to the online learning environment.
- 2. Design and develop effective online learning goals, objectives, and activities.
- 3. Utilize a variety of technology tools to deliver effective online instruction.
- 4. Apply research-based concepts of online Curriculum and Instruction to the development of a future focused teaching plan.

**Online Teaching Concentration Curriculum**

This program is offered Online.

<b>Online Teaching Concentration Courses</b>	<b>15 crs</b>
EDU630 Online Curriculum and Instruction	3 crs
EDU631 Learning Management Systems	3 crs
EDU633 Designing and Delivering Online Instruction	3 crs
EDU637 Online Assessment and Evaluation	3 crs
EDU639 Trends in Online Learning	3 crs



## M.Ed. WITH A CONCENTRATION IN TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

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.

### TESOL Concentration Curriculum

This program is offered Online.

<b>TESOL Concentration Courses</b>	<b>15 crs</b>
EDU604 Diversity Issues in 21 <sup>st</sup> Century Education	3 crs
EDU651 Teaching ESL: Methods and Strategies	3 crs
EDU653 Second Language Acquisition	3 crs
EDU655 ESL Curriculum and Assessment	3 crs
EDU657 English Grammar and Pedagogy for TESOL	3 crs

## M.S. in Higher Education Administration

The Master of Science in High Education Administration (MS HEA) 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 M.S. in Higher Education Administration 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 Administration Outcomes

1. Identify and discuss the history, philosophy, and changes in trends in higher education.
2. Analyze theories and approaches of leadership and change management as they apply to organizational needs and culture.
3. Describe contemporary student populations and analyze demographic trends in postsecondary education.
4. Analyze and critique the policies and laws that shape and govern contemporary practices in institutions of higher education.
5. Develop the awareness and skills necessary to practice social justice and demonstrate cultural competency higher education.
6. Evaluate and analyze ethical standards and decision-making practices as related to higher education administration.
7. Evaluate and apply effective solutions to professional problems of practice in higher education.
8. Apply theories of educational research, planning, methodology, and design towards the completion of an applied project.

## Master of Science in Higher Education Administration Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/MSHEA-ONLINE/index.html>.

**Normal Time to Completion:** 22 months

## Master of Science in Higher Education Administration Curriculum

This program is offered Online.

<b>M.S. Core Courses</b>	<b>12 crs</b>
HEA505: Foundations & Emerging Trends in Higher Education	3 crs
HEA510: The New Post Secondary Student	3 crs
HEA515: Assessment and Evaluation	3 crs
HEA520: Leading Change in Higher Education	3 crs
<b>M.S. Concentration Courses</b>	<b>12 crs</b>
<b>M.S. Capstone</b>	<b>9 crs</b>
HEA687: Educational Research & Planning	3 crs
HEA688: Educational Research Design & Methodology	3 crs
HEA699: Capstone Project	3 crs
<b>GRAND TOTAL</b>	<b>33 crs</b>

## **MASTER OF SCIENCE IN HIGHER EDUCATION ADMINISTRATION 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. Students in this concentration will:

1. Identify, analyze, evaluate, and apply effective leadership approaches in the professional practice of higher education administration.
2. Explain and apply the policies and laws that shape and govern contemporary higher education practices.
3. Describe and discuss processes of institutional decision making with a particular focus on interpreting the roles and influences of a various stakeholders.
4. Compare the changing roles of faculty in post-secondary education.

### **Master of Science in Higher Education Administration Administrative Leadership Concentration Curriculum**

This program is offered Online.

<b>ADMINISTRATIVE LEADERSHIP CONCENTRATION</b>	<b>12 crs</b>
HEA645: Administration and Leadership of Higher Education	3 crs
HEA647: Higher Education Policy, Politics and Pressing Issues	3 crs
HEA671: Higher Education Organization & Governance	3 crs
HEA673: Faculty in Higher Education: Ever Evolving Roles	3 crs

## **MASTER OF SCIENCE IN HIGHER EDUCATION ADMINISTRATION 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. Concentration in this concentration will:

1. Define and describe the various functions of student affairs professionals and the impact of current issues on professional practices.
2. Integrate key student development and leadership approaches into student affairs practices.
3. Examine, discuss and integrate foundational concepts and theories of working with diverse student populations into professional practices.
4. Relate the concepts of equity, bias, and ethical decision making to the laws that govern higher education practices.

### **Master of Science in Higher Education Administration Student Affairs Concentration Curriculum**

This program is offered Online.

<b>STUDENT AFFAIRS CONCENTRATION</b>	<b>12 crs</b>
HEA641: Student Services in Higher Education	3 crs
HEA646: College Student Development & Leadership	3 crs
HEA648: College Student Personnel Administration	3 crs
HEA649: Legal Practices & Ethics in Student Affairs	3 crs

## GRADUATE CERTIFICATE IN HIGHER EDUCATION ADMINISTRATION

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 Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GCHEA-ONLINE/index.html>.

**Normal Time to Completion:** 8 months

### Graduate Certificate in Higher Education Administration Curriculum

This program is offered Online.

Graduate Certificate in Higher Education Administration Courses	12 crs
EDU643 Teaching the Adult Learner	3 crs
EDU644 The New Post-Secondary Student	3 crs
EDU645 Administration and Leadership of Higher Education	3 crs
EDU647 Higher Education Policy, Politics and Pressing Issues	3 crs

## GRADUATE CERTIFICATE IN INSTRUCTIONAL DESIGN & TECHNOLOGY

Students who enroll in Post University's online Graduate Certificate in Instructional Design & Technology will develop their instructional 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 Instructional 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.

*The online Graduate Certificate in Instructional Design & Technology program at Post University prepares students to:*

- Apply theories of design and instruction to the development, design, implementation, and evaluation of educational experiences and events.
- Develop instructional plans, strategies, and materials that are appropriate for a variety of learner characteristics, including global learners and learners with special needs.
- Integrate technology into an instructional event that supports the use of Bloom's digital/revised taxonomy.
- 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 Instructional Design & Technology Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GRADCERTIDT-ONLINE/index.html>.

**Normal Time to Completion:** 8 months

### Graduate Certificate in Instructional Design & Technology Curriculum

This program is offered Online.

Graduate Certificate in Instructional Design & Technology Courses	12 crs
EDU623 Designing Learning Environments	3 crs
EDU624 eLearning Design for Diverse Learning Environments	3 crs
EDU625 Integrating Technology into Learning	3 crs
EDU627 Managing Instruction & Technology	3 crs

**GRADUATE CERTIFICATE IN ONLINE TEACHING**

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 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 Online Teaching Gainful Employment Program Disclosures**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GCERTOT-ONLINE/index.html>.

**Normal Time to Completion:**     8 months

**Graduate Certificate in Online Teaching Curriculum**

This program is offered Online.

<b>Graduate Certificate in Online Teaching Courses</b>	<b>12 crs</b>
EDU630 Online Curriculum and Instruction	3 crs
EDU633 Designing and Delivering Online Instruction	3 crs
EDU637 Online Assessment and Evaluation	3 crs
EDU639 Trends in Online Learning	3 crs

## MASTER OF SCIENCE IN COUNSELING AND HUMAN SERVICES

Students in the Master of Science in Counseling and Human Services degree program at Post University gain knowledge in the areas of prevention, remediation, psycho-education, 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, Forensic Mental Health Counseling, and Non-Profit Management.

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 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 human service.
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 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.

### Master of Science in Counseling and Human Services Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/MSHSV-ONLINE/index.html>.

### Normal Time to Completion: 26 months

Please note that each state has different requirements for licensure as a counselor. Students who are interested in becoming licensed as counselors must contact the licensing board in their own state directly in order to determine what academic and experiential requirements are currently required for state licensure. The faculty and staff in the MS 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 his/her 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.

Students who are interested in becoming licensed counselors in the State of Connecticut.

- Should not pursue the Non-Profit Management concentration in the MS Counseling and Human Services program. While the Non-Profit Management concentration may be appropriate for a general practitioner in human services, it does not satisfy the required course work needed for state licensure as a counselor in the State of Connecticut.
- Should be aware that they will need to complete additional coursework beyond Post University's 37-credit MS in Counseling and Human Services degree in order to be eligible for state licensure as a counselor in the State of Connecticut.
- Requirements for licensing are subject to 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 Curriculum

This program is offered Online.

<b>Core Courses</b>	<b>25 crs</b>
HSV502 Human Services Ethics and Diversity	3 crs
HSV504 Human Development Through the Lifecycle	3 crs
HSV510 Human Services Policy	3 crs
HSV511 Human Services Management	3 crs
HSV512 Applied Research Methods in Human Services	3 crs
HSV593 Field Practicum Experience I*	3 crs
HSV595 Advanced Counseling Internship II*	
HSV594 Field Practicum Experience II <b>OR</b>	3 crs
HSV596 Advanced Counseling Internship II*	
HSV698 Capstone Research Project I	2 crs
HSV699 Capstone Research Project II	2 crs
<b>Concentration Courses</b>	<b>12 crs</b>
<b>GRAND TOTAL</b>	<b>37 crs</b>

\*Upon direction from the Academic Department, HSV593 and HSV595 may be substituted for HSV594 and HSV596.

## Master of Science in Counseling and Human Services Concentrations

<b>Alcohol and Drug Counseling</b>	<b>12 crs</b>
HSV530 Biology of Addiction	3 crs
HSV532 Theories of Alcohol & Drug Counseling	3 crs
HSV534 Psychopathology of Addiction	3 crs
HSV536 Group and Family Treatment in Addictions	3 crs
<b>Clinical Mental Health Counseling</b>	<b>12 crs</b>
HSV520 Theories of Counseling	3 crs
HSV521 Family Systems Theory	3 crs
HSV522 Group Therapy	3 crs
HSV524 Psychopathology and Psychological Assessment	3 crs
<b>Forensic Mental Health Counseling</b>	<b>12 crs</b>
HSV561 Introduction to Forensic Mental Health Counseling	3 crs
HSV564 Theories of Criminal Behavior and Psychopathology	3 crs
HSV565 Victimology and Counseling Victims	3 crs
HSV567 Forensic Assessment and Counseling Techniques	3 crs
<b>Non-Profit Management</b>	<b>12 crs</b>
HSV540 Human Service Management and Information Technology	3 crs
HSV541 Financial Management of a Non-Profit Organization	3 crs
HSV542 Human Resource Management	3 crs
HSV544 Organizational Behavior	3 crs



## GRADUATE CERTIFICATE IN ALCOHOL AND DRUG COUNSELING

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 addictions. Students will have an opportunity to advance their professional development, as well as sharpen their clinical skills.

### Graduate Certificate in Alcohol and Drug Counseling Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GCERTDARC-ONLINE/index.html>.

**Normal Time to Completion:** 12 months

### Graduate Certificate in Alcohol and Drug Counseling Curriculum

This program is offered Online.

<b>Core Courses</b>	<b>18 crs</b>
HSV530 Biology of Addiction	3 crs
HSV532 Theories of Alcohol & Drug Counseling	3 crs
HSV534 Psychopathology of Addiction	3 crs
HSV536 Group and Family Treatment in Addictions	3 crs
HSV593 Field Practicum I*	3 crs
HSV594 Field Practicum II*	3 crs

*\*HSV595 and HSV596 Advanced Practicum I and II can be substituted for HSV593 and HSV594.*

## GRADUATE CERTIFICATE IN NON-PROFIT MANAGEMENT

The Non-Profit Management Graduate Certificate in the MSHSV program is crafted to meet the needs of present and/or future professionals who are interested in enhancing their skills in regard to management in a non-profit human services setting. The certificate blends aspects of theory and application to help students understand the current human services non-profit organizational environment. The certificate prepares professionals in key elements of successful management in regard to such critical aspects including organizational behavior, finances, and information technology, in addition to human resources.

### Graduate Certificate in Non-Profit Management Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GCERTNPM-ONLINE/index.html>.

**Normal Time to Completion:** 8 months

### Graduate Certificate in Non-Profit Management Curriculum

This program is offered Online.

<b>Non-Profit Management</b>	<b>12 crs</b>
HSV540 Human Service Management and Information Technology	3 crs
HSV541 Financial Management of a Non-Profit Organization	3 crs
HSV542 Human Resource Management	3 crs
HSV544 Organizational Behavior	3 crs

## GRADUATE CERTIFICATE IN PROFESSIONAL COUNSELING

The Professional Counseling Certificate in the MSHSV 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 MSHSV program, the MSHSV 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 Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GCERTPC-ONLINE/index.html>.

**Normal Time to Completion:** 16 months

### Graduate Certificate in Professional Counseling Curriculum

This program is offered Online.

#### Core Courses

**12 crs**

HSV552 Professional and Ethical Orientation to Counseling	3 crs
HSV554 Career Counseling, Appraisal, and Development	3 crs
HSV556 Multicultural Issues in Human Services	3 crs
HSV558 Testing and Appraisal of Individuals and Groups in Human Services	3 crs

Choose *either* the Alcohol and Drug Counseling Concentration or the Clinical Counseling within Organizational Settings Concentration

#### Alcohol and Drug Counseling Concentration

**12 crs**

HSV530 Biology of Addiction	3 crs
HSV532 Theories of Alcohol & Drug Counseling	3 crs
HSV534 Psychopathology of Addiction	3 crs
HSV536 Group and Family Treatment in Addictions	3 crs

#### Clinical Mental Health Counseling

**12 crs**

HSV520 Theories of Counseling	3 crs
HSV521 Family Systems Theory	3 crs
HSV522 Group Therapy	3 crs
HSV524 Psychopathology and Psychological Assessment	3 crs

## MASTER OF PUBLIC ADMINISTRATION

Students in the John P. Burke School of Public Service 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 MBA 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 Gainful Employment Program Disclosures

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/MPA-ONLINE/index.html>.

**Normal Time to Completion:** 26 months

### Master of Public Administration Curriculum

This program is offered Online.

<b>MPA Core Courses</b>	<b>21 crs</b>
PAD601 The History & Future of Public Administration	3 crs
PAD610 Ethics in Public Administration	3 crs
PAD616 Public Policy	3 crs
PAD625 Labor Law and Relations	3 crs
PAD634 Public Finance Policy and Application	3 crs
PAD645 Risk Management for Public Administrators	3 crs
PAD656 Research Methods for Public and Nonprofit Administrators	3 crs
<b>Core Business Courses*</b>	<b>12 crs</b>
BUS505 Organizational Creativity, Discovery and Innovation	3 crs
BUS508 The Future of Management and Leadership	3 crs
BUS515 Organizational Dynamics and Effectiveness	3 crs
BUS530 Project Management	3 crs

**EMERGENCY MANAGEMENT & HOMELAND SECURITY CONCENTRATION 9crs**

PAD667 Seminar in Emergency Management Leadership	3 crs
PAD668 Role of Homeland Security and Intelligence	3 crs
PAD669 Cyber Security Fundamentals for Emergency Managers	3 crs

*\*In lieu of BUS505, BUS508, and BUS515, students may elect to take the Emergency Management & Homeland Security concentration.*

<b>Capstone Courses</b>	<b>4 crs</b>
PAD698 Graduate Seminar and Capstone Project I	2 crs
PAD699 Graduate Seminar and Capstone Project II	2 crs

<b>GRAND TOTAL</b>	<b>37 crs</b>
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**Note:** The Post University MPA 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 MPA 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 his/her 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.



# Undergraduate Course Catalog

### ACCOUNTING 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 choosing among alternative 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 reports; 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.

**ACC425 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 implementation of best practices in the design and application of controls within computer information systems to insure the best quality and accuracy of information provided to management and to the public.

Prerequisite: ACC303.

**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 insure the quality of financial data are analyzed. Best practices relating to the application of audit techniques that insure 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.

### **ART COURSE DESCRIPTIONS**

ART-designated courses qualify as Humanities or Liberal Arts electives.

### **ART101 Art History I**

#### **3 credits**

This course provides an introduction to the history of the visual arts from prehistory to the early Renaissance. Major works in architecture, sculpture, painting and graphic arts are covered in chronological order.

### **ART102 Art History II**

#### **3 credits**

This course provides an introduction to 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 provides an introduction to 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 using line, plane, volumes, form and negative space. Through the exploration and arrangement of objects in space, the student 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, still 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 the development of self-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 comic 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.  
Studio Fee 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. Studio fee required.

## **BIOLOGY COURSE DESCRIPTIONS**

BIO-designated courses except BIO160, BIO435 and BIO498 qualify as General Education Science electives.

### **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 offered as part of BIO143 General Biology I. Laboratory fee required.

### **BIO144 General Biology II**

#### **3 credits**

General Biology II is designed for both the major and non-major college student and provides a continuation of the foundation established in BIO143. Discussions will focus on DNA, gene structure, function and expression, biotechnology, developmental biology, evolution, population genetics and dynamics, species interactions, biological communities, and vertebrate anatomy and physiology. Inquiry based study in the concurrent laboratory component will provide hands-on application of appropriate lecture material. Prerequisite: C- or better in BIO143, or permission of the Academic Department.

**BIO144L General Biology II Lab****1 credit**

This course is offered as part of BIO144 General Biology II. 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, or 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: BIO144 or permission of the Academic Department.

**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 (MC) or Academic Success Counselor (ADP) 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.

**BIO204V Anatomy and Physiology II 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 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(MC) or Academic Success Counselor (ADP) on whether BIO204V or BIO204L is more appropriate for their career path.

Prerequisite: BIO203L or 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, or registered nurse, or permission of the Academic Department.

**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, or registered nurse, or permission of the Academic Department.

**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(MC) or Academic Success Counselor(ADP) on whether BIO204V or BIO204L 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. The laboratory portion of this course will involve observation and dissection of representative members from most of the animal phyla. Laboratory fee required.

Prerequisite: BIO144 or permission of the Academic Department.

**BIO235L Zoology Lab**  
**1 credit**

This course is offered as part of BIO235 Zoology.

Prerequisite: BIO144L, or permission of the Academic Department.

**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 course of the semester, students will have the opportunity to learn-in correct historical time line-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. Laboratory activities will promote the development of culture technique and hands-on learning to support the principles discussed in lecture.

Prerequisites: BIO144 and CHM115, or permission of the Academic Department. Laboratory fee required.

### **BIO311L Cell Biology Lab**

#### **1 credit**

This course is offered as part of BIO311 Cell Biology. Prerequisite: BIO144L, or permission of the Academic Department. 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 offered as part of BIO315 General Physiology.

Prerequisite: 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 to 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, and genetic testing.

Prerequisites: BIO144 and CHM115, or permission of Academic Department.

### **BIO330L Molecular Biology Lab**

#### **1 credit**

This course is offered as part of BIO330 Molecular Biology.

Prerequisite: BIO144L, or permission of the instructor.  
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 to go 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 Career Services Office before registering.

Prerequisites: BIO144 and BIO144L, or permission of the Academic Department.

## **BUSINESS ADMINISTRATION COURSE DESCRIPTIONS**

### **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 20<sup>th</sup> and 21<sup>st</sup> 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 into 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 studied: inbound and outbound logistics. A number of 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: MAT 220, 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.

## **COLLEGE TO CAREER COURSE DESCRIPTIONS**

### **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.

### **CTC301 Professional Success Seminar**

#### **3 credits**

This career development course explores the fundamental competencies necessary for executing a successful job search in the 21<sup>st</sup> 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.

## **CHEMISTRY COURSE DESCRIPTIONS**

CHM-designated courses qualify as Natural Science or Liberal Arts electives.

### **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 an inquiry-based study of General Chemistry I topics that will provide hands-on application

of appropriate lecture material and reinforce both the quantitative and qualitative components of chemistry. This course must be taken concurrently with 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 must be taken concurrently with CHM116 General Chemistry II. 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 must be taken concurrently with CHM205 Organic Chemistry I. Prerequisites: CHM115L and CHM116L. 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 must be taken concurrently with CHM206 Organic Chemistry II. Prerequisite: CHM205L. 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 must be taken concurrently with CHM310 Environmental Chemistry.

Prerequisite: ENV121. Laboratory fee required.

## **CHILD STUDIES COURSE DESCRIPTIONS**

### **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 participate in all aspects of the course (discussions, journals, assignments), as well as 100 hours in an early care and education classroom. Students must demonstrate competency in providing a safe and healthy learning environment that enables young children to develop physical, cognitive and communication skills. Prerequisite: CHS111 or permission from 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 aforementioned 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 multicultural 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.

### **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 as a means 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 the 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 participate in all aspects of the course (discussions, journals, assignments), as well as 100 hours in an early care and education classroom. Students must demonstrate mastery of the core competency areas of creative development, self, social, guidance, families and professionalism when planning activities for young children.

Prerequisites: CHS111 and CHS199 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 aforementioned 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 2.5 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 aforementioned 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: CHS299, nine credits in early childhood or permission from the Academic Department.

### **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: CHS299 and nine credits in Early Childhood.

### **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 of 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 the Academic Department.

### **CHS450 Observations, Assessments and Individualizations**

#### **3 credits**

This course provides students with a broad overview of assessments of and for young children, ages 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: CHS299, nine credits in Early Childhood, or permission of the Academic Department.

### **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 aforementioned observations or field experiences.*

## **COMMUNICATION AND MEDIA STUDIES COURSE DESCRIPTIONS**

Courses numbered COM107 or higher qualify as Humanities or Liberal Arts electives.

### **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 personal, 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 commonly 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 Speech Communication**

**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 serves as an introduction for students who are interested in furthering their education and/or pursuing a career in strategic communications. The course provides students with a basic understanding of strategic communications practices and how to apply numerous

tactics such as utilizing paid, earned, social and owned media. The course also will provide an overview of public relations, marketing and advertising, and how these practices are applied in different industries as well as the strategic communications environment as a whole.

**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 also 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 utilize 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 individual as well as industry perspective. Emphasis will be placed on evaluating issues concerning audience, 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.

### **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 his/her Academic Advisor, as well as the Career Services Office, prior to registering.

## **COMPUTER INFORMATION SYSTEMS COURSE DESCRIPTIONS**

### **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. Students are introduced to the history of the internet, MS Windows, 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 (Main Campus) or Academic Success Counselor (ADP) for more information.

### **CIS120 Introduction to Information Technology**

#### **3 credits**

This course is designed to provide an in-depth understanding of information technology (IT). Students gain practical knowledge of IT 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 introduces 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 provides an introduction to 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**

The 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**

In this course 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 in many fields and are particularly used for business and managerial decision making. Tutorials in this course are based on a Windows PC Platform.

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: CIS112 and CIS120 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:

- Risk management concepts
- Risk management components
- Risk management systems
- Risk Management Framework (RMF)
- Systems Certification & Accreditation (C&A)
- Cyber security concepts
- Cyber security models
- 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 great 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 either CIS200 or CIS420.

**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 Career Services Office 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 particular 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, customized 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 CIS 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.

## **CRIMINAL JUSTICE COURSE DESCRIPTIONS**

### **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.

### **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.

### **CRJ/FRS213 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.

### **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 particular 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 much more.

### **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 media device, such as mobile devices, bar codes, game 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.

**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 or 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.

## **ECONOMICS COURSE DESCRIPTIONS**

### **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.

## **EDUCATION COURSE DESCRIPTIONS**

### **EDU215 Higher Education: Foundations and Futures**

#### **3 credits**

This course will provide an overview of pedagogical theory and teaching methods. Models of schools, teaching practice, assessment, and curriculum will be analyzed and assessed. Additionally, students will conceptualize their own teaching statement and envision their future role in education.

Prerequisite: ENG130.

### **EDU311 Foundations in Teaching**

#### **3 credits**

This course will provide an overview of pedagogical

theory and teaching methods. Models of schools, teaching practice, assessment, and curriculum will be analyzed and assessed. Additionally, students will conceptualize their own teaching statement and envision their future role in education.

Prerequisite: ENG130.

## **EMERGENCY MANAGEMENT AND HOMELAND SECURITY COURSE DESCRIPTIONS**

### **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 crs**

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 be documented as a vehicle for evaluation and improvement of response activities. Students in this course will learn about the importance of communication with stakeholders in regards to grant writing and budgeting.

Prerequisite: EMH101.

### **EMH340 Introduction to Emergency Response and 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, 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 has 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 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

**ENGLISH COURSE DESCRIPTIONS**

English courses numbered 210 or higher qualify as Humanities or Liberal Arts electives.

**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, such as description, critique, and research writing, which will contribute to success in their university courses and their chosen careers.

**ENG130 Literature and Composition**

**3 credits**

Students develop skills in critical stance, persuasion, and appreciation of literary genres such as nonfiction, drama, poetry, film, and short stories. Additionally, students 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 14<sup>th</sup> 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.

**ENGLISH AS A SECOND LANGUAGE COURSE DESCRIPTIONS****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 crs**

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 short 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.

### **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.

## **ENVIRONMENTAL SCIENCE COURSE DESCRIPTIONS**

ENV-designated courses qualify as Natural Science or Liberal Arts electives. Only ENV110, ENV121&ENV121L, ENV240, ENV250, ENV300, ENV301, ENV310 and ENV420 may be used to fulfill the general education science elective requirement.

### **ENV110 Exploring Environmental Issues**

#### **3 credits**

Environmental issues are one of the most pressing problems for society to address in the 21<sup>st</sup> 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 21<sup>st</sup> 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 must be taken concurrently with ENV121 Environmental Science: A Global Concern. 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. Open Water Dive Certification is required.

### **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 his/her Academic Advisor, as well as Career Services before registering.

## **EQUINE STUDIES COURSE DESCRIPTIONS**

### **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.

**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 different 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.

**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: Junior standing or permission of the Academic Department.

### **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 method of 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 I: Principles and Practices**

#### **3 credits**

This course is an introduction to the tools, techniques, and methods of basic hoof trimming practice, based on the understanding that a sound, functioning hoof is necessary for both the horse's comfort and athletic performance. The student will consider the range of 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, or permission of the Academic Department.

### **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 variety of roles and responsibilities typically performed by an Equine Veterinary Assistant. These include clerical and office procedures, client contact, patient handling and restraint, pharmacy and inventory management, technical and surgical preparation and assistance, nursing care, laboratory specimen preparation, and assistance with common diagnostic imaging modalities.

Prerequisites: EQU165 and EQU251, or permission of the Academic Department.

**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 have to be made regarding a variety of issues where there may not be clear guidelines.

**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.

**EQU380 The Horse in Human History****3 credits**

This course is a study of the equine role in shaping society. The war horses of the Mongol, Moorish and Medieval periods, the conquest of the Americas and the American Indian, and the inter-relationship between the horse and the rise of industrialization are examined. Students analyze the role of the horse and how its contribution has helped to shape Western society. This course counts as a history elective.

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, or permission of the Academic Department.

**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.

**EQU/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 Trimming II: 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 and learning the application of advanced techniques that foster the rehabilitation of deformed or damaged hooves. Best business practices for careers in hoof trimming will be 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 through the use of 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 Career Services Office is required to register for this course.

**FINANCE COURSE DESCRIPTIONS****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.

**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 the 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-qualification-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.

#### **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 the 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 the 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 go to the following link: <http://www.finra.org/industry/registration-qualification-exams>.

Prerequisites: FIN201 and Senior Standing.

### **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.

## **FORENSIC SCIENCE COURSE DESCRIPTIONS**

FRS-designated courses qualify as Natural Science or Liberal Arts electives. FRS180, FRS180L, FRS280, and FRS380 may be used to fulfill the general education science requirement. FRS213 and FRS342 may be used to fulfill the Liberal Arts requirement.

### **FRS180 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.

### **FRS180L 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.

### **FRS/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 patterns, 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.

### **FRS280 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: FRS180 and FRS180L or permission of the Academic Department.

### **FRS342 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.

### **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, FRS180, MAT130 or permission of the Academic Department.

## **GAME DESIGN AND ANIMATION COURSE DESCRIPTIONS**

### **GAM217 Introduction to Video Games**

#### **3 credits**

This course provides an introduction to the essential study of video games. The course surveys various perspectives in the field of game design and production. Topics include the history of video games and animation, human computer interaction, game theory, game genres, game engine architectures, and game culture. In addition, evolution of the video game industry will be examined. Students are required to complete a digital game to demonstrate rudimentary design principles discussed in the course.

Prerequisite: CIS112.

### **GAM247 Interactive Computer Graphics**

#### **3 credits**

This course introduces design and aesthetic foundations of 3-dimensional computer graphics and animation. Topics include rendering 3D geometric models, 2D and 3D transformations, color theory, illumination and shading, texture, special effects, and computer animation.

Emphasis is on rendering interactive graphics for video games. The course culminates in a presentation of students' final projects involving an original video game that incorporates basic elements of 3D animation.

Prerequisite: CIS112.

### **GAM257 Fundamentals of Game Programming**

#### **3 credits**

This course introduces game programming principles and techniques for planning and implementing 3D interactive games. In a collaborative fashion, students are exposed to a structured process that explains how to develop 3D games incorporating object-oriented programming statement, 3D graphic scripts, character animation, sound, and music. This course concludes with a final project involving a game prototype that exhibits 3D graphics programming and animation techniques studied in this course.

Emphasis is on problem solving and collaboration.

Prerequisites: CIS112 and GAM247.

### **GAM301 Game Design and Animation I**

#### **3 credits**

This course introduces students to fundamental principles of game design and 3D computer animation. The course explores methods of modeling, rendering, and animating 3D objects for video games, computer simulations, and virtual worlds. Students use 3D modeling software to

create character animation and 3D environment including rigging, key framing animation, lighting, camera angles, texture formation, and motion.

Prerequisites: CIS112, GAM217 and GAM247.

### **GAM401 Game Design and Animation II**

#### **3 credits**

This course builds upon the knowledge gained in Game Design and Animation I. Advanced methods of game design, including drafting a game design document, are covered in the course. Students gain insight into the aesthetic design and technical implementation needed to design high-quality 3D interactive video games. Students use 3D modeling software and scripting techniques to create character and terrain animation, and artificial intelligence for games.

Emphasis is on applying problem-solving skills and refining the game design document.

Prerequisites: CIS112, GAM217, GAM247, and GAM301.

## **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.

## **HUMAN SERVICES COURSE DESCRIPTIONS**

HSV-designated courses qualify as Social Science and Liberal Arts electives.

### **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.

### **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 provides an introduction to 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 particular rules within the family structure. This examination is based on family systems theory and the assumption that individuals cannot be studied 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 individuals' 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 provides an introduction to 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 required 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 Career Services Office before registering. Prerequisites: HSV101 or HSV320 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.

### **INTERNATIONAL BUSINESS ADMINISTRATION COURSE DESCRIPTIONS**

#### **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.

#### **IBA325 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 cultural 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 and team building across cultures. 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.

#### **IBA422 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.

**IBA430 Introduction to Exports Management**  
**3 credits**

This course is an introduction to exporting with particular 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 professor 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 may 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.

## **LEADERSHIP COURSE DESCRIPTION**

**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.

## **LEGAL STUDIES COURSE DESCRIPTIONS**

**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 also 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. Further, students become thoroughly familiar with the procedures employed to open, manage, and close Decedents' Estates, Conservatorship, Guardianships, Small Estates, and Refusal of Letters. Prerequisite: LAW101; ACC111 strongly recommended.

**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 and proceeds to Agency Law, which governs employer-employee fiduciary and contractual relationships. The Workers Compensation Act, including advantages and disadvantages to both employer and employee, is examined. Also covered are Sole Proprietorship, Partnership Law, both common and statutory provisions, Corporate Law and Bankruptcy.

**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 (A.S. degree)****3 credits**

Students learn how to apply knowledge gained from Associate's 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 his/her Academic Advisor, as well as the Career Services Office 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**

This is a trailblazing course one-commerce and the legal issues this activity has created. Among the topics covered are an overview of e-commerce; jurisdiction; copyrights; trademarks; privacy; obscenity; defamation; online contracts; and Internet taxation.

**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; LAW204 is 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.

### **LAW/EQU410 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.

### **LAW440 Legal Ethics**

#### **3 credits**

This course is a comprehensive in-depth, hands-on study of the specific and particular 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 Career Services Office before registering.

## **MANAGEMENT COURSE DESCRIPTIONS**

### **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.

**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.

**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 provide an introduction to the basic business skills needed to start up and establish new entrepreneurial ventures.

**CMG301 Construction Management Fundamentals**  
**3 credits**

This course provides an introduction to 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.

**HRM303 Labor & 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 Diversity in the Workforce**  
**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.

**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.

**HRM307 Compensation and Benefits****3 credits**

This course focuses on the strategic choices in managing compensation. Major compensation issues are discussed in the context 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.

**MGT/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 course of 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.

**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.

**MGT350 Public Management****3 credits**

This course studies the management of public organizations/government at the local, state, and federal levels. Emphasis is on the transferability of traditional business management skills to the public sector. There is discussion of evolving career opportunities with emphasis on the variety of educational programs in public management. Prerequisite: MGT105.

**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 actually 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.

**MARKETING COURSE DESCRIPTIONS**

**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 will 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 21<sup>st</sup> Century marketing strategies and plans, conducting research, creating long-term client relationships, building strong brands, communicating value and creating successful long-term growth. Students learn about innovation, new product development, managing media & personal communications, designing & managing Integrated Marketing Communications, analysis of global markets and understanding the business and ethical challenges marketing managers face in a global marketing environment. Prerequisite: MKT200.

**MKT319 Brand Management**  
**3 credits**

This course provides students with the ability to understand the systematic procedures in the development and management of new and existing brands as part of an organization's overall marketing strategy in a global environment. Students are introduced to new and existing brands as they develop new products within a product line or category. Prerequisite: MKT200.

**MKT320 Sales Force Management & Leadership**  
**3 credits**

This course covers supervising, managing and leading an organization's sales force. Emphasis is placed on strategic planning, sales leadership, consumer & market analysis, process & knowledge management and measurement. Topics include sales force recruitment & selection, leadership, ethics, goal setting, measurement & analysis, motivation & 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 examines marketing from the point of view of key behavioral science concepts, relevant consumer research, best practices and practical marketing applications with a customer focus. The course also analyzes motivation, personality, perception, learning, attitude formation, and the importance of group dynamics, social class, and culture on behavior in the marketplace.

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.

Prerequisites: MKT200, MKT411

## **MATHEMATICS COURSE DESCRIPTIONS**

MAT-designated courses, with the exception of MAT101 and MAT102, qualify as Liberal Arts or Mathematics electives.

### **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, operations on polynomials, ratios, proportions, and basic factoring in a problem-solving context. Course requires subscription to a supplementary online program. Graphing calculator

will be provided for occasional use in class. 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 rational and radical expressions. Course requires subscription to a supplementary online program. 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. Course requires subscription to a supplementary online program. Scientific graphing calculator strongly recommended.

### **MAT118 Geometric Applications**

#### **3 credits**

Not your high school geometry class! This course is designed to address geometry topics as they apply to numerous cross-curricular programs, such as art, architecture, landscape design, computer programming/gaming, common core instructions, and science. Students will be participating in portfolio quality projects encompassing the critical concepts learned in previous studies of geometry. Final projects will be the students' choice and may be related to their major. Students planning to teach geometric topics at any level will gain hands-on experience in a holistic approach to incorporating projects into a curriculum. Optional field trips may be offered at an additional fee.

### **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 programming, quadratic and polynomial applications, and solving rational and radical equations. Course requires subscription to supplementary online program. 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. 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. 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.

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. 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.

## **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 is not open to freshmen.

### **NURSING COURSE DESCRIPTIONS**

#### **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 take into account 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.

### **PHILOSOPHY COURSE DESCRIPTIONS**

PHL-designated courses qualify as Humanities or Liberal Arts Electives.

### **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 provides an introduction to 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 provides an introduction to 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 provides an introduction to 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 particular 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.

### **PERFORMING ARTS COURSE DESCRIPTIONS**

PFA-designated courses qualify as Humanities or Liberal Arts electives.

### **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.

### **PHY103 Concepts of Physics**

#### **3 credits**

This survey course introduces students to selected principles and application of physics. While the main focus of this course is on the general physical concepts (statics and dynamics), students also touch on the fundamentals of astronomy, geology, and meteorology.

### **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 must be taken concurrently with PHY115 Physics I.

### **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, lenses, optic waves, and relativity, as well as quantum, atomic and nuclear physics. Prerequisite: PHY115.

### **PHY116L Physics II Lab**

#### **1 credit**

This course must be taken concurrently with PHY116 Physics II.

## **POLITICAL SCIENCE COURSE DESCRIPTIONS**

PSC-designated courses qualify as Social Science or Liberal Arts electives.

### **PSC101 American National Government**

#### **3 credits**

This course provides a survey introduction to the United States 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 20<sup>th</sup> and 21<sup>st</sup> 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 as a whole. 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 as a whole. 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.

## **PSYCHOLOGY COURSE DESCRIPTIONS**

PSY-designated courses qualify as Social Science or Liberal Arts electives.

### **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 the 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**

New (proposed) course description: 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 provides an introduction to 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 (antipsychotic, anti-anxiety agents, stimulants and depressants); and narcotics, hallucinogens, including marijuana and LSD, are thoroughly examined. Prerequisite: PSY101.

### **PSY310 Learning Theory**

#### **3 credits**

This course surveys the historical antecedents of modern learning theory. Emphasis is placed on the influence of major theorists such as Pavlov, Watson, Skinner, Thorndike, and Hull. The course concludes with a survey of recent trends and developments in the field, including the applications of respondent and operant conditioning principles in therapy and behavior management programs. 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 neuropsychological 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.

**PSY395 Special Topics in Forensic Psychology  
3 credits**

This courses 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**

This course studies the processes by which sensory information is extracted from the environment, organized and integrated with past experience as well as the states of the organism to yield a person's perceptual experience of the world. Specific processes to be considered include visual acuity, color vision, perceptual organization and constancies, perception of depth, movement, and form. Attention is also given to distortions and illusions of perception and to the role of perceptual principles in drawings, painting, and photography. Prerequisites: BIO120 and PSY102.

**PSY412 Advanced Concepts in Applied Behavior Analysis  
3 credits**

Fundamentals of Applied Behavior Analysis (PSY321). Students will apply the principles of ABA 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 ABA in complex clinical settings. Importantly, students will learn about career opportunities in ABA 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 his/her Academic Advisor, as well as Career Services before registering.

## **SCIENCE COURSE DESCRIPTIONS**

### **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.

## **SOCIOLOGY COURSE DESCRIPTIONS**

SOC-designated courses qualify as Social Science or Liberal Arts electives.

### **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, Garfinkle, 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/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 focuses on special areas of interest, such as sociology of mental illness, death and dying, work and leisure, criminal justice, etc.

Prerequisites: SOC340 and PSY341.

### **SPANISH COURSE DESCRIPTIONS**

SPA-designated courses qualify as Humanities or Liberal Arts Electives.

### **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 through the use of authentic cultural materials, readings, and audio-visuals.

Prerequisite: SPA102. SPA201 is a prerequisite for SPA202.

### **SPORT MANAGEMENT COURSE DESCRIPTIONS**

### **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.

### **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 Capstone sites that reflect their career aspirations, portray organizational excellence, showcase a community of best practices, value customer input, and exhibit fairness. The Capstone work 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, showcase a community of best practices, value customer input, and exhibit fairness. The Internship work 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.



# Graduate Course Catalog

### MASTER OF BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

#### **Orientation MBA Strategies for Success – Non-credit**

This course introduces Post University MBA 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 MBA program, thereby increasing students' ability to succeed. The course also exposes students to research methodology necessary for success in the MBA program and business/professional situations; strengthens writing skills necessary for graduate-level work and professional success, including APA style practices, and prepares Post University MBA students for the capstone experience.

This four-week course is pass/fail and is required for all new students in the Post University MBA degree program.

*Prior to enrolling in the MBA program, all prerequisite courses should be completed.*

#### **BUS505 Organizational Creativity, Discovery, and Innovation 3 credits**

This course examines the processes involved in creativity, discovery, and innovation. Students explore the motivations involved in innovation both internal to the individual and external to the organization. The course provides strong focus on the creative process in a team environment, including managing and leading knowledge workers. Course content exposes students to the varied approaches and results of the creative process across disciplines such as psychology, marketing, leadership and general management.

#### **BUS506 Strategic Integrated Marketing Communications 3 credits**

This course presents an integrated marketing perspective that will help current and future business persons 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 look into 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 builds on what students learned in BUS 522 Financial Tools for Managers by taking the tools and exploring ways the tools are used in decision making in organizations. The students will explore the challenge of using financial tools to make financial and economic decisions that have a lasting impact. Topics covered include managing operations, assessing the performance of a business, the dynamics of growth, cash flow and investment decisions, financing and shareholder value. The students will be evaluating Shark Tank projects as well as other businesses, making decisions and justifying their decisions.

Prerequisite: BUS522

### **BUS525 Business Strategy and Planning**

#### **3 credits**

This course focuses on application of key strategic and managerial approaches necessary to implement the strategy of a firm in a changing world. It examines and discusses how firms develop and implement business, functional, and technology strategies. Emphasis is placed on the vision of the firm, the strategic planning process, and strategic management.

### **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 focuses on one of the major growth areas in the field of management, the topic of project management. Projects are defined as temporary endeavors undertaken to create a unique product or service. The course points out that recent interest in project management is based on recognition that many organizational tasks do not fit neatly into business-as-usual. The significant differences between project management and general management are overviewed. The three interrelated objectives of budget, schedule, and specifications are also introduced. The course emphasizes scheduling various projects and concludes with a discussion of monitoring control and learning from projects. The course will also cover benchmarking, quantitative analysis and the voice of the customer. The design of the course involves case discussion, lectures, and problem solving as the primary vehicle for learning.

In addition, a project is due at the end of course, to give the class a laboratory in which the critical thinking skills, which will be sharpened in the class, can be used to initialize and analyze various projects. The class will use computer tools to track projects.

*Prior to enrolling in the 600-level courses, all Core courses should be completed.*

### **BUS604 Virtual Teams and Opportunities**

#### **3 credits**

The modern organization requires knowledge of how to manage projects across borders and organizational functions, often without close proximity to supervisors and other team members. A manager in today's business environment needs to learn how to recognize, combine and utilize talent at all levels within and beyond an organization.

This course gives a student the ability to organize and manage virtual teams and/or organizations, exposes students to technology used to facilitate the organizations and work of virtual teams and organizations, and allows students to create their own vision for applying these concepts to real-world conditions and projects.

Using concepts of best practices for internal and external customer focused operational management of projects across functions and organizations.

### **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 & 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 has the ability to 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.

### **BUS613 Managing Community & Population Health**

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*.

### **BUS622 Operational Financial Management**

#### **3 crs**

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 his/her 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 advanced project management course will help students focus on the higher-level functions of balancing time, people and resource issues within the context of identifying and mitigating risk. Students will explore, develop and apply tools to help identify, minimize or eliminate risk in the management of projects. Risk will be quantified and qualified to aid in organizational planning and effectiveness with an eye toward institutionalizing processes to control and communicate risk.

**BUS625 Acquisitions in New Business Formation****3 credits**

This course will deal with the issues involved in acquiring businesses including identification, due diligence, data acquisition and analysis, valuation and financing. Discussion will include the process of acquisition as well as deal structures, and the intricacies of closing the sale. Case studies will be used through the course as well as group exercises designed to cover various aspect of negotiating. Exercises are based on acquisition situations that require negotiating such as buying (or selling), merging organizations, salary issues, and putting together coalitions.

**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 how to develop research questions, survey construction, statistical processing in Excel, and data

presentation/recommendations. The 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, the legal and reimbursement 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 healthcare systems overall quality control programs, quality management of medical and professional staff, hospital board and institutional management, and the reimbursement systems related to these topics. The reimbursement methods that are beginning to drive both quality and performance, and are changing the ways in which care is being delivered will be explored for both their current and emerging outcomes.

**BUS631 Managing Financial Institutions -****3 credits**

With the many recent changes within financial institutions and the related financial environment, a careful understanding of financial institutions is important for the financial professional who works with or within the finance function or deals with financial

institutions. This course reviews some basic differences across financial institutions, including differences in regulatory, risk management and general managerial perspectives. The course covers such advanced topics as the use of financial engineering, Sarbanes Oxley requirements, changes in regulatory environment, and the concept of securitization. Focus is on the changes within the finance industry and the leadership/ethics required instituting these changes in any number of financial positions.

### **BUS632 Advanced Financial Statement Analysis 3 credits**

This course is important as it is the foundation for the financial analysis that is applied in a wide variety of settings including managerial decision-making, organizational planning, operational measurement, performance improvement, debt security/loan analysis, and equity security analysis. This course shows how accounting information is used for analysis and decision-making, especially involving ratio analysis. This course includes topics on the impact of alternative accounting choices for ratio analysis, the use of common size statement, and the financial analysis of special industries.

### **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. The course includes the implementation of portfolio theory as a data-driven best practices process, which is applicable in many situations as a performance management tool by leaders in many industries.

### **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**

This course will use a case study-based approach to expose students to the various project management tools. Situations and applications needed today and in the future for organizations of all types trying to improve organizational effectiveness. Students will be able to craft a plan of study that will allow them to research areas of interest in groundbreaking project management applications to establish a community of best project management practices and continually improve your organizational effectiveness in managing projects.

### **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 course will provide learners with the foundation for examining and developing their own individual leadership style. The work of a leader is to constantly look forward and provide the necessary changes for the organization. Being the visionary is critical to success in any organization, and is a key attribute for any organizational leader in building a culture for change, performance improvement and excellence. As a result, this course will focus on Leadership and Change Management. In doing so, the leader's role as a change agent will be a focus of the course. Understanding various methods of bringing about change will be provided and researched by learners, and then discussed in our time together. The course will also delve into and explore numerous aspects of leadership including, but not limited to, horizontal and vertical leadership, managing performance and sustainability of a change effort, ethics and authenticity. In addition, various models of change will be introduced and explored.

### **BUS665 Unleashing and Sustaining Innovation in Organizations 3 credits**

The sweeping waves of technological breakthroughs supplemented by geopolitical and social changes, undermine the rigidity and viability of corporate structures, and usher in a new era of innovation and opportunities. The overall scope of this course consists of the analysis and evaluation of how organizations either adapt to or flourish under the constraints of bureaucratic

inertia and resistance to change or relegate themselves to mediocrity and possibly extinction.

Specifically, the themes of the course focus on technological breakthroughs and the groundwork that is necessary to render an organization amenable to creativity and change and on the process of establishing the right physical and psychological environments to foster success and sustainable innovations.

### **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 particular 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 particular 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.

The discussions and case studies are focused specifically on the real world issues that demanded moral integrity, honesty, and humility in leadership but are here discovered to be sorely lacking in these essential requirements. The contrast presents a challenging lens through which honesty and reality emerge and can be discovered.

### **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 examined. On another front, the role 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 BUS700 and includes a formal review of all other MBA 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 MBA Program. The students are required to demonstrate the application of their MBA 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.

### **BUS700 Capstone**

#### **3 credits**

This Capstone course is the culminating course for all the other MBA courses. The course enables students to apply content that has been undertaken throughout the various courses in the MBA degree from Post University. 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 University Capstone requirements, along with a compelling presentation. Also, the student will utilize a computer simulation to apply learning and insights of the MBA program.

## **MASTER OF SCIENCE IN ACCOUNTING COURSE DESCRIPTIONS**

### **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.

### **BUS505 Organizational Creativity, Discovery, and Innovation**

#### **3 credits**

This course examines the processes involved in creativity, discovery, and innovation. Students explore the motivations involved in innovation both internal to the individual and external to the organization. The course provides strong focus on the creative process in a team environment, including managing and leading knowledge workers. Course content exposes students to the varied approaches and results of the creative process across

disciplines such as psychology, marketing, leadership and general management.

### **ACC512 International Accounting**

#### **3 credits**

The 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 United

States Generally Accepted Accounting Principles. 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.

## **MASTER OF SCIENCE IN ACCOUNTING CPA TRACK COURSE DESCRIPTIONS**

### **ACC590 Lab Preparation**

#### **1 cr**

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 cr**

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 cr**

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.

## **MASTER OF EDUCATION COURSE DESCRIPTIONS**

### **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 others. Students will design and develop a standards-based curriculum unit applicable to his/her teaching/learning context.

**EDU604 Diversity Issues in 21<sup>st</sup> Century Education**  
**3 credits**

This course will address how culture affects learning and achievement across the lifespan in 21<sup>st</sup> 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 as a means 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 particular focus on how design promotes learning across all k-12 environments. This course will also enhance students' existing skills with regard to 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 Teaching and Learning**  
**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.

**EDU631 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.

### **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.

### **EDU 647: 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.

### **EDU 687: Educational Research & Planning**

#### **3 credits**

This is the first of a three-course sequence (EDU687, EDU688, 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.

### **EDU 688: 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.

### **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 as a means to demonstrate ways in which the program outcomes have been achieved. Finally, students will present the completed project at the conclusion of the course.

### **EDU 699: 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.

## **MASTER OF SCIENCE IN HIGHER EDUCATION ADMINISTRATION**

### **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/EDU645: 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/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.

**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/EDU687: Educational Research & Planning**  
**3 credits**

This is the first of a three-course sequence (EDU687, EDU688, 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/EDU688: 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/EDU699: 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.

## **MASTER OF SCIENCE IN COUNSELING AND HUMAN SERVICES COURSE DESCRIPTIONS**

### **HSV502 Human Services Ethics and Diversity**

#### **3 credits**

This course provides an analysis of critical issues in ethics and diversity within the professional practice of 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 human services as well as explore other multicultural issues.

### **HSV504 Human Development through the Lifecycle**

#### **3 credits**

This course examines theories of lifespan development from a social, cultural, cognitive, physical, biological and learning theories basis. Also, students develop a contextual understanding of how human development impacts the field of human services.

### **HSV510 Human Services Policy**

#### **3 credits**

This course provides a critical analysis of the social and public policies that impact the field of 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 human services policies.

### **HSV511 Human Services Management**

#### **3 credits**

This course provides students with knowledge, theory and technical skills in the administration of human service delivery systems. Course content includes management theory, principles of organization, planning, budgeting, fiscal responsibility, supervision and human resource management.

### **HSV512 Applied Research Methods in 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 21-24 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 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 Substances 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 534.

### **HSV534 Psychopathology of Addiction**

#### **3 credits**

The course will provide a basic historical perspective of Substance Use Disorders 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: HSV532.

### **HSV540 Human Service Management and Information**

#### **3 credits**

The course will survey the basic theoretical and conceptual skills required for the effective management of 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 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 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 explore 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 human services encounter, in addition to providing best practices in addressing these dilemmas. Human service professionals often face ethical issues such as professionalism, aspirational ethics, decision making, mandated reporting, crisis intervention and/or legal issues on a daily basis. 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) 21-24 completed hours of graduate work in the Post University MSHSV 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 Human Services**  
**3 credits**

This course provides students with knowledge in the ways in which issues of multiculturalism can effect 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) 21-24 completed hours of graduate work in the Post University MSHSV 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) 21-24 completed hours of graduate coursework in the Post University MSHSV graduate 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 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 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) 21-24 completed hours of graduate work in the Post University MSHSV graduate 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 provides an introduction to 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 of criminal behavior, developmental risk factors, biological factors, learning in 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 juvenile system. Prerequisite: HSV561.

### **HSV567 Forensic Assessment and Counseling**

#### **Techniques**

#### **3 credits**

This course will provide an introduction to 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 human services theory, concepts, skills, and knowledge into practice at an approved 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, or 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 concentration: HSV 520 and/or HSV 521 and HSV 524

- Alcohol and Drug Counseling concentration: HSV 532 and one core course
- Non-Profit Management: HSV 540 and one core course
- Forensic Mental Health Counseling: HSV 565 and HSV 567

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 human services theory, concepts, skills, and knowledge into practice at an approved 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, or 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 concentration: HSV520 and/or HSV521 and HSV524
- Alcohol & Drug Counseling concentration: HSV532 and one core course
- Non-Profit Management: HSV540 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 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 human services theory, concepts, skills, and knowledge into practice at an approved 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 human services theory, concepts, skills, and knowledge into practice at an approved 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.

Concentration-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**  
**2 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 human services. The project affords students the opportunity to apply, synthesize, and analyze the knowledge learned during their studies to a specific, reality-based case.  
Prerequisite: HSV512.

**HSV699 Capstone Research Project II**  
**2 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 human services as they complete their action research project. Students are required to have successfully completed HSV698 before registering for this course.  
Prerequisite: HSV698.

**MASTER OF PUBLIC ADMINISTRATION COURSE DESCRIPTIONS**

**PAD601 The History and Future of Public Administration**  
**3 credits**

This course provides the student with the historical foundation of the theory and practice of public administration ranging from the roles and responsibilities of the three branches of the government to the creation of various regulatory agencies, to current public sector management practices. In-depth readings of classic works in public administration are the foundation of the course.

**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 through the use of 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 Policy and Application**  
**3 credits**

This course provides a complete review of the financial principles and practices used in criminal justice, government and not-for-profit organizations with a heavy focus on linking strategic planning, measurement analysis and best practice theory to practice. The course also covers accounting principles and practices for hospitals, colleges and universities, health and welfare agencies, and other similar organizations. A logical framework for understanding and solving the public finance-related problems of governmental and non-profit organizations is emphasized with an eye toward implementing improved processes focusing on the customer. The course assessment is based upon papers, discussions and a final integrated project.

**PAD645 Risk Management for Public Administration**  
**3 credits**

Since many local, state, and the federal government are self-insured, the student is introduced to the process of risk management as it applies to the public sector. Traditional as well as new theories and practices are discussed. This course also discusses fundamental principles of insurance and their application in disability, property, and liability insurance. The concept of risk and the tools and techniques used by a risk manager are included.

**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

**PAD 668 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.

**PAD 669 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.

### **PAD688 Financial Management**

#### **3 credits**

This course is designed to provide students with a basic background in financial management to enable them to better understand financial concepts and techniques and consequently to better use financial information in making decisions in nonprofit organizations. The course is not intended to make students into accountants or financial technicians but rather to make them good users of financial information as nonprofit managers. Students will become conversant in the financial terms, concepts, and tools needed to ask the right questions of those generating financial information and to interpret the answers as they affect organizational decision making in nonprofit organizations.

Prerequisites: PAD601, PAD 610, PAD616, PAD625, PAD634, PAD645, and PAD656 and BUS530.

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.

### **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

## 17.0 PROGRAMS TO BE PHASED OUT

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*No new enrollments will be accepted for these programs.*

### **CERTIFICATE IN EARLY CHILDHOOD EDUCATION ADMINISTRATION**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTECE-ONLINE/index.html>.

<b>CERTIFICATE IN EARLY CHILDHOOD ADMINISTRATION</b>		<b>21 crs</b>
CHS111 Foundations in Early Childhood Education		3 crs
CHS199 Practicum I		3 crs
CHS201 Creative Activities		3 crs
CHS203 Children's Literature & Language Arts		3 crs
CHS298 Practicum II		3 crs
PSY101 Fundamentals of Psychology I		3 crs
PSY201 Child Development		3 crs

### **CERTIFICATE IN EQUINE LAW**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTEQLAW-MC/index.html>.

<b>CERTIFICATE IN EQUINE LAW</b>		<b>21 crs</b>
LAW204 Business Law I <b>OR</b>		
LAW101 Introduction to Law	3 crs	
LAW203 Civil Litigation	3 crs	
LAW205 Legal Research	3 crs	
ENV/LAW405 Environmental Law Practice	3 crs	
EQU/LAW410 Equine Law	3 crs	
EQU/LAW460 Internship	3 crs	
<i>Choose one of the following:</i>	3 crs	
LAW307 Business Organizations and Practice		
LAW325 E-Government: The New Legal Environment of Business		

## CERTIFICATE IN FINANCE

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTFIN-MC/index.html> or <http://post.edu/ge/CERTFINANCE-ONLINE/index.html>.

CERTIFICATE IN FINANCE		30 crs
ACC111 Financial Accounting		3 crs
ECO201 Macroeconomics		3 crs
ECO202 Microeconomics		3 crs
ECO303 Money and Banking		3 crs
FIN201 Principles of Finance		3 crs
FIN302 Corporate Finance		3 crs
FIN305 Analysis of Financial Statements		3 crs
FIN403 Investment Management		3 crs
FIN411 International Financial Management		3 crs
MGT105 Principles of Management		3 crs

## CERTIFICATE IN GAME DESIGN AND ANIMATION

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTGAM-MC/index.html>.

CERTIFICATE IN GAME DESIGN AND ANIMATION		24 crs
CIS112 Introduction to Computers		3 crs
CIS200 Introduction to Programming (VB 1)		3 crs
CIS230 Programming in Visual Basic (VB 2)		3 crs
GAM217 Introduction to Video Games		3 crs
GAM247 Interactive Computer Graphics		3 crs
GAM257 Fundamentals of Game Programming		3 crs
GAM301 Game Design and Animation I		3 crs
GAM401 Game Design and Animation II		3 crs

### **CERTIFICATE IN LEGAL NURSE CONSULTING**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/CERTLNC-ONLINE/index.html>.

<b>CERTIFICATE IN LEGAL NURSE CONSULTING</b>		<b>30 crs</b>
ACC111 Financial Accounting		3 crs
CIS112 Introduction to Computing		3 crs
LAW101 Introduction to Law		3 crs
LAW203 Civil Litigation		3 crs
LAW205 Legal Research		3 crs
LAW415 Personal Injury Law		3 crs
LAW425 Legal Writing		3 crs
LAW430 Medical Malpractice		3 crs
LAW440 Legal Ethics <b>OR</b>		3 crs
LAW460 Legal Studies Internship		
LAW Elective		3 crs

### **GRADUATE CERTIFICATE IN ENTREPRENEURSHIP**

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/GRADCERTENT-ONLINE/index.html>.

<b>GRADUATE CERTIFICATE IN ENTREPRENEURSHIP</b>		<b>12 crs</b>
BUS610 New Venture Creation		3 crs
BUS615 New Product Development		3 crs
BUS622 Operational Financial Management		3 crs
BUS625 Acquisitions in New Business Formation		3 crs

## B.S. in ENVIRONMENTAL SCIENCE

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSESC-MC/index.html>.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		53-56 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	SCI315 Writing in the Sciences		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs	<b>SCIENCE CORE</b>		<b>20 crs</b>
CIS112 Introduction to Computing		3 crs	BIO144/144L General Biology II and Lab		4 crs
			CHM115/115L General Chemistry I and Lab		4 crs
<b>LIBERAL ARTS</b>		<b>24 crs</b>	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	<b>MAJOR CORE</b>		<b>18-21 crs</b>
Elective		3 crs	BIO360 Ecology		3 crs
Elective		3 crs	CHM310/CHM310L Environmental Chemistry and Lab		4 crs
Elective		3 crs	ENV121/ENV121L Environmental Science: A Global Concern and Lab		4 crs
Elective		3 crs	ENV200 Environmental Policy		3 crs
<b>MATH</b>		<b>6 crs</b>	ENV498 Internship		1-3 crs
MAT130 Precalculus and Trigonometry or higher		3 crs	ENV/BIO200-400 Directed Elective		3-4 crs
MAT220 Statistics I		3 crs			
<b>SCIENCE</b>		<b>4 crs</b>	<b>CONCENTRATION/DIRECTED ELECTIVES*</b>		<b>12 crs</b>
BIO143 / BIO143L General Biology I and Lab		4 crs			
<b>OPEN ELECTIVES</b>		<b>15 crs</b>			
Elective		3 crs	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
Elective		3 crs			
Elective		3 crs	<b>GRAND TOTAL</b>		<b>123-126 crs</b>
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>			
LCS105 Elements of Organizations		3 crs			
<b>LANDSCAPE ECOLOGY CONCENTRATION</b>		<b>12 crs</b>	<b>OCEAN CONSERVATION CONCENTRATION</b>		<b>12 crs</b>
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).					

## B.S. IN INSTRUCTIONAL DESIGN & TECHNOLOGY

For a list of Gainful Employment Program Disclosures, please visit <http://www.post.edu/ge/BSIDT-MC/index.html> and <http://www.post.edu/ge/BSIDT-ONLINE/index.html>

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		54 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	CIS311 Technical Writing in CIS		3 crs
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs	<b>MAJOR CORE</b>		<b>36 crs</b>
CIS112 Introduction to Computing		3 crs	CIS312 End-User Computing Application Design		3 crs
			CIS350 Advanced Multimedia Web Design		3 crs
<b>LIBERAL ARTS</b>		<b>24 crs</b>	GAM247 Interactive Computer Graphics		3 crs
History Elective		3 crs	IDT201 Theory of Instructional Design		3 crs
IDT433 Ethics of Instructional Design		3 crs	IDT212 Principles of Instructional		3 crs
Social Science Elective		3 crs	Technology		
Performance, Written, or Fine Arts Elective		3 crs	IDT231 The Process of Learning		3 crs
Elective		3 crs	IDT236 Contemporary Visual Literacy		3 crs
Elective		3 crs	IDT301 Instructional Design I		3 crs
Elective		3 crs	IDT312 Design of e-Learning		3 crs
Elective		3 crs	IDT401 Assessment of Learning		3 crs
			IDT412 Instructional Delivery Methods		3 crs
<b>MATH</b>		<b>6 crs</b>			
MAT105 Quantitative Methods OR			<b>ELECTIVES</b>		<b>12 crs</b>
MAT120 College Algebra		3 crs	CIS or IDT 300-400 Level Elective		3 crs
MAT220 Statistics I		3 crs	CIS or IDT 300-400 Level Elective		3 crs
			CIS or IDT 300-400 Level Elective		3 crs
<b>SCIENCE</b>		<b>3 crs</b>	CIS or IDT 300-400 Level Elective		3 crs
Science Elective		3 crs			
			<b>CAPSTONE PROJECT</b>		<b>3 crs</b>
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	IDT498 Instructional Design Capstone		3 crs
Elective		3 crs			
Elective		3 crs	<b>CAREER &amp; SELF-AWARENESS</b>		<b>6 crs</b>
Elective		3 crs	<b>MAIN CAMPUS</b>		
Elective		3 crs	CSA101 Exploring Self: Inside Out		3 crs
Elective		3 crs	CSA260 Professional Success Seminar		1 cr
			CSA400 Career Capstone		2 crs
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>			
LCS105 Elements of Organizations		3 crs	<b>ADP</b>		
			CSS101 College Success Seminar		3 crs
			PSS301 Professional Success Seminar:		3 crs
<b>BS IDT Electives</b>			Work, Life and Career Development		
CIS213 Project Management I		3 crs			
CIS314 Project Management II		3 crs	<b>GRAND TOTAL</b>		<b>120 crs</b>
CIS412 End-User Systems Design		3 crs			
GAM301 Game Design & Animation		3 crs			
GAM401 Game Design & Animation II		3 crs			
IDT315 Multimedia Content Design		3 crs			
IDT318 Social Media for Instruction		3 crs			
IDT321 Design for Collaborative Learning		3 crs			
IDT326 Introduction to PBL		3 crs			
IDT341 Mobile Learning Development		3 crs			



## B.S. in INTERNATIONAL BUSINESS ADMINISTRATION

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BSIB-MC/index.html> or <http://post.edu/ge/BSIB-ONLINE/index.html>.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		54 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>BUSINESS LAW</b>		<b>3 crs</b>
ENG110 College Writing		3 crs	LAW204 Business Law I		
ENG130 Literature and Composition		3 crs			
COM107 Introduction to Communication		3 crs	<b>BUSINESS CORE</b>		<b>18 crs</b>
CIS112 Introduction to Computing		3 crs	ACC111 Financial Accounting		3 crs
			BUS211 Malcolm Baldrige Quality Standards		3 crs
<b>LIBERAL ARTS</b>		<b>21 crs</b>	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	<b>MAJOR CORE</b>		<b>24 crs</b>
Elective		3 crs	ACC211 Managerial Accounting		3 crs
Elective		3 crs	BUS320 Logistics Management		3 crs
			BUS411 Business Policy Seminar		3 crs
<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>	FIN411 International Financial Management		3 crs
BUS311 Managerial Communications		3 crs	IBA301 Principles of International Business		3 crs
			IBA305 International Business Law		3 crs
<b>MATH</b>		<b>6 crs</b>	IBA421 International Management		3 crs
MAT120 College Algebra or higher		3 crs	MKT311 International Marketing		3 crs
MAT220 Statistics I		3 crs			
<b>SCIENCE</b>		<b>3 crs</b>	<b>CONCENTRATION</b>		<b>9 crs</b>
Elective		3 crs			
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
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			
			<b>GRAND TOTAL</b>		<b>120 crs</b>
<b>GENERAL BUSINESS ADMINISTRATION CONCENTRATION/BUSINESS ELECTIVES</b>		<b>9 crs</b>	<b>FINANCE CONCENTRATION/ BUSINESS ELECTIVES</b>		<b>9 crs</b>
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>	<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>
300-400 Level Business Elective		3 crs	ECO303 Money and Banking		3 crs
300-400 Level Business Elective		3 crs	FIN302 Corporate Finance <b>OR</b>		3 crs
300-400 Level Business Elective		3 crs	FIN306 Personal Financial Planning		3 crs
			FIN305 Analysis of Financial Statements		3 crs
<b>ACCOUNTING CONCENTRATION/ BUSINESS ELECTIVES</b>		<b>9 crs</b>			
<b>CONCENTRATION TOTAL</b>		<b>9 crs</b>			
ACC301 Cost Accounting		3 crs			
ACC303 Intermediate Accounting I		3 crs			
ACC300-400 Level Elective		3 crs			

## B.A. in SOCIOLOGY

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/BASOC-MC/index.html>.

GENERAL EDUCATION		60 crs	MAJOR, CORE & CONCENTRATIONS		51 crs
<b>COMMON CORE</b>		<b>12 crs</b>	<b>DESIGNATED WRITING COURSE</b>		<b>3 crs</b>
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	<b>MAJOR CORE</b>		<b>33 crs</b>
CIS112 Introduction to Computing		3 crs	SOC101 Principles of Sociology		3 crs
			SOC201 Social Problems		3 crs
<b>LIBERAL ARTS</b>		<b>24 crs</b>	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			
			<b>DIRECTED ELECTIVE*</b>		<b>6 crs</b>
<b>MATH</b>		<b>6 crs</b>	SOC300-400 Level Elective		3 crs
MAT120 College Algebra or higher		3 crs	SOC300-400 Level Elective		3 crs
MAT220 Statistics I		3 crs			
			<b>CONCENTRATION</b>		<b>15 crs</b>
<b>SCIENCE</b>		<b>3 crs</b>			
Science Elective		3 crs	<i>*Selected under advisement</i>		
<b>OPEN ELECTIVES</b>		<b>15 crs</b>	<b>COLLEGE TO CAREER CORE</b>		<b>6 crs</b>
Elective		3 crs	CTC101 College Success Seminar		3 crs
Elective		3 crs	CTC301 Professional Success Seminar		3 crs
Elective		3 crs			
Elective		3 crs	<b>GRAND TOTAL</b>		<b>120 crs</b>
Elective		3 crs			
<b>LEADERSHIP COURSE</b>		<b>3 crs</b>			
LCS105 Elements of Organizations		3 crs			
<b>GENERAL SOCIOLOGY CONCENTRATION</b>		<b>15 crs</b>	<b>LEGAL STUDIES CONCENTRATION</b>		<b>15 crs</b>
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
<b>PSYCHOLOGY CONCENTRATION</b>		<b>15 crs</b>	<b>SOCIOLOGY ELECTIVES</b>		
PSY101 Fundamentals of Psychology I		3 crs	SOC217 Alcohol & Drugs		3 crs
PSY201 Child Development <b>OR</b>		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 <b>OR</b>		3 crs	SOC401 Sociology in the Community		3 crs
PSY307 Drugs and Behavior					

## MASTER OF BUSINESS ADMINISTRATION

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/MBA-CAMPUS/index.html> or <http://post.edu/ge/MBA-ONLINE/index.html>.

<b>MBA PREPARATORY COURSE</b>		<b>0 crs</b>	<b>FINANCE</b>		<b>12 crs</b>
			<i>Choose four of the six courses listed below:</i>		
BUS500 MBA Preparatory Course		0 cr	BUS625 Acquisitions in New Business Formation		3 crs
			BUS631 Managing Financial Institutions		3 crs
<b>MBA PROGRAM FOUNDTION COURSES</b>		<b>9 crs</b>	BUS632 Advanced Financial Statement Analysis		3 crs
BUS501 Economic Foundations of Applied Accounting and Finance		3 crs	BUS633 Investment Management and Analysis		3 crs
BUS505 Organizational Creativity, Discovery, and Innovation		3 crs	BUS635 Organizational Risk Management		3 crs
BUS506 Strategic Integrated Marketing Communications		3 crs	BUS675 Financial Tools for Managing Innovation		3 crs
<b>MBA CORE COURSES</b>		<b>18 crs</b>	<b>HEALTHCARE SYSTEMS LEADERSHIP</b>		<b>12 crs</b>
BUS508 The Future of Leadership and Management II		3 crs	BUS609 Healthcare Decisions, Analytics and Systems Performance		3 crs
BUS510 Financial Modeling		3 crs	BUS630 Healthcare Quality, Performance and Financial Management		3 crs
BUS515 Organizational Dynamics and Effectiveness		3 crs	BUS611 Virtual Technology and eHealth		3 crs
BUS520 Competitive Intelligence		3 crs	BUS613 Managing Community and Population Health		3 crs
BUS525 Business Strategy and Planning OR					
BUS527 Global Business Strategy		3 crs			
BUS530 Project Management		3 crs	<b>LEADERSHIP</b>		<b>12 crs</b>
			BUS660 Leadership and Change Management		3 crs
<b>CONCENTRATION</b>		<b>12 crs</b>	BUS668 Virtuous Leadership		3 crs
			BUS669 Innovating Leadership and Management		3 crs
<b>CAPSTONE COURSE AND CULMINATING EXPERIENCE</b>		<b>6 crs</b>	BUS670 Complexity of the Innovative Process		3 crs
BUS698 Capstone Research Course		3 crs			
BUS699 Graduate Seminar and Capstone Project		3 crs	<b>MARKETING</b>		<b>12 crs</b>
			BUS615 New Product Development		3 crs
<b>GRAND TOTAL</b>		<b>45 crs</b>	BUS617 Matching Value Propositions to Buyers		3 crs
			BUS618 Integrated Marketing for Managers		3 crs
<b>MASTER OF BUSINESS ADMINISTRATION CONCENTRATIONS</b>			BUS619 Driving Growth through Customer Relationship Management		3 crs
<b>CORPORATE INNOVATION</b>		<b>12 crs</b>	<b>MULTIDISCIPLINARY</b>		<b>12 crs</b>
BUS660 Leadership and Change Management		3 crs	<i>An approved plan of four courses selected by the student from all other MBA concentrations.</i>		
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			
<b>ENTREPRENEURSHIP</b>		<b>12 crs</b>	<b>PROJECT MANAGEMENT</b>		<b>12 crs</b>
BUS610 New Venture Creation		3 crs	BUS604 Virtual Teams and Organizations		3 crs
BUS615 New Product Development		3 crs	BUS623 Project and Risk Management		3 crs
BUS620 Financing the New Venture		3 crs	BUS638 Issues and Applications in Project Management		3 crs
BUS625 Acquisitions in New Business Formation		3 crs	BUS675 Financial Tools for Managing Innovation		3 crs

## MASTER OF EDUCATION

For a list of Gainful Employment Program Disclosures, please visit: <http://post.edu/ge/MED-ONLINE/index.html>.

MASTER OF EDUCATION					
<b>M.Ed. Core Courses</b>		<b>12 crs</b>			
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			
<b>M.Ed. Concentration Courses</b>		<b>12 crs</b>			
<b>M.Ed. Capstone</b>		<b>9 crs</b>			
EDU687 Educational Research and Planning		3 crs			
EDU688 Research Design and Methodology		3 crs			
EDU699 Capstone Project		3 crs			
<b>GRAND TOTAL</b>		<b>33 crs</b>			
<b>CURRICULUM AND INSTRUCTION CONCENTRATION</b>		<b>12 crs</b>	<b>LEARNING DESIGN AND TECHNOLOGY CONCENTRATION</b>		<b>12 crs</b>
EDU603 Curriculum 2.0		3 crs	EDU623 Designing Learning Environments		3 crs
EDU604 Diversity Issues in 21 <sup>st</sup> 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
<b>EDUCATIONAL TECHNOLOGY CONCENTRATION</b>		<b>12 crs</b>	<b>ONLINE TEACHING CONCENTRATION</b>		<b>12 crs</b>
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
<b>HIGHER EDUCATION ADMINISTRATION CONCENTRATION</b>		<b>12 crs</b>	<b>TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)</b>		<b>12 crs</b>
EDU643 Teaching the Adult Learner		3 crs	EDU604 Diversity Issues in 21 <sup>st</sup> 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