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Webber International University

ACCREDITATION AND RECOGNITION

Chartered, as not for profit corporation, by: The State of Florida, 1927

Accredited by:
Webber International University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, bachelor, and master's degrees. Questions about the accreditation of Webber International University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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Approved By:
The Florida Department of Veterans Affairs for training veterans.
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American Library Association
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Florida Association of Student Financial Aid Administrators
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National Association of Foreign Student Advisors
Sebring Chamber of Commerce

Southern Association of Collegiate Registrars and Admissions Officers
Southern Association of Student Financial Aid Administrators
Southern Association of College and University Business Officers
Tampa Library Consortium
The Sun Conference
Winter Haven Area Chamber of Commerce

STATEMENT OF POLICY

Academic information in this edition of the Webber International University Catalog supersedes all others. Because the educational process necessitates change, Webber International University reserves the right to alter, without prior notice, the provisions listed in this catalog.

Webber International University admits students of any race, color, religion, gender, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, religion, gender, sexual orientation, national or ethnic origin, ancestry, age, disability, or any other protected class under relevant state and federal laws in the administration of its education policies, admissions policies, scholarship programs, loan programs, or athletic programs.

In any advertisement, catalog, brochure, literature, or other material produced by or for the University, any statement which may appear concerning approval for admittance by nonimmigrant students must be limited to the following: "This school is authorized under Federal law to enroll nonimmigrant students." The University reserves the right to make changes at its discretion and as might seem appropriate in such areas as, but not limited to, procedures, policies, services, requirements, and fee structures, etc. Notification of any such changes will be appropriately circulated. Any such changes will be incorporated into the electronic version of the Academic Catalog, which is the authoritative version of the Catalog.

Note: The electronic version of the Academic Catalog is available on the University website https://www.webber.edu/catalogs/ under Catalogs and is the official and authoritative version of the Academic Catalog.

Webber International University
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https://www.webber.edu

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Webber International University
Academic Calendar — AY 2026–2027

Fall 2026 Academic Calendar
August 24, 2026 – December 11, 2026

Full Term / Term A Begins	August 24, 2026
Residence Dorms Open	August 20, 2026
Orientation	August 20 – 22, 2026
Full Term / Term A Drop / Add (no fees)	August 24 – 25, 2026
Full Term / Term A Drop / Add (late fees)	August 26 – 28, 2026
Labor Day – No Classes	September 7, 2026
Term A Last Day to Withdraw	September 25, 2026
Term A Final Exams / Term Ends	October 16, 2026
Term A Grades Due	October 18, 2026
Term B Begins	October 19, 2026
Early Registration	October 2026
Senior Registration (87+ credits earned)	October 19 - 21, 2026
Junior Registration (57 – 86 Credits)	October 21 - 23, 2026
Sophomore Registration (24 – 56 credits)	October 26 - 28, 2026
Freshman Registration (<24 credits)	October 28 – 30, 2026
Term B Drop / Add (no fees)	October 19 – 20, 2026
Term B Drop / Add (late fees)	October 21 - 23, 2026
Fall Break (Fri-Sun)	October 23 – 25, 2026
Full Term Last Day to Withdraw (without academic penalty)	October 30, 2026
Term B Last Day to Withdraw	November 20, 2026
Thanksgiving Break	November 25 – 27, 2026
Full Term / Term B Final Exams	December 5 – 11, 2026
Full Term / Term B Ends	December 11, 2026
Full Term / Term B Grades Due (by midnight)	December 13, 2026

Winter 2026 Academic Calendar
December 14, 2026 – January 1, 2027

Registration	November 23 – December 11, 2026
Term Begins	December 14, 2026
Last Day to Drop / Add	December 15, 2026
Christmas Day – No Classes	December 25, 2026
Last Day to Withdraw	December 25, 2026

New Year's Day – No Classes	January 1, 2027
Final Exams / Term Ends	January 1, 2027
Final Grades Due (by midnight)	January 3, 2027

Spring 2027 Academic Calendar

January 11, 2027 – May 7, 2027

Full Term / Term A Begins	January 11, 2027
Residence Dorms Open	January 6, 2027
Orientation	January 6 – 8, 2027
Full Term / Term A Drop / Add (no fees)	January 11 – 12, 2027
Full Term / Term A Drop / Add (late fees)	January 13 – 15, 2027
Martin Luther King Day – No Classes	January 18, 2027
Term A Last Day to Withdraw	February 12, 2027
Term A Final Exams / Term Ends	March 5, 2027
Term A Grades Due (by midnight)	March 7, 2027
Term B Begins	March 8, 2027
Term B Drop / Add (no fees)	March 8 – 9, 2027
Term B Drop / Add (late fees)	March 9 – 10, 2027
Spring Break	March 15 – 20, 2027
Early Registration	March 2027
Senior Registration (87+ credits earned)	March 22 – 24, 2027)
Junior Registration (57 – 86 Credits)	March 24 – 26, 2027
Sophomore Registration (24 – 56 credits)	March 29 – 31, 2027
Freshman Registration (<24 credits)	March 31 – April 2, 2027
Full Term Last Day to Withdraw	March 26, 2027
Term B Last Day to Withdraw	March 26, 2027
Good Friday – No Classes	March 26, 2026
Full Term / Term B Final Exams	May 1 – 6, 2027
Full Term / Term B Ends	May 7, 2027
Graduation	May 7, 2027
Full Term / Term B Grades Due (by midnight)	May 9, 2027

Summer 2027 Academic Calendar

May 17, 2027 – August 6, 2027

	Full Term (12 weeks)	Term A (6 weeks)	Term B (6 weeks)
Classes Start	May 17, 2027	May 17, 2027	June 28, 2027
Drop / Add (no fees)	May 18, 2027	May 18, 2027	June 29, 2027
Drop / Add (late fees applies)	May 21, 2027	May 19, 2027	June 30, 2027
Memorial Day – No Classes	May 31, 2027	May 31, 2027	—
Last Day to Withdraw	July 9, 2027	June 11, 2027	July 23, 2027
Independence Day - No Classes	July 2, 2027	—	July 2, 2027
Classes End / Final Exams End	August 6, 2027	June 25, 2027	August 6, 2027
Final Grades Due (by midnight)	August 8, 2027	June 27, 2027	August 8, 2027

Graduate Programs & Webber Worldwide (Online)

Fall 2026 — Term I & Term II (8 weeks each)

Term I: August 24 – October 16, 2026 | Term II: October 19 – December 11, 2026

	Term I	Term II
Classes Start	August 24, 2026	October 19, 2026
Last Day to Register / Add / Drop (no late fees)	August 25, 2026	October 20, 2026
Last Day to Add (late fees applies)	August 28, 2026	October 23, 2026
Labor Day (No Classes)	September 7, 2026	—
Last Day to Withdraw	October 2, 2026	November 20, 2026
Fall Break (Fri-Sun)	—	October 23 – 25, 2026
Thanksgiving Break	—	November 25 – 27, 2026
Classes End / Final Exams End	October 16, 2026	December 11, 2026
Final Grades Due (by midnight)	October 18, 2026	December 13, 2026

Spring 2027 — Term I & Term II (8 weeks each)

Term I: January 11 – March 5, 2027 | Term II: March 8 – May 7, 2027

	Term I	Term II
Classes Start	January 11, 2027	March 8, 2027
Last Day to Register / Add / Drop (no late fees)	January 12, 2027	March 9, 2027
Last Day to Add / Drop (late fees applies)	January 15, 2027	March 12, 2027

Martin Luther King Day – No Classes	January 18, 2027	—
Last Day to Withdraw	February 12, 2027	April 9, 2027
Spring Break	—	March 15 – 20, 2027
Good Friday – No Classes	—	March 26, 2027
Classes End / Final Exams End	March 5, 2027	May 7, 2027
Graduation Ceremony (6:00 PM)	May 7, 2027	May 7, 2027
Final Grades Due (by midnight)	March 7, 2027	May 9, 2027

Summer 2027 — Term I & Term II (6 weeks each)

Term I: May 17 – June 25, 2027 | Term II: June 28 – August 6, 2027

	Term I	**Term II**
Classes Start	May 17, 2027	June 28, 2027
Last Day to Register / Add / Drop (no late fees)	May 18, 2027	June 29, 2027
Last Day to Add / Drop (late fees applies)	May 19, 2027	June 30, 2027
Memorial Day	May 31, 2027	—
Last Day to Withdraw	June 11, 2027	July 23, 2027
Independence Day – No Classes	—	July 2, 2027
Classes End / Final Exams End	June 25, 2027	August 6, 2027
Final Grades Due (by midnight)	June 27, 2027	August 8, 2027

MESSAGE FROM THE PRESIDENT

On behalf of the entire Webber International family, a hearty welcome. We are delighted – and honored – that you have entrusted your future to us.

Webber College was established in 1927 by world-famous economist Roger Babson (who also founded Babson College) and his wife, Grace Knight, for the then fairly controversial purpose of providing women with access to a high-quality, genuinely relevant business degree. We were the first school to open under Florida's educational and charitable laws and, to the best of our knowledge, the second school of business for women in the United States. While Webber began admitting men in the 1970's, it was exclusively a business school until 2019, when it began adding carefully selected majors in the health professions and education. Established in 1896, the all-women Flora Macdonald College merged with the all-men Presbyterian Junior College in 1958 to form St. Andrews Presbyterian College, which opened in Laurinburg, North Carolina in 1961 as, to the best of our knowledge, the first completely barrier-free college in the United States. The then all-business Webber International University merged with the then all-liberal arts and sciences St. Andrews University in 2011, combining the strengths, while maintaining the unique flavor, of each of the former institutions into a SACSCOC accredited, private, not-for-profit, regional university with two residential campuses and six adult and continuing education centers, offering 42 bachelor's degrees and 6 master's degrees to students from over 50 different countries. However, on May 5, 2025, Webber's branch campus in Laurinburg, North Carolina, ceased to admit new students and was declared to be closed.

Over the years, much has changed. We have added a number of varsity sports, mainly competing in the NAIA (our national champion bowling teams compete in the USBC). We have added new – but closely related and highly sought-after – degrees and certificate programs. Realizing that for some on-campus is out of the question, we now offer a number of our degrees entirely online.

But two things haven't changed: Our commitment to student success and our belief that we ought to treat others as we'd have them treat us. It starts from the first contact. If we can't help you fulfill your dreams, we'll recommend a school that can. But if we can help you achieve your goals, we'll help you figure out the way that works best for you. It continues into the classroom. We don't have graduate assistants teaching classes. Our faculty do research because that's what faculty do, but we pay them to teach. You'll find faculty in their offices after class, and often at the big game as well. Our faculty are highly credentialed – you can stack them up against any faculty in the world – but as importantly, most have actually worked in the field in which they're teaching. We have an open-door policy. And our commitment continues beyond graduation… with lifetime career placement assistance and a network of employers who know when you hire one of our graduates, you're hiring individuals who are prepared not just for their first job, but for their first few promotions as well.

Welcome to our family. Thank you for entrusting us with your hopes, your dreams, your very future. Our sincerest hope is that the day will come, as it has for so many alumni, that you will so fondly look back at your time with us that you will send your own kids to pursue their education here.

With warmest regards,

Nelson Marquez, President & CEO

MISSION

The University's mission is to offer students an array of business, liberal arts, and sciences, pre-professional, and professional programs of study that create a life transforming educational opportunity which is practical in its application, global in its scope, and multi-disciplinary in its general education core. Students will acquire depth of knowledge and expertise in their chosen field of study, balanced by breadth of knowledge across various disciplines, while pursuing a degree at associate, bachelor, or master level. Special emphasis is placed on enhancing oral and written communication and critical thinking skills. The international quality of the student body enriches personal experience and promotes understanding of international cultures and influences. Through an atmosphere in which self-discipline, creativity, and cultivation of ethical standards are enhanced, the University is dedicated to teaching its students the "how to learn, how to think, and how to apply method" to each new challenge.

ABOUT THE UNIVERSITY

University History

On April 6, 1927, Grace Knight and Roger W. Babson founded the University, which carries the name of their granddaughter, Camilla Grace Webber. Roger was best known for his contributions in the areas of economics and finance, which included the establishment of Babson's reports and authorship of several business publications and books. His philanthropic contributions included the formation of several institutions of higher learning and service on a number of corporate boards, as well as the endowment of several charitable foundations.

Webber was founded as a women's college, with the exclusive purpose of teaching women about business. It was the first school chartered under the educational and charitable laws of the State of Florida as a non-profit organization. Originally, the Babson Park campus was only used for the Spring term, while fall classes were taught in Boston. In 1940, Babson Park became the University's permanent campus, and our student body became co-ed in 1971. Webber is owned and controlled by the Members of Webber International University, Inc, a Florida not-for-profit corporation, who also serve as the University's Board of Trustees.

Our campus is situated on the shore of beautiful Crooked Lake, and in addition to our classroom and administration buildings, we have a Student Union, five residence halls, two gymnasiums, a state-of-the-art fitness center, and a conference center.

Webber is a member of the NAIA and the Sun Conference. Webber women participate in basketball, beach volleyball, flag football, golf, soccer, and indoor volleyball. The men compete in basketball, baseball, bowling, football, golf, lacrosse, soccer, and indoor volleyball. Webber is also an associate member of the Mid-South Conference for Football, M-Volleyball, and the Appalachian Athletic Conference in M-Lacrosse.

In addition to our traditional undergraduate program, we proudly offer a Master of Business Administration degree program with emphases in Accounting, Criminal Justice Management, International Business, and Sport Business Management. We also offer an adult education program. Webber will continue to propagate the ideals envisioned by its founders. Built upon a solid legacy of experience and knowledge, Webber will prepare tomorrow's leaders to meet the challenges of the future by instilling a desire for innovative thought and creative accomplishment.

In 2011, as part of its long-range strategic development plan, Webber merged with St. Andrews Presbyterian College (later renamed as St. Andrews University), Laurinburg, North Carolina. St. Andrews is a liberal arts and sciences institution. By means of the merger, Webber expanded the academic opportunities and curricular offerings available to its students, extended the reach of its educational programs, and positioned itself for additional growth and service to students. In addition, in 2011, the University of North Carolina Board of Governors approved interim licensure for Webber to conduct post-secondary degree activity in North Carolina and to designate St. Andrews as an additional instructional location. In May 2025, St. Andrews University closed its Laurinburg campus and ceased operations.

Institutional Assessment
There is a commitment to a process of continuous institutional self-examination at all levels and in all areas, both academic and administrative. The reason for this process is to provide a documented record of the degree of success in attaining its stated purpose, to identify those areas of weakness requiring improvement, and to implement those changes necessary to achieve institutional goals and continuously improve educational programs, services, and operations. The program of assessment is both systematic and comprehensive, utilizes quantitative and qualitative means of assessment, uses the results of assessment for improvement, and plays a critical role in the institutional planning process.

Authorization and Complaint Procedures by State
State Authorization is a legal issue dealing with an institution's adherence to state requirements for colleges to secure authorization to offer instruction in that state.
Students who desire to resolve a grievance are encouraged to follow the University's Student Grievance Procedures located in the Student Handbook.

Normal inquiries about the University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the University, and not to the Florida Department of Education Commission on Independent Education's office. The Department's office is to be contacted only if there is evidence that appears to support an institution's significant noncompliance with a requirement or standard.

All students, including prospective students, can file a complaint through the Florida Department of Education Commission on Independent Education. The process for filing a complaint can be found at:

Office of Articulation
Department of Education articulation@fldoe.org
850-245-0427

Accreditation
Webber International University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (http://www.sacscoc.org/) to award associate, baccalaureate, and master degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30330-4097 or call (404) 679-4500 for questions about the accreditation of Webber International University.
Individuals may submit complaints to the Southern Association of Colleges and Schools Commission on Colleges, the University's regional accrediting body. In most cases, SACSCOC complaint procedures require that the complainant exhaust all other avenues to address the complaint. Prior to filing a complaint, please carefully review the SACSCOC Complaint Procedures Policy Statement. The following links provide information on the SACSCOC complaint policy and process, as well as the complaint form:

- https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf
- https://www.tfaforms.com/5160981

Statement of Equal Employment Opportunity and Nondiscrimination
Recognizing that equality is a fundamental goal in a democratic society, the University, on the basis of its purpose and principles, commits itself legally and morally to achieving that equality for members of its community. The institution affirms the dignity and worth of each individual and treats each member, employee, and applicant for employment on the basis of merit, experience, and other work-related criteria without regard to race, color, religion, gender, sexual orientation, national origin, ancestry, age, disability, or any other protected class under relevant state and federal laws.

The policy is to ensure that equal opportunities exist for all employees within the institution and in all hiring practices. This policy of equal opportunity and non-discrimination applies to every facet of personnel administration, including, but not limited to recruitment, recruitment advertising, employment, training, assignment, pay, and other forms of compensation, promotion, demotion, transfer, leaves, tuition reduction and other forms of educational assistance, retention, and discharge of employees. The policy also applies, insofar as the law allows, to the administration of its educational policies, admissions policies, and scholarship and loan programs, and to the housing of students.

Family Educational Rights and Privacy Act of 1974 Student Rights
The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Detailed information about these rights is available in the student handbook. For questions regarding FERPA, please contact the Executive Director for Student Services
.
Drug-free Workplace
The University's policy is to maintain a drug-free workplace and educational environment. Accordingly, all employees and students are prohibited from illegally using, distributing, manufacturing, or possessing controlled substances of any kind on the institution's premises. The institution reserves the right to administer post-employment drug tests for just cause.

Students:
Each student is subject to the provisions and procedures contained in the student handbook.

Employees:
All employees are required to immediately submit to drug tests subsequent to being involved in an accident of any kind, in the performance of work-related duties, whether or not they are injured. Failure

to do so will result in immediate termination. Each employee must, as a condition of employment, comply with the drug-free workplace policy and notify his/her immediate supervisor of any conviction of a drug charge that results in a violation of the University's drug-free workplace policy. Such notification shall be made no later than five days after such conviction.

Within thirty (30) days of receiving the notice referred to in the paragraph above (that is, any conviction of a drug charge), the University will discipline any employee who is convicted of a drug charge in violation of this policy. Disciplinary action may include suspension from or termination of employment or any other lesser remedy deemed appropriate. Among other things, the institution may require the convicted employee to participate in a drug abuse assistance or rehabilitation program approved for such purposes by appropriate federal, state or local agencies as a condition of continued employment. From time to time, drug-free awareness programs will be established to inform the employees about this policy, the dangers of drug abuse in the workplace, and available drug counseling, rehabilitation and assistance programs. Employees should consult the "Workers Compensation Injury Procedure" for further important information.

FACILITIES

Webber's 110-acre campus is located along beautiful Crooked Lake, officially designated as an Outstanding Florida Water by the State. The clear lake provides opportunities for water sports and settings for outdoor recreation.

The campus also contains a softball field, soccer field, baseball stadium, 6 tennis courts, 3 beach volleyball courts, a swimming pool, an outdoor basketball court, and a state-of-the-art turf field. The gymnasium provides basketball and volleyball courts, locker rooms, and co-ed weight-training equipment in the fitness center.

Learning Commons

Launched in the Fall of 2020, the mission of the Learning Commons is to provide resources that support students in their journey to academic success. Learning Commons resources include a computer lab with a networked printer, a quiet study zone, areas for group collaboration, a Writing Center and a Tutoring Center. The Learning Commons also serves as the University Library or the "gateway" to information for students, faculty, and staff of the University. The 100% electronic academic resource collection provides over 200,000 e-books as well as a vast assortment of video and audio files, images, and journal articles. These e-resources have the advantage of being updated on a regular basis and are accessible anywhere, anytime on multiple mobile devices. The facility also houses the campus Bookstore (“The Cubbyhole”), where students can purchase textbooks, supplies, and Webber athletic merchandise, and the Café on the Commons, which offers a breakfast and lunch menu as well as Starbucks coffee for our busy students on the go.

Housing Accommodations

Grace Hall, Camilla Hall, Rose Hall, Strickler Hall, and Miranda Hall offer accommodations overlooking Crooked Lake. Grace Hall and Camilla Hall provide laundry facilities. The residence halls are connected to the Babson Center, which houses the main reception area for the campus and the cafeteria.

Admissions

The Admissions Department is located in the Old Main Building, one of the original buildings from 1927, and the Student Life Office is located in the McConnell Building.

Yentes Conference Center

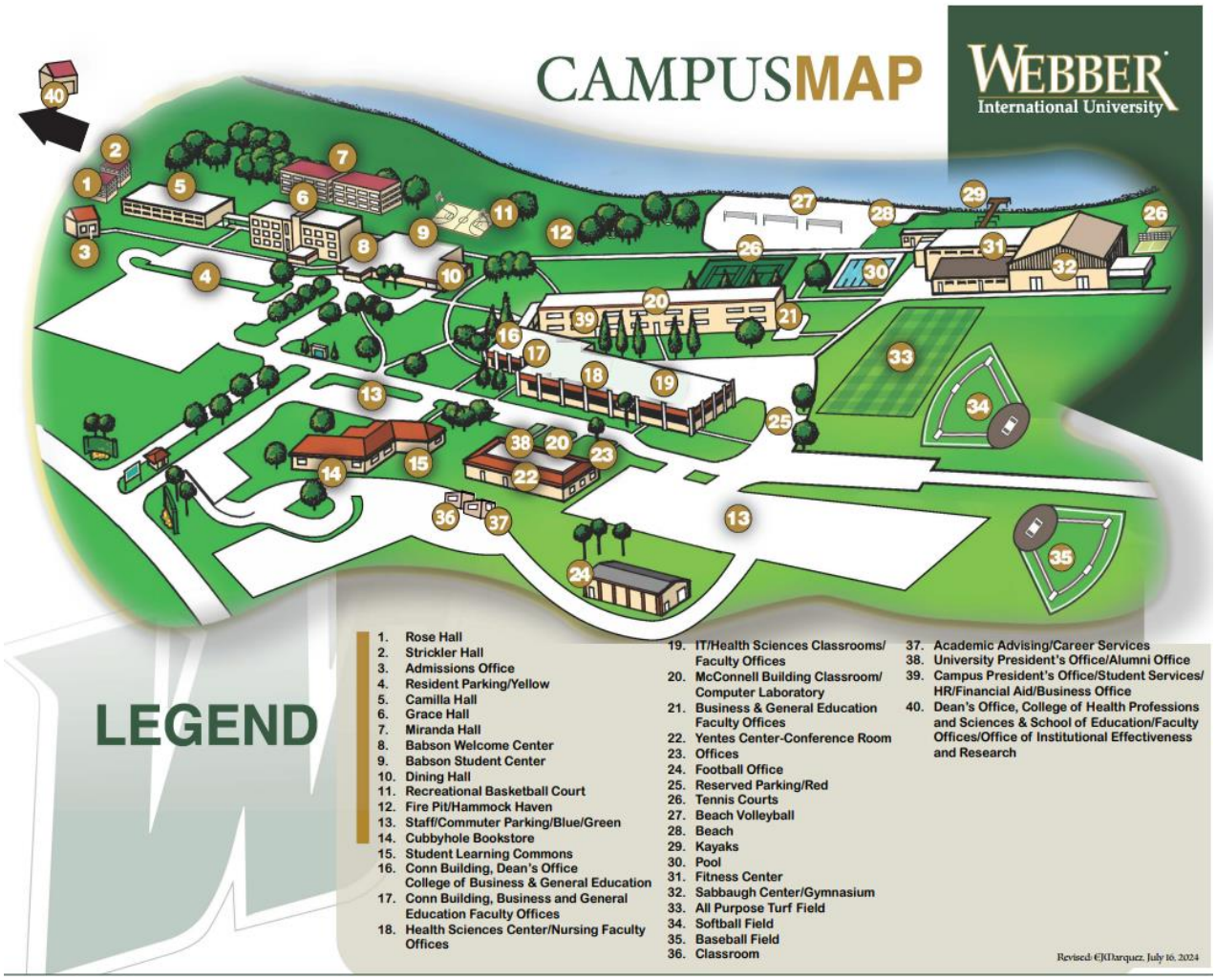
The Yentes Conference Center houses a 300-seat conference room with a stage equipped with a projector and sound equipment. In this building is a computer classroom, and the President Office.

Babson Center

The Babson Center is the main hub for campus that houses the cafeteria, mail center and game room.

Alumni Building

The alumni building located a quarter of a mile east of the main entrance of the campus, houses the College of Health Professions and Sciences and School of Education offices and the Vice President of Institutional Effectiveness and Research office.



STUDENT LIFE AND SERVICES

At Webber International University, not all learning experiences take place in the classroom. Active involvement in social programs, recreational activities, and personal-growth experiences creates special moments and long-lasting college memories. It's all part of the excitement of living and learning at Webber International University.

Residence Life and Housing
The residence halls provide a home away from home where students build a sense of community and mutual responsibility as they learn to live together. The campus has five residence halls. Grace Hall has shared room accommodations for male students and Camilla Hall has shared room accommodations for female students. Rose, Stickler and Miranda Hall have single private bedrooms, a semi-private bath, and a suite lounge. Laundry facilities, cable television, and internet access for all students are provided. Resident life is supervised and supported by professionals in the Office of Student Services and student leaders called Resident Assistants. For more details about the residence halls, rules governing life in the residence halls, and support staff arrangements, see the Student Handbook (https://www.webber.edu/handbooks/).

Meal Plan/Dining
Dining services are provided for residential and commuter students. Offering nutritious, satisfying meals with a variety of options, the campus dining services make sure students are properly fed as they engage in curricular and co-curricular activities. The main dining hall or cafeteria is located in the Babson Center. In addition to regular meals in the main dining halls, the campus has a café (Café on the Commons) located at the Learning Commons Building where students can get food and drink on the run or when they cannot get to the cafeteria. For information about the hours, prices, and meal options, see the Student Handbook.

Student Activities and Organizations
There is a range of student activities as well as organizations/clubs that offer students opportunities for leadership and professional development, social engagement, religious expression, and community service. The student organizations/clubs and activities are supported and overseen by the Office of Student Services, but are largely run by students, with the help of faculty advisors. For more information about the organizations/clubs, as well as the particular rules and procedures governing organizations, clubs and activities, please see the Student Handbook.

Health and Wellness
The University understands the importance of supporting the mental and physical health of students. Maintaining physical health and having access to medical care in the case of illness is necessary to be productive and successful. Similarly, because university is a time of emotional growth as well as significant mental stress, many students find that mental health counseling services make an important contribution to their academic success and personal growth. For these reasons, access to health and counseling services is an important part of their student services. Webber offers counseling services on campus on a part-time basis and has developed relationships with local service providers that help students in need of medical or counseling services make appointments. Students have access to counseling services on campus and in the local community. In order to maintain public health at the university, all students of the University are required to have medical insurance and provide proof that

they are up to date on all required immunizations. Opportunities are provided throughout the year for students, as well as faculty and staff, to receive vaccinations against seasonal, infectious diseases like influenza. After hours, campus safety and security are responsible for coordinating emergency medical and mental health services. For more information on how to arrange medical and mental health services, please see the Student Handbook

Disability Services
Students with physical or mental impairment that impacts them in academics or campus life may be eligible for reasonable accommodations through Disability Services. Disability services help students to devise strategies for meeting University demands and to foster independence, responsibility, and self-advocacy. Students requesting accommodations must submit adequate, appropriate, and current documentation to verify eligibility under the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendment Act of 2012. Information on specific documentation requirements is available from the Office of Academic Affairs.

Accommodations and support are provided on an individual basis and are determined through formal documentation and conversations with the student. Accommodations cannot be provided until the student has requested services and provided appropriate documentation; eligibility will be determined by the Academic Dean. All disability documentation will remain strictly confidential and is not a part of the student's academic record.

Campus Safety and Security
Knowing that intellectual growth and achievement require a safe and secure environment, the University maintains campus safety and security through the Office of Campus Safety. This office and its professional staff assure the security of the campus through twenty-four-hour patrols of the property, as first-line responders in emergencies, and through close communication with local law enforcement, fire safety, and emergency response agencies. Additionally, they oversee and manage vehicle registration, guest registration, and compliance with institutional policies and procedures, within the framework of federal, state, and local laws. In the case of campus-wide emergencies, campus safety uses the campus emergency notification system to make all students, faculty, and staff aware of the emergency and how to respond effectively. More detailed information about the Office of Campus Safety and how it operates can be found in the Student Handbook.

Learning Commons
The mission of The Learning Commons at Webber International University is to provide a dynamic and inclusive learning environment that supports the academic success of all students. It aims to empower learners with the skills, knowledge, and resources necessary to become self-directed and lifelong learners. Through collaborative partnerships with faculty and staff, The Learning Commons strives to enhance the academic experience by offering innovative programming, tutoring, academic coaching, academic advising, and research support.

Academic support services include:

- Academic Advising: This involves meeting with a professional advisor to discuss academic goals, course selection, degree requirements, and any other issues related to academic success.

- Writing Center: This involves one-on-one assistance from an English instructor and peer tutors to support students in all phases of the writing process.
- Tutoring Services: Tutors are carefully selected and trained to help students understand course material, build study skills, and boost their confidence. Tutors provide one-on-one and group tutoring sessions in most undergraduate courses, particularly mathematics, economics, accounting, anatomy, computer science, and composition.
- Study Skills Workshops: In collaboration with faculty, staff, and peer tutors, workshops are offered throughout each semester that cover topics such as time management, note-taking, test-taking strategies, test preparation, and many more.
- Academic Coaching: This involves working with a professional coach to develop strategies for academic success, set goals, and track progress.
- Library Services: Our library services are designed to support students in accessing and using information and resources that are relevant to their needs and interests.
- Brightspace Support: Brightspace is the Learning Management System utilized at Webber for students to complete their coursework. The Brightspace Coordinator is housed in TLC and provides technical and instructional assistance to students and faculty in using an LMS to deliver and participate in courses.
- Academic Success and Retention Services: Ensuring academic success and retention requires tracking academic progress, level of engagement, and attendance, as well as proactively reaching out to students who are identified as having academic difficulties.
- Test Proctoring: Test proctoring services are provided to students who are approved to make up a test or need additional accommodations for test-taking.
- Accommodations for Students with Disabilities: This involves providing support and accommodations for students with disabilities to help them succeed academically. Students must request approval for accommodations through an application submitted to the Dean's Office.

Career Services

Mindful that the successful completion of a university degree serves, among other things, to prepare students for profitable, enjoyable, and meaningful work, the University provides resources to help students prepare for and find employment. The Office of Career Services is available and willing to work with students from their first day on campus to help them pursue their professional dreams and goals. All students are encouraged to take advantage of career counseling, resume writing support services, career fairs on and off campus, internship opportunities, full and part-time employment search resources, assistance with choosing a major or graduate school program suited to their career goals, mock interviews, and other services offered in the Office of Career Services. More detailed information about career services for students and alumni can be found in the Student Handbook. Enrollment in a program, or completion of a program, does not guarantee employment.

Student Complaints

Students who have a complaint or grievance, including any allegation of improper behavior or discrimination on the part of a university employee, should submit it in writing, with the appropriate detail, to the relevant senior administrator. The institution will not respond to or consider anonymous complaints, complaints containing defamatory statements, or complaints submitted on behalf of another individual, or those sent electronically or through facsimile transmission. Written complaints must be signed and dated. They must include: a) a statement describing the complaint in the clearest possible terms; b) a clear and concise description of the evidence upon which the allegation is based; c) a

description of any attempt that was made to resolve the matter prior to submission of the written complaint; d) a description of any external channels the complainant is pursuing, including legal action.

- For a complaint or appeal involving the academic areas of the institution, contact the Dean of Academic Affairs.
- For a complaint or appeal involving the student life areas of the institution, the Executive Director of Student Services.
- For a complaint or appeal involving the athletic areas of the institution, contact the Athletic Director.
- For a complaint or appeal involving Financial Aid, contact the Director of Financial Aid.
- For a complaint or appeal involving the Business Office, contact the Chief Financial Officer.
- For a complaint or appeal involving Title IX, contact the Title IX Compliance Coordinator

Students who do not feel that their complaint or appeal was resolved properly may appeal to the campus president, in writing, following the guidelines above. A list of senior administrators can be found in the Student Handbook.

ADMISSIONS INFORMATION

General

First-year, non-traditional, and transfer students may be admitted to the University for the Fall, Spring, and Summer terms. The Office of Admissions seeks to ensure that candidates for admission possess the characteristics and skills necessary for success and understand that this may be reflected in prior achievement as well as in clear potential. The University accepts students who are otherwise admissible without regard to age, disability, national and ethnic origin, race, religion, sex, or sexual orientation. Prospective students are encouraged to contact the Office of Admissions to discuss the University and its programs and to share their personal goals. Campus visits are encouraged and welcomed. Prospective students wishing to visit the University may make arrangements by contacting:

Office of Admissions
Webber International University
1201 North Scenic Highway
Babson Park, Florida 33827
1-800-741-1844
(863) 638-2910
E-mail: admissions@Webber.edu

An online version of the application is available at www.Webber.edu.

Our admissions philosophy is very simple – we look at each applicant individually as a whole individual because our mission is to educate the whole individual. We strongly consider GPA and class rank as evidence of past academic success, SAT/ACT scores as an indicator of future academic success, and extracurricular activities with emphasis on leadership, volunteerism, service, and commitment as evidence of the breadth and depth of involvement and a predictor of contributions as a member of our campus community.

The University operates on a rolling admission plan and will accept applications as long as space is available. Students are notified of admission as their files are completed, and decisions are made. Once admitted, an advance enrollment fee of $100 is required for all students. In addition, an advance deposit of $150, applicable to the Residence Hall Fee, is required of every resident student to reserve a room. Deposits are refundable until May 1 for our fall semester and October 1 for our spring semester.

Admission Requirements

First-year and transfer students may be admitted to the University for the Fall, Spring, or Summer semesters.

First-Year Applicants

First-year students are those who are entering from high school or students with less than 12 semester university credits. Students who have attended another college/university and have fewer than 12 semester university credits that can be transferred will be placed in the College Success Course in the first semester at Webber if the student's term or cumulative GPA at the other college/university was lower than 2.0.

To complete the application for admission, all first-year students must request an official high school transcript providing evidence of high school graduation. Scores from the Scholastic Aptitude Test (SAT) or the American College Testing Assessment Program (ACT) are optional.

First-year applicants who are high school graduates should satisfactorily complete at least 12 of the following university prep curriculum courses:

- Three units of English.
- Three units of math
- Three units of social studies.
- Three units of science.

Students who have received high school equivalency certification based on the General Education Development (GED) test may be considered for admission. These students should submit a request for official transcripts from all high schools attended and should also request a copy of the GED certificate. All official documents, including the GED certificate, should be mailed directly to the University.

Students educated in home school and non-traditional settings will be considered for admission. The Admission Office may request submission of completed work, portfolio, test scores, and other information to assist in making a decision on the application, in addition to SAT or ACT scores. An official final high school transcript, as indicated by the high school seal and the signature of an authorized school official, must be in each student's file. The transcript should be sent directly to the Office of Admissions and will be forwarded to the Office of the Registrar, in compliance with federal enrollment guidelines.

Fresh Start Program
The University's Fresh Start Program is designed to support the educational efforts of moderate to high-risk students. The students accepted into the program might have had difficulty in achieving appropriate educational goals in the past but have demonstrated a commitment to continuing their education and moving toward career goals.

Academic Profile of a Fresh Start Student
Students whose GPA is < 2.0 can be considered for the Fresh Start Program, an interview may be required. Transfer students with less than 12 transferable college credit hours whose GPA does not meet the minimum of a 2.00 GPA may also be considered for the Fresh Start Program.

Students who may be considered for the Fresh Start Program
A student may be considered for the Fresh Start Program using one of two pathways. The student may be accepted based on criteria on the original transcript and test scores submitted within the admissions review process team or by additional screening from the Registrar; this is deemed a staff admit. All required admission documents must be available for the Fresh Start Status review, as well as a letter of recommendation from an academic authority. Alternate letters from an employer may be submitted in the absence of an academic letter but carry less weight for consideration. Additional pertinent documentation is accepted. Students admitted to the Fresh Start Program are required to take a College Success Course and must sign a commitment contract.

Denial of entrance through the Fresh Start Program
Students who, after completing examination of the documentation in the file, are deemed not likely to be successful will be denied admission. These students are urged to go to community college and reapply in a later semester after successfully completing at least 15 hours of academic college-level courses with at least a 2.00 cumulative GPA. All Fresh Start decisions are final.

Transfer Student Applicants
Students may transfer to the University for the Fall, Spring, or Summer semester.

A student with 12 or more college-level semester hours is considered a transfer student. In compliance with federal enrollment guidelines, to apply for admission, the student must submit all of the following documentation for consideration by the Admissions Committee for regular acceptance to the undergraduate program.

- An official high school transcript verifying graduation or GED equivalent (Not required if the applicant has completed at least 60 credit hours and met federal and state financial aid requirements.)
- The University Admissions Application
- Official transcripts from ALL Colleges and Universities attended (even if courses were not completed). The Admissions Committee may use an official transcript that indicates an earned Associate's degree to temporarily expedite the acceptance process.
- ACT or SAT scores if available

The University strongly recommends that all transfer students submit additional credentials with their applications, including a personal essay (about academic or career goals or a topic of special personal interest) and a letter of recommendation. Prospective transfer students who have earned a minimum 2.0 GPA with at least 12 credits are normally accepted.

Transfer Credit Acceptance
The acceptance and evaluation of credit for transfer is based on various factors, including the level, content, quality, comparability, and degree program relevance of the proposed transfer credits; the institution's accreditation; and assessment of course equivalency through evaluation of the transcript. No more than 60 transfer credits will be accepted from a community college or two-year institution unless there are extenuating circumstances as determined by the university; no more than 90 transfer credits will be accepted from a four-year college or university.

Transfer credits are accepted from Accredited Institutions for appropriate courses pertaining to the declared degree at Webber International University. Courses with grades considered for transfer must have a grade of "C" or better. Courses with any other grade below a C will not be considered. Pass/Fail courses are not considered for transfer. Students who have earned an academic degree prior to attending Webber, such as an AA, AS, BA, or BS, may receive credit for a course with a grade of "D" if the course grade was earned within the degree. Course credits are transferred, but grades and quality points are not calculated in the GPA earned at Webber.

If a student takes a course from an institution with which the university has a consortium agreement, the course credits, grade, and quality points are calculated in the GPA earned at Webber.

Transfer Credits for the health sciences and education programs
For Health Science and Education majors with licensure requirements, transfer credits, grades, and quality points will be calculated into the GPA earned for consideration of entrance into the program. Grade requirements for specific courses to earn entrance into the program are also considered. The cumulative GPA for graduation, transfer grades, and quality points are not calculated as part of the GPA earned.

Policy on Transfer from an Institution Accredited by Other U.S. Department of Education-Recognized Accreditors
In order for the University to consider credits from an institution accredited by other U.S. Department of Education-recognized accreditors, additional information on the courses taken may be required. Care is taken to ensure courses transferred are adequately similar to Webber courses in quality and content.

- Official transcripts
- Course catalog description from the school's catalog or website catalog that was in effect at the time of the student's attendance.
- Copy of the course syllabus from the semester the course was taken, showing the teaching professor's name along with the professor's earned degree credentials. The syllabus term dates must match up with the official transcript term dates. In addition, the syllabus must include the specific learning outcomes addressed in the course.
- A maximum of 90 hours will be considered toward a Bachelor of Science degree. A maximum of 30 hours will be considered toward an Associate degree
- In the case of transferring credits from institutions phasing out, students may be allowed to transfer more than 60 hours with 300-level courses if they are determined to be comparable to the courses offered at Webber for the selected majors.
- In the case of clock hour program credits, conversion from clock hour to semester hour will be calculated, as appropriate.
- Determinations will be made after all documentation is received and reviewed by the Registrar.
- Courses that are not appropriate toward a Webber International University degree will not be considered for transfer.
- The Academic Dean will make the final determination of course applicability toward a Webber International University degree.

Webber International University/Florida State & Community College System
Webber International University participates in the statewide articulation agreement with the Florida College System, which facilitates the transfer of students who have earned an Associate of Arts (A.A.) or an eligible Associate of Science (A.S.) degree from a Florida public state college. In accordance with the statewide articulation agreement and University transfer policies, eligible transfer credits will be accepted and applied toward the completion of a bachelor's degree at Webber International University.

Webber International University accepts up to 69 transferable semester credit hours from a Florida public state college toward a bachelor's degree. Students must satisfy all degree, major, and graduation requirements established by the University. If the transferred credits do not include all prerequisite or required courses for the selected degree program, additional coursework beyond the transferred credits may be required to complete the bachelor's degree.

Only coursework completed at Webber International University is included in the calculation of the student's cumulative grade point average (GPA). The University reserves the right to establish minimum GPA requirements for admission to academic programs and for graduation. Webber's academic policies, including its Grade Forgiveness Policy, apply to all transfer students. However, the GPA awarded by the Florida public state college for completion of the associate degree will be used to determine admission eligibility. A grade of "D" will not transfer or apply toward a bachelor's degree unless it was earned as part of a completed associate degree.

Articulation Agreements
In addition to the statewide articulation agreement with the Florida State and Community College System, Webber International University has articulation agreements with the following specific institutions:

- Polk State College (PSC)
- Southern Florida State College (SFSC)
- Valencia College (VC)

Webber International University / International Articulation Agreements
Webber International University has entered into articulation agreements with several international colleges and universities to facilitate the transfer of students to Webber International University's Bachelor of Arts, Bachelor of Science and MBA programs. Webber International University students also have the opportunity to participate in study abroad programs at several of these institutions. Students may obtain more information about studying abroad from the Chief Academic Officer.

Webber students on articulated exchange status who are not able to participate in their sport or leadership activities for the period of time away from the Webber campus will not be qualified for any Webber scholarship that requires participation during their absence.

- China:
  Henan Finance University (HFU)
  Henan Normal University (HNU)
  Henan University of Traditional Chinese Medicine (HUTCM)
  XinYang Normal University (XYNU)
  Zhejiang University of Finance & Economics (ZUFE)
  Zhengzhou University (ZZU)
- France, Paris: ESG (MBA programs); European Business School (EBS)
- France, Lille & Nice: ESPEME (all business programs)
- Germany, Dortmund: ISM (all business programs)
- India: Alliance University
- Spain, Barcelona: HESEF (all business programs); CETT Barcelona
- Switzerland: Geneva Business School (GBS)

Non-Traditional / Testing Credit
The University will evaluate and consider transfer credits from recognized testing agencies, following the minimum score recommendations of the American Council on Education (ACE), Advanced Placement (AP), College Level Examinations Program (CLEP), and Defense Activity for Non-

Traditional Education Support (DANTES) in accordance with recommendations from the American Council on Education and the Service Member Opportunity Colleges Program (SOC). The University recognizes and awards advanced credit for courses taken in the International Baccalaureate (IB) program following the minimum standards for college credit in that program. A maximum of 30 credit hours combined may be accepted through the programs, including ACE, CLEP, AP/IB, and DANTES. All credits of the above-mentioned tests must be submitted to the University prior to enrolling at the University.

ACE Credits: The University accepts credits that have been evaluated and approved by the American Council on Education (ACE). Only 100 and 200-level courses can be considered for acceptance. Credits are accepted on a pass basis only; no letter grades or quality points will be assigned. Credits will not be awarded in any area in which comparable or more advanced college work has already been awarded. ACE approved courses offered by Straighterline or other ACE approved course credit company must be taken prior to enrolling at the University. Students who take ACE approved courses through an approved ACE college course credit company must have the courses submitted on the company transcript as well as on an ACE transcript.

Webber International University welcomes a variety of students of all ages to our campus; many students bring a depth of knowledge to specific subjects. We recognize and honor such knowledge by accepting the full range of College-Level Examination Program (CLEP) tests. Assuming that an acceptable grade is attained on a CLEP examination, the University will grant full degree credit. No more than 6 semester hours of credit shall be awarded in each of the five areas of the Examinations (English, Humanities, Science, Social Science, and Mathematics). Credit by examination will not be awarded in any area in which comparable or more advanced college work has already been attempted. All tests must be taken prior to enrolling at the University.

Guidelines for Criminal Justice Management Credit Awards (A maximum of 12 credits may be awarded)

Students who have successfully completed a Florida Department of Law Enforcement (FDLE)-approved Basic Law Enforcement or Basic Corrections Officer training program at a Florida state college with an FDLE-approved training center may be eligible to receive transfer credit toward a Criminal Justice Management degree. Students who complete the Basic Law Enforcement Certificate (minimum of 770 instructional hours) may be awarded a maximum of 9 semester credit hours. Students who complete the Basic Corrections Officer Certificate (minimum of 420 instructional hours) may be awarded a maximum of 12 semester credit hours.

To be considered for these credit awards, students must submit an official transcript from the issuing Florida state college and the Florida Department of Law Enforcement State Certificate of Completion for the applicable training program. All documentation will be reviewed by the Chair of the Criminal Justice Management Program and the University Registrar to determine eligibility for the award of transfer credit.

General Education: Transfer Credit

All normal institutional policies related to the transfer of credit from another institution apply in the case of the transfer of general educational credit. However, regarding transfer of general education credit,

there are additional considerations. It is the policy of the institution that incoming transfer students will fulfill the institutional general education course and subject requirements or reasonable equivalents.

While a course or courses might be accepted for transfer credit, such acceptance for credit does not imply automatic acceptance of a course or courses as fulfilling a part of the institution's general education requirements. All transfer transcripts will be reviewed, and a determination will be made about which courses fulfill part or all of the institutional general education course requirements, along with any applicable graduation requirements. Furthermore, incoming transfer students must fulfill all general education requirements or equivalents.

Advanced Credit for First-Year Students
First-year students who submit official transcripts of university-level credit earned in liberal arts courses in regionally accredited colleges and universities may receive credit for those courses. If a university-level course is being used to satisfy high school graduation requirements, the institution will consider granting credit for these courses on an individual basis.

Appeal Procedure for Transfer Credits Placement
If a student wishes to appeal for adjustment of transfer credit placement after he or she has arrived, the following policy and procedure will apply:

A student has one academic year to have his or her transfer credits re-evaluated or adjusted. Supporting documentation must be provided as requested by the Registrar. It is the student's responsibility to acquire this documentation and present it within the one-year (two regular semesters) time frame. After this time, no adjustment will be considered. Within three weeks of receipt of supporting documentation, the Registrar will meet with the Dean and/or Department Chair regarding the course adjustment in question. The decision of this committee shall be final.

In the case of a transfer student who is a senior, this procedure must take place within the first semester he or she is enrolled and before he or she applies for graduation.

International Student Admission
The United States Citizenship and Immigration Services, USCIS, requires all institutions, including Webber, to certify that international students who have been accepted for full-time enrollment have sufficient funds to meet all expenses, including tuition, room and board, insurance, fees, books, and transportation. Therefore, the school requires, as part of the application process, a completed Statement of Financial Responsibility and Affidavit of Financial Support from each international student's family. The statement certifies that tuition, room and board, and personal funds are available, and that students are permitted to export and exchange those funds into the United States. The form must be signed by the student, a parent, and a bank official. Financially independent adult students should contact their admissions counselor for requirements.

Students can expect to receive an I-20 form only after admission, and the payment of an enrollment deposit in U.S dollars of $1,000. Payment of the first semester's total fees must be made prior to the arrival of the student. The student must present the I-20 form to a United States Consulate when applying for a student (F-1) visa. Student visas must be obtained before entering the United States.

Deposit
Before the I-20 is issued, Webber requires a $1,000 deposit, which should only be paid once the student is accepted. The deposit is only refundable if the student did not have a successful visa interview, resulting in the visa being denied or forbidden by another governmental entity. This is the only circumstance for which the deposit will be refunded, as it is outside the control of the student. For all other circumstances the deposit is non-refundable. The $1,000 deposit will be applied towards the student's total bill. In case of a refund, a check will be mailed to the student.

International First-Year Applicants
Applicants must submit all the following documentation for consideration by the Admissions Committee for regular acceptance to the undergraduate programs.
The University Admissions Application Official High School Transcripts (original and English translation)

SAT I and /or ACT Scores or Exam results from home country for students whose first language is English or TOEFL, IELTS, Duolingo scores, or an approved substitute for students whose first language is not English (contact an admissions counselor for approved substitute information).

International Transfer Applicants (Completed 12 or more College Level Semester Hours):
Applicants must submit all of the following documentation for consideration by the Admissions Committee for regular acceptance to the undergraduate programs.

- The University Admissions Application
- Official Transcripts from ALL Colleges and Universities attended
- TOEFL, IELTS, Duolingo scores, or approved substitute required (contact an admissions counselor for approved substitute information). The TOEFL, IELTS, or Duolingo is not required if the student has been enrolled in a U. S. institution and successfully earned at least 12 credits prior to the transfer.
- Visa Clearance Form (for students transferring from a U.S. institution)
- Evaluation of International Educational Credentials of Post-Secondary Education performed by an approved evaluation service (contact an admissions counselor for approved providers)

International students may submit appropriate documentation of academic performance, which is standard in the educational system of their country. Evaluation of submitted documents is based on the generally accepted standards by organizations and agencies that evaluate international education. For example, students from the United Kingdom may submit A-level results in lieu of SAT scores. Approved TOEFL or IELTS substitutes apply for a student who has successfully completed English as a Second Language program and demonstrated the appropriate skill needed to enter the University, or for a student who has studied at an institution abroad and received academic coursework delivered in the English language. The Admissions Committee will review all submitted documentation to determine the student's English language skills.

Readmission of Former Students
The university is eager to work with former students who wish to return to complete a degree. Our goal is to make readmission a simple, straightforward process.

Students seeking to return must apply for readmission. To complete the readmission process, students must be cleared by Academic Affairs, the Business Office, Student Affairs, and the Financial Aid Office.
Criteria for readmission include:

- a cumulative grade point average of 2.0 or higher at the time of withdrawal from the university, or evidence of improved academic performance at another institution, or verification of the ability to make satisfactory academic progress toward graduation
- payment of any balance due to the Business Office, or an approved payment plan to clear any remaining balance due; and
- a clear behavioral record in the Student Affairs Office, or evidence of remediation of previous behavioral concerns.

Students who wish to return must reapply for admission using the application required at the time the student is seeking readmission. The Admission Office assists students with the readmission process.

Any student readmitted to the university must satisfy the graduation and major requirements as specified in the catalog in effect at the time of readmission. Students readmitted under academic financial aid warning may not be eligible for Title IV funds.

Recruitment Policy for Admissions
Webber International University will ensure compliance with program integrity requirements consistent with the regulations issued by ED (34 C.F.R 668.71-668.75 and 668.14) related to restrictions on misrepresentation, recruitment, and payment of incentive compensation. This applies to the educational institution itself and all third-party lead generators or marketing firms that conduct services on the institution's behalf. These efforts aim to eliminate unfair, deceptive, and abusive marketing aimed at Service members.

Specifically:

- We categorically prohibit by either our employees or any third-party servicer inducements, including any gratuity, favor, discount, entertainment, hospitality, loan, transportation, lodging, meals, or other item having a monetary value of more than a de minimis amount, to any individual or entity, or its agents including third-party lead generators or marketing firms other than salaries paid to employees or fees paid to contractors in conformity with all applicable laws for the purpose of securing enrollments of Service members or obtaining access to TA funds. Educational institution-sponsored scholarships or grants and tuition reductions available to military students are permissible

- We categorically prohibit either our employees or any third-party servicer from providing any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid (including TA funds) to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance

- We categorically prohibit either our employees or any third-party servicer from engaging in high-pressure recruitment tactics such as making multiple unsolicited contacts (3 or more),

including contacts by phone, email, or in-person, and engaging in same-day recruitment and registration for the purpose of securing Service member enrollments

- Employees have an affirmative duty to report any violation or suspected violation of this policy to the President & CEO. Such reports will be thoroughly investigated and if substantiated will lead to disciplinary action up to and including termination of employment or contract.

FINANCIAL PLANNING INFORMATION

Financial Policies
Webber International University is a privately endowed non-profit institution. Support for all programs is derived from tuition and fees, endowment, and gifts from alumni, foundations, businesses, philanthropic contributions, and other friends of the University. Annual charges for tuition and fees cover only a portion of overall costs and remain at the lowest possible level consistent with the quality of the educational programs and with overall financially responsible management.

Webber International University makes every effort to keep costs at a minimum while maintaining a high level of instruction and adequate facilities. The Webber International University Office of Financial Aid administers financial assistance funds that have been entrusted to the University by generous individuals and organizations, as well as funds made available by the state and federal governments for the purpose of assisting students.

The primary financial responsibility for students' educational costs rests with students and their families. The institution provides financial assistance to students who demonstrate academic and co-curricular merit and financial need to assist them and their families in meeting the cost of attendance. Students are encouraged to file the FAFSA and contact the Office of Student Financial Aid early in their institutional choice process.

The Financial Aid Office may be reached by calling 863-638-2929 or by email at financialaid@webber.edu.

Written complaints regarding a financial aid matter may be directed to the Director for Financial Aid.

Applying for Financial Assistance
The Webber school code is ***001540.***

To be considered for financial assistance, students must first be accepted for admission. Students must file the Free Application for Federal Student Aid (FAFSA) in order to be eligible for need-based financial assistance. The FAFSA is available on the internet at http://www.fafsa.gov. Electronic filing is recommended and preferred as it is significantly faster to process. Students should accept their financial aid within two weeks of receiving their award letter.

Types of Financial Assistance
Federal Pell Grant
This federal program offers a grant that requires no repayment; however, it is based on substantial financial need. The FAFSA application must be filed each academic year to determine eligibility. Families can file beginning October 1 preceding the upcoming academic year. File online at www.fafsa.ed.gov.

Federal Supplemental Educational Opportunity Grant (FSEOG)
The FSEOG is a federal grant program awarded to Pell recipients with exceptional need. Awards are given each year until funds are exhausted.

Federal Direct Subsidized Student Loan student
To be eligible, students must submit the FAFSA application, complete a Master Promissory Note, and Student Entrance Counseling. Repayment of interest begins six months after a is no longer enrolled at least half-time.

Freshman--$3,500/yr., sophomore--$4,500/yr., juniors and seniors--$5,500/yr.

Federal Direct Unsubsidized Student Loan
The Federal Direct Unsubsidized Loan is a federal non-need-based student loan. Eligible students may receive unsubsidized loan funds up to the applicable federal loan limits. Students who do not qualify for the full amount of Federal Direct Subsidized Loan funds may be eligible for additional Direct Unsubsidized Loan funding. Independent students may qualify for higher annual unsubsidized loan limits.

Interest accrues from the date of disbursement, and students are responsible for all interest that accrues while enrolled in school, during the grace period, and throughout deferment periods.

Dependent students may be eligible for up to $2,000 in additional Direct Unsubsidized Student Loan funds annually.

Dependent students whose parent is denied a Federal Direct Parent Plus Loan due to adverse credit may be eligible for additional unsubsidized loan funds of up to $4,000 per year for freshman and sophomores and up to $5,000 per year for juniors and seniors.

Additional information available at www.webber.edu/financial-aid.

Federal Direct Parent Loan for Undergraduate Students (PLUS)
The Federal Direct Parent PLUS Loan is a federal loan available to parents of dependent undergraduate students and is not based on financial need. A credit check is conducted by the U.S. Department of Education as part of the application process.

Federal regulations establish annual and aggregate borrowing limits for Parent PLUS Loans. Borrowers should review current federal borrowing limits and eligibility requirements at studentaid.gov or contact the Office of Financial Aid for the most current information.

Repayment generally begins within 60 days after the final loan disbursement unless the parent borrower requests and in-school deferment.

If a parent is denied a Federal Direct Parent PLUS Loan due to adverse credit, the dependent student may be eligible for additional Federal Direct Unsubsidized Loan funds as outlined above.

Parent borrowers may request a deferment while the student is enrolled at least half-time and may be eligible to continue the deferment for an additional six months after the student graduates, withdraws, or drops below half-time enrollment. Interest continues to accrue during periods of deferment.

Federal Work Study (FWS)
The Federal Work Study program provides aid in the form of a paycheck to students with financial need. Federal funds are allocated for on-campus or community service jobs at minimum wage. The student must request FWS through the Financial Aid Office, complete an application, and seek available positions on campus. Positions on campus range from 6-10 hours per week.

Grant Programs
Florida Effective Access to Student Education (EASE)
This state grant program is available to full-time undergraduate students attending private colleges and Universities in Florida, who have resided in Florida at least 12 months for purposes other than education. The EASE Grant is renewable each year based on state's satisfactory academic progress standards.

Effective Access to Student Education Plus
This incentive program is awarded annually to upper-level undergraduate students (60+ credit hours) who are already receiving the main Florida EASE Grant and are enrolled in high-demand degree programs.

Florida Student Assistance Grant (FSAG)
This state grant program is available exclusively to Florida residents of at least 12 months, who attend Florida Colleges or Universities. The FSAG is based on financial need as determined by the FAFSA application; it should be filed by early spring for the upcoming academic year. It is awarded to qualified students until funds are exhausted. Students must be full-time and meet state satisfactory academic progress standards for renewal.

Bright Future Scholarship Program
Florida students should consult their high school guidance counselors and the Florida Office of Student Finance Assistance (OSFA) regarding eligibility requirements and application procedures for the Florida Bright Futures Scholarship Program. Webber International University participates in the Florida Bright Futures Scholarship Program and is approved for students receiving eligible state scholarships awards. www.floridabrightfutures.gov

Students must submit the Florida Financial Aid Application (FFAA) through the Florida Office of Student Financial Assistance website at www.floridastudentfinancialaidsg.org. Current program information, award levels, eligibility requirements, and renewal criteria are available through the State of Florida. www.floridabrightfutures.gov

Students who withdraw from a course after receiving Bright Futures funding may be required to repay the scholarship funds associated with the withdrawn course(s). To maintain renewal eligibility, students must meet all state-established renewal requirements, including applicable grade point average and credit-hour completion standards. In general, students must earn the credit hours for which Bright Futures funding was received.

Florida Work Experience Program (FWEP)
Need-based work program for Florida residents. Applications are available in the financial aid office for students seeking jobs on campus at minimum wage for 6-10 hours a week.

Satisfactory Academic Progress (SAP) Policy for Receipt of Financial Aid
Federal Regulations require students who receive Federal Financial Aid, which includes Federal Pell Grant, Federal SEOG, Federal Direct Student and PLUS Loans, to make Satisfactory Academic Progress (SAP) towards the student's degree in their declared program.

The standards are cumulative and have two components, Qualitative and Quantitative. The University uses grades earned and quality points as the measurable standard for academic work.

Financial Aid Qualitative Standard

The University uses a graduated standard for undergraduate students to remain in academic good standing.

- >=1.59 for students having attempted up to 12 credit hours
- >=1.85 for those students having attempted 13-24 credit hours
- >=1.93 for those students having attempted 25-36 credit hours
- >=1.97 for those students having attempted 37-48 credit hours
- >=2.00 for those students having attempted 49-60 credit hours

In the 60th attempted credit hour, a student must have a cumulative G.P.A. consistent with the minimum graduation requirement.

Financial Aid Quantitative Standard
Undergrads may receive aid for a maximum of 150% of the 4-year bachelor's degree program requirements or 180 attempted hours. The 4-year degree program is 120 credit hours, which is equivalent to 120 x 150% =180 attempted hours. For a full-time student, it is equivalent to 6 years of enrollment. It is cumulative and includes periods without Title IV aid assistance. The years of enrollment are adjusted proportionately for periods of attendance at less than full-time.

For the MBA program, 150% of the degree program is 54 attempted hours for Title IV eligibility to meet the SAP Policy. A full-time MBA student who enrolls consistently in 6 hours for each term, the maximum time frame is equal to 27 months or 9 terms. This policy does not override the Academic Progress Standards required by the Graduate Council.

The University monitors progress at the end of each undergraduate semester/term or graduate term. At this point, both the cumulative quantitative and qualitative components of SAP will be evaluated. Students must earn at least 67% of all attempted cumulative credit hours. The qualitative cumulative GPA, as stated above, must also be consistent with the academic standards chart. A student is eligible for subsequent disbursements of Federal Financial Aid in the next semester if the student is in SAP compliance. Summer Sessions are factored into both the qualitative and quantitative SAP.

Repeating Courses and Grade Forgiveness (See detailed policy under Academic Policies section of this catalog)
Students may repeat courses in which a grade of D or F was earned for grade average purposes. For academic standing, only the higher grade is used in the computation of a cumulative Grade Point Average (GPA). However, the original grade and the repeated grade will count towards Satisfactory

Academic Progress, unless the student applies for "Forgiveness". Students in Health Science majors may repeat a course in which a letter grade of "C" has been earned for courses that require a B to progress into the program. The course-repeat policy above applies to repeating the course.

Federal financial aid may be paid for one repeat of a previously passed course. A student may repeat a failed course until it is passed as long as SAP components are otherwise met.

Transfer Students
No quality points are calculated in transfer hours. The GPA from previous schools is not factored into qualitative progress. The transferred hours, however, are used in the quantitative SAP.

Incompletes and Withdrawals
Incompletes and withdrawals are factored into the quantitative progress for SAP.

SAP Warning
Students not making quantitative and/or qualitative progress upon review will be placed on SAP WARNING for ONE semester/term with NO effect on financial aid. An SAP Warning letter will be emailed to the students' university-issued email address.

If the student fails to return to good standing after the SAP Warning term, the student will be placed on Financial Aid Suspension and is not eligible for Federal Financial Aid. To be reconsidered for aid, see the section titled SAP Financial Aid Suspension
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SAP Financial Aid Suspension - the consequence for failure to make SAP
A student who fails to meet SAP standards at the end of a term on "Warning" will be placed on "SAP Financial Aid Suspension". The student is at that point in time no longer eligible for Federal Financial Aid. The student will receive an email to his/her official campus email account, and a letter will be sent to the student's permanent address as reflected in the administrative system.

SAP Probation Appeal Process
The student has the option to file an appeal; to do so, he/she must write a "Request to Appeal Letter" to the attention of: Director of Financial Aid. Email: financialaid@webber.edu

Student Appeals must include why the student failed to make SAP; what has changed that will allow the student to make progress towards SAP at the next evaluation and include other supportive documentation.

If the appeal is approved, the Registrar will initiate an Academic Plan for the student that will be designed for the student's specific situation and needs for the goal of SAP. The student will sign the Academic Plan acknowledging his/her commitment.

If the student's appeal is denied, the decision is final; the student enters Financial Aid Suspension and is ineligible for Federal Financial Aid.

The student placed on SAP Probation with an Academic Plan will have one semester/term to improve his/her academic performance to progress toward SAP standards. The student must follow the Academic

Plan designed to ensure that he/she will be able to meet the SAP Policy term specified in the plan. The student may receive TITLE IV Financial Aid for this one term while on SAP Probation.

If the student meets the stipulations stated in the designed Academic Plan, the student will be eligible for TITLE IV AID in the subsequent term. If necessary, the student will remain on the Academic Plan until he/she is back in good standing if the student is making progress as prescribed in the student's Academic Plan. The student does not need to appeal each term if he/she continues to make progress towards meeting SAP standards.

If the student has not made progress in accordance with the Academic Plan upon completion of his/her probation term, the student will lose federal financial aid effective immediately and remain ineligible until they regain SAP in accordance with their degree program requirements.

A student can appeal loss of aid after a failed probation term but must present an appeal letter with documentable unforeseen circumstances, such as a death in the immediate family, or a serious family health issue. Student appeals must include why the student failed to make SAP, what has changed that will allow the student to make progress towards SAP at the next evaluation, and include any documentation that supports the reason, if applicable.

SAP for Teacher Education Program
Students accepted into the Teacher Education Program are required to have and maintain a GPA of at least 2.5. If a student falls below this grade point average requirement, that student will be placed on SAP Financial Aid Suspension for one semester. The students will be contacted by the Financial Aid Office and the Program Director of the Education Department and will have an opportunity to appeal. If the appeal is granted, the student will be placed on an Academic Plan for Improvement with no effect on Financial Aid for one semester. After the probation semester, a student's academic progress will be reviewed; if the student has not achieved the required 3.0 GPA, the student will be dropped from the Teacher Education program. However, the student could declare a different major.

Unsuccessful Probationary Semester
If a student's probationary semester is unsuccessful, the student will not be eligible for Federal Financial Aid until the student meets quantitative and qualitative SAP standards. The student must then meet with the Director of Financial Aid to determine a plan for getting back into SAP. Alternative enrollments, repeat courses, and interruption of studies, are alternatives that may be explored for the student's road to re-establishment of federal aid.

Treatment of Financial Aid When a Student Withdraws
All federal aid, including Federal Direct Student Loans, will be returned according to the Return to Title IV Federal Aid Funds Policy set by the Department of Education, as stated above.

Institutional Aid is prorated within the first 4 weeks of the regular semester during the Webber refund period. After the refund period, institutional aid may remain on the student account, unless unfulfilled commitments exist as deemed by the administration. State Aid will be retained by Webber after the first calendar week of classes (drop/add week).

Military Service Members and Veterans
Webber International University is committed to supporting active-duty service members, reservists, National Guard members, veterans, and eligible dependents in achieving their educational goals. The University assists students in utilizing U.S. Department of Veterans Affairs (VA) education benefits and provides flexible learning options through traditional and online coursework.

Students seeking VA education benefits must apply through the U.S. Department of Veterans Affairs at www.va.gov. Once approved, the student will receive a Certificate of Eligibility (COE) or other appropriate authorization documentation. The University's School Certifying Official will use this documentation to certify enrollment and facilitate the processing of educational benefits.

Webber International University is approved by the Florida State Approving Agency and the U.S. Department of Veteran Affairs to certify enrollment for eligible veterans, active-duty service members, reservists, National Guard members, and eligible dependents using approved VA education benefits. Eligible students may use approved VA education benefits for enrollment in eligible academic programs offered by the University.

Educational assistance programs may include, but are not limited to, the Post 9/11 Bill® (Chapter 33), Montogomery GI Bill® programs, Veteran Readiness and Employment (VR&E) (Chapter 31), Survivors' and Dependents' Educational Assistance (DEA) (Chapter 35), and other educational benefits programs administered by the U.S. Department of Veterans Affairs.

Students using Chapter 33 (Post-9/11 GI Bill®) education benefits will be certified to the U.S. Department of Veterans Affairs (VA) for applicable tuition and mandatory fees only, in accordance with VA regulations. Charges that are not considered mandatory fees, including but not limited to student health insurance, parking decals, late fees, fines, and other non-certifiable charges, are not included in the amount certified to the VA and remain the responsibility of the student.

Students receiving VA education benefits must maintain enrollment and academic standing in accordance with University and VA requirements for continued eligibility.

Attendance for Veterans
Students receiving VA education benefits are subject to the University's attendance policies and are responsible for complying with the attendance requirements established for each course. Failure to attend class or maintain satisfactory academic progress may affect eligibility for VA education benefits and could result in an overpayment and repayment obligation to the U.S. Department of Veterans Affairs.

Academic Progress for Veterans
VA education benefits may only be certified for courses that apply to a student's approved program of study. Students who withdraw from one or more courses may be subject to an adjustment of benefits and may incur an overpayment with the U.S. Department of Veterans Affairs. Federal regulations provide certain exceptions, including the one-time six-credit-hour exclusion and withdrawals resulting from approved mitigating circumstances. Mitigating circumstances are unanticipated and unavoidable events beyond the student's control, such as illness, accident, military obligations, or a death in the family.

Students receiving VA education benefits are responsible for promptly notifying the School Certifying Official of any changes in enrollment and any mitigating circumstances that may affect their benefits.

State Vocational Rehabilitation Services
Students with qualifying disabilities may be eligible for assistance through their state's Vocational Rehabilitation program. Available services may include vocational counseling, training assistance, educational expenses, job placement services, transportation assistance, and other support services as determined by the sponsoring agency. Students should contact their state's Vocational Rehabilitation office eligibility requirements and application procedures.

Army Recruiting Commands Concurrent Admission Program
The University participates in the Army Recruiting Command's Concurrent Admissions Program. This allows eligible newly enlisted soldiers to be granted admission or provisional admission and to defer their enrollment until they have completed their initial enlistment. For those in the Army Reserve, enrollment is deferred until completion of their initial active duty.

This policy is designed to support its students engaged in active duty, reserve, or National Guard military service. The institution will:

- Provide assistance and guidance through the University's campus Registrar's Office to assist students receiving orders for military deployment.
- Counsel with students to determine whether orders received require adjustment of course schedules, rescheduling of final examinations, requests for grades of Incomplete, or withdrawal from the University.
- Under normal circumstances, readmit students who have withdrawn in good standing for military service who requested readmission within two years. Requirements for completion of an Application for Readmission are waived.
- Under normal circumstances, consider readmission of students who have withdrawn in good standing for military service who apply for readmission more than two years after their withdrawal.
- Waive application fees for completion of Readmission Application to the University.
- Evaluate academic credits earned by the student during her/his absence and give credit in accordance with current institutional policies.

Webber International University recognizes the value of military service by granting applicable college credit for formal training and occupational experience. Credit is equated using the American Council on Education (ACE) guidelines and the Joint Services Transcript (JST) system for active service members, veterans, and reserve components.

Student Finances
Webber International University is a privately endowed, non-profit institution. All education and operational income are derived from endowment funds, tuition fees, gifts, foundations, and business and philanthropic contributions. The student actually pays only a portion of his educational expenses.

Payment of tuition and fees may be made by mail, online, or in person and are payable in full to the Business Office before the beginning of each semester by cash, check (personal or business), money order, wire, or credit card to include Master Card, Visa, Discover, and American Express. Credit card

payments are also accepted online at www.webber.edu or by phone at 863-638-2944. Office hours are 8:00 am to 4:30 pm Monday through Friday.

The Board of Trustees reserves the right to adjust University fees at any time. When practical, advance notice of changes will be provided.

A non-refundable Enrollment Fee of $100 is required for all full-time students. Resident students must also submit a $150 advance deposit to reserve a room; this deposit is applied toward the Residence Hall Fee to reserve a room.

Lab fees are required where applicable and are non-refundable.

Cancellation Policy
One hundred percent (100%) of the tuition and housing deposit is refundable if written notification of cancellation is received by Webber International University no later than May 1st for the Fall semester and October 1st for the Spring semester. Deposits are non-refundable after the dates outlined.

All resident students must maintain a $150 security deposit on file with the Business Office prior to the first day of classes. This deposit covers property damage costs associated with the student's assigned room.

To request a refund of the security deposit, the student must submit a written request within 30 days following their last full term of attendance (Fall or Spring terms only; Summer terms are not eligible). If no written refund request is received within this 30-day period, the deposit becomes the non-refundable property of Webber International University. No exceptions will be made.

Damage Charges
Campus property is subject to periodic inspections. If damage is identified, charges may be assessed, and each student responsible will be billed for their proportionate share of the costs.

Payment Plan
Webber International University offers an interest-free payment plan through Nelnet Campus Commerce (formerly Tuition Management System/TMS). For enrollment details, contact the Business Office at 863-638-2944 or visit www.mycollegepaymentplan.com/webber

International Students
Payment plans are not available for International Students. All international students must pay their total semester tuition and fees in full prior to the start of each semester.

Holds
A hold (negative service indicator) may be placed on a student's records, transcripts, grades, diplomas, or registration due to financial or other obligations to the University. Satisfaction and clearance of the hold are required before a release can be given. To obtain an immediate release for financial holds, payment to the Business Office must be made either in cash, credit card, cashier's check, wire, or money order.

Official Notice
Students are hereby officially notified that the registration and enrollment process is not complete until all tuition, fees, and other charges are paid in full. If payment is not made in full, other alternative arrangements must be made that are accepted and acknowledged by the University.

Students are responsible for all obligations to the University for tuition, fees, and other charges. Students under the age of majority, age 21, have, by assumption, received the personal guarantee of their parent (s) or guardian unless the student, the parent(s), or guardian notifies the University in writing of their invalidation of the personal and parental assumption of guarantee of all tuition, fees, and other charges.

Any student who has an outstanding balance due to the University is officially given notice that the University will withhold and discontinue the release of official transcripts and academic records until all balances are paid in full.

STUDENTS MUST MAKE SATISFACTORY ARRANGEMENTS TO MEET ALL FINANCIAL OBLIGATIONS TO THE UNIVERSITY. FAILURE TO MEET ALL FINANCIAL OBLIGATIONS MAY RESULT IN THE STUDENT'S REMOVAL FROM CLASS, RESIDENCE HALL, AND PARTICIPATION IN ATHLETICS.

Scholarship holders as well as participants in the tuition remission program are responsible for various charges and fees. Please review with the Office of Financial Aid and the Business Office the fees you are obligated to pay.

General Regulation
Regardless of the method of payment selected by the students and parents, or guardians, other conditions and requirements that apply to all University bills are as follows:

- All bills are due and payable prior to the beginning of each semester. All past-due accounts will be charged a $50.00 late fee on the 15th and 30th of every month until the account is current.

- If any payments are due to Webber International University, the student will receive no grades, be given no transcripts, degrees, or letters of recommendation, nor be permitted to register for the following semester or participate in graduation ceremonies until all financial obligations have been settled in the Business Office.

- Webber International University assumes no responsibility for the personal property of the student.

WEBBER INTERNATIONAL UNIVERSITY
Undergraduate Fees per Semester

Webber International University Traditional Undergraduate Program Tuition & Fee Schedule per Semester 2026-2027 Academic Year			
Tuition			
Tuition Package (12-16 hours)	$	15,505.00	
Tuition Overload (17+ hours)	$	457.00	per credit hour
Tuition (8-11 hours)	$	1,146.00	per credit hour
Tuition (1-7 hours)	$	457.00	per credit hour
Winter Intercession	$	908.00	per course
Fees			
Technology Fee	$	500.00	All students per semester
Athletics & Recreation Fee	$	130.00	All students per semester
Student Services Fee	$	130.00	All students per semester
Housing			
Grace Hall	$	3,333.00	multiple occupancy
Camilla Hall	$	3,535.00	multiple occupancy
Grace Hall (private)	$	5,353.00	single occupancy
Miranda/Rose/Strickler	$	5,757.00	individual quad
Miranda/Rose/Strickler	$	6,161.00	single occupancy
Meals			
Meal Plan A (all meals)	$	3,003.00	295 meals + $200 flex bucks
Meal Plan B (200 meals of choice)	$	2,400.00	200 meals + $200 flex bucks
Commuter Meal Plan	$	450.00	meals or flex bucks until balance is spent
Application and First Semester Fees			
Registration Fee	$	100.00	
Housing Deposit	$	150.00	Paid in first semester of attendance and carries until student exits the dorm. Refundable pending damages.
International Deposit before issue of I-20	$	1,000.00	International Students attending from another country
Health Insurance			
Student Insurance - Primary	$	1,496.00	price subject to change
Student Insurance - Secondary	$	582.00	athletic rider-price subject to change
Non-Billable Expenses			
Books	$	725.00	Estimate
Summer Housing and Meals			
Dorm-Quad	$	3,379.00	

Camilla Hall	$ 2,539.00	
Grace Hall	$ 2,498.00	

Webber International University - Babson Park Miscellaneous Fees 2026-2027		
Fee	**Amount**	**Note**
Course Fee	$ 50.00	per course
Parking Decal	$ 15.00	per semester
Student ID Card Replacement Fee	$ 15.00	
Incomplete Fee	$ 25.00	per course
Audit Fee	$ 239.00	per course
Overload Fee	$ 457.00	per credit hour
Graduation Fee	$ 340.00	Undergraduate/Online/Nursing/OTA Graduate
Graduation Fee for an extra Degree	$ 25.00	
Transcripts	$ 10.00	
Same Day Transcript Service (additional fee)	$ 25.00	
Overnight Transcript Mailing Fee	$ 25.00	varies depending on USPS current rate

Webber On-Campus Graduate Program (includes GA and Athletic Scholarships) Tuition & Fee Schedule 2026-2027 Academic Year		
Fee	**Amount**	**Note**
Tuition	$1,803.00	per course
Technology Fee	$ 500.00	per semester
Student Health Insurance	$1,496.00	Student-athletes only (subject to change)
Graduation Fee	$ 340.00	
Grace Hall	$3,333.00	Multiple occupancy
Camilla Hall	$3,535.00	Multiple occupancy
Grace Hall (private)	$5,353.00	Single occupancy
Miranda/Rose/Strickler	$5,757.00	Individual quad
Miranda/Rose/Strickler	$6,161.00	Single occupancy
Meal Plan A	$3,003.00	
Tuition per Semester (two 8-week term		
Part-Time (2 courses)	$3,606.00	
Full-Time (4 courses)	$7,212.00	
Graduate Certificates		
Tuition	$321.00	Per credit hour

Worldwide Degree (entirely on-line) Tuition & Fee Schedule 2026-2027 Academic Year		
Undergraduate Tuition	$ 404.00	per credit hour
Graduate Tuition	$ 321.00	per credit hour
Technology Fee	$ -	included in tuition
Books	varies	
Graduation Fee	$ 340.00	

MLean -- (entirely on-line) Tuition & Fee Schedule 2026-2027 Academic Year		
Undergraduate Tuition	$ 499.00	per credit hour
Graduate Tuition	$ 603.00	per credit hour
Technology Fee	$ 500.00	per semester
Graduation Fee	$ 340.00	

Webber -- Active Law Enforcement Tuition & Fee Schedule 2026-2027 Academic Year		
Undergraduate Tuition	$ 245.00	per credit hour
Graduate Tuition	$ 447.00	per credit hour
Technology Fee	$ 500.00	per semester
Books	varies	per semester
Graduation Fee	$ 340.00	

Webber International University Corporate College - MedCerts Program Tuition & Fee Schedule 2026-2027 Academic Year		
Application Fee	$ 150.00	Non-refundable
Tuition	variable	Rate established by MedCerts

Webber International University Graduate Certificate Tuition & Fee Schedule 2026-2027 Academic Year		
Tuition	$321.00	Per credit hour

Webber International University BSN Program Tuition & Fee Schedule per Semester 2026-2027		
Pre-Nursing Semesters		
Tuition Package*	$ 15,505.00	up to 17 credits
Student Health Insurance	$ 1,496.00	Student-athletes only (subject to change)
Technology Fee	$ 500.00	
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
Pre-Nursing Miscellaneous Fees (not billed by Webber)		
TEAS Entrance Exam	$ 115.00	
Criminal Background Check	$ 237.00	
Drug Test	$ 47.00	
Live Scan FBI Fingerprinting	$ 104.00	
CPR Healthcare Certification	$ 50.00	
NCLEX Application Fee	$ 200.00	
FBON Licensure Application Fee	$ 175.00	
Physical Exam and Immunization	variable	
Nursing I		
Tuition Package*	$ 15,505.00	
Student Health Insurance	$ 1,496.00	Student-athletes only (subject to change)
Technology Fee	$ 500.00	
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
Assessment Technology Institute (ATI)**	$ 812.00	
Nursing Core Program Fee	$ 271.00	
Sim and Skill Lab Fee	$ 500.00	
Uniforms (Two sets of Scrubs & Clinical Jacket)	$ 225.00	one-time fee (Nursing I)
Nurse Kit	$ 245.00	one-time fee (Nursing I)
Nursing II		
Tuition Package*	$ 15,505.00	
Student Health Insurance	$ 1,496.00	Student-athletes only (subject to change)
Technology Fee	$ 500.00	
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
Assessment Technology Institute (ATI)**	$ 812.00	
Nursing Core Program Fee	$ 271.00	
Sim and Skill Lab Fee	$ 500.00	
Nursing III		
Tuition Package*	$ 15,505.00	

Student Health Insurance	$ 1,496.00	Student-athletes only (subject to change)
Technology Fee	$ 500.00	
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
Assessment Technology Institute (ATI)**	$ 812.00	
Nursing Core Program Fee	$ 271.00	
Sim and Skill Lab Fee	$ 500.00	
Nursing IV		
Tuition Package*	$ 15,505.00	
Student Health Insurance	$ 1,496.00	Student-athletes only (subject to change)
Technology Fee	$ 500.00	
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
Assessment Technology Institute (ATI)**	$ 812.00	
Nursing Core Program Fee	$ 271.00	
Sim and Skill Lab Fee	$ 500.00	
Nursing V		
Tuition Package*	$ 15,505.00	
Student Health Insurance	$ 1,496.00	Student-athletes only (subject to change)
Technology Fee	$ 500.00	
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
Assessment Technology Institute (ATI)**	$ 812.00	
Nursing Core Program Fee	$ 271.00	
Sim and Skill Lab Fee	$ 500.00	
Nursing Pinning Ceremony	$ 155.00	one-time fee (includes white coat and pin)
Graduation Fee	$ 340.00	one-time fee

**Books not included*

***Subject to change*

Webber International University Occupational Therapy Assistant Program Tuition & Fee Schedule per Semester for the 2026-2027 Academic Year		
Pre-OTA Semester 1 and 2		
Tuition Package	$ 15,505.00	up to 17 credits
Technology Fee	$ 500.00	
Health Insurance - Primary (subject to change)	$ 1,496.00	Student-athletes only (subject to change)
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
Estimated Book Cost - Pre-OTA Year One		
Fall/Spring	$600.00	Not billed to student account
Fall/Spring	$450.00	Not billed to student account
OTA - Core Semester 1		
Tuition Package	$ 15,505.00	up to 17 credits
Technology Fee	$ 500.00	
Health Insurance - Primary (subject to change)	$ 1,496.00	Student-athletes only (subject to change)
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
OTA Core Program Fee	$ 271.00	
AOTA Fee	$ 80.00	Fall Semesters only - once per year fee - this fee should be Spring Semester if Spring admit
Uniforms (Two sets of Scrubs, Polo, & Clinical Jacket)	$ 250.00	one-time fee
OTA Kit	$ 175.00	one-time fee
Course Fee	$ 50.00	per course
Estimated Book Cost	$ 650.00	Not billed to student account
OTA - Core Semester 2		
Tuition Package	$ 15,505.00	up to 17 credits
Technology Fee	$ 500.00	
Health Insurance - Primary (subject to change)	$ 1,496.00	Student-athletes only (subject to change)
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
OTA Core Program Fee	$ 271.00	
Course Fee	$ 50.00	per course
Estimated Book Cost (not billed to student account)	$ 200.00	Not billed to student account
OTA - Core Semester 3		
Tuition Package	$ 15,505.00	up to 17 credits
Technology Fee	$ 500.00	
Health Insurance - Primary (subject to change)	$ 1,496.00	Student-athletes only (subject to change)

Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
OTA Core Program Fee	$ 271.00	
Castle Branch	$ 236.00	Year Two (one-time fee)
AOTA Fee	$ 80.00	Fall Semesters only - once per year fee
Course Fee	$ 50.00	per course
Estimated Book Cost	$ 350.00	Not billed to student account
OTA - Core Semester 4		
Tuition Package	$ 15,505.00	up to 17 credits
Technology Fee	$ 500.00	
Health Insurance - Primary (subject to change)	$ 1,496.00	Student-athletes only (subject to change)
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
OTA Core Program Fee	$ 271.00	
Course Fee	$ 50.00	per course
Estimated Book Cost	$ 250.00	Not billed to student account
OTA - Core Semester 5		
Tuition Package	$ 15,505.00	up to 17 credits
Technology Fee	$ 500.00	
Health Insurance - Primary (subject to change)	$ 1,496.00	Student-athletes only (subject to change)
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
OTA Core Program Fee	$ 271.00	
AOTA Fee	$ 80.00	Fall Semesters only - once per year fee
Course Fee	$ 50.00	per course
Estimated Book Cost	$ 300.00	Not billed to student account
OTA - Core Semester 6		
Tuition Package	$ 15,505.00	up to 17 credits
Technology Fee	$ 500.00	
Health Insurance - Primary (subject to change)	$ 1,496.00	Student-athletes only (subject to change)
Athletics & Recreation Fee	$ 130.00	
Student Service Fee	$ 130.00	
OTA Core Program Fee	$ 271.00	
Course Fee	$ 50.00	per course
OTA Pinning Ceremony	$ 155.00	one-time fee (includes white coat and pin)
Graduation Fee	$ 340.00	one-time fee
OTA Miscellaneous Fees - Students may Incur (not billed by Webber)		
CPR Healthcare Certification	$ 65.00	This fee is required in OTA Core Semester 3
NBCOT Application Fee	$ 540.00	This fee is paid after graduation to take licensure exam

NBCOT Knowledge Exam	$ 30.00	Practice NBCOT exam 2 x $15
FBOT Licensure Application Fee	$ 180.00	This fee is paid after graduation to receive Fl License as OTA
Physical Exam and Immunizations	Variable	This fee is required in OTA Core Semester 3

TUITION AND FEES

Fees charged by the university may be adjusted at any time by the Board of Trustees. When practical, advance notice of any change will be given.

Meal Plans
All students living in the housing must be on one of the meal plans.

Meal Plan A:
(Approximately 295 meals per semester = 19 meals per week - 3 meals per day Monday through Friday and 2 meals per day Saturday and Sunday).

Fall and Spring - $2,800 per semester (sales tax included).

*All freshmen living in the housing must be on Meal Plan A.

Meal Plan B:
(Entitles the student to 200 meals of his/her choosing during the semester – Monday through Sunday).
Fall and Spring - $2,400 per semester.

Commuter Meal Plan
(Entitles commuter students to spend $450 at any of the dining options)

Part-Time Student Fees
Part-time day students are those who take fewer than twelve hours, live off campus, and do not participate in student activities.

Costs for part-time students are as follows:	Per Credit Hour
1 - 7 hours	$ 457.00
8 - 11 hours	$ 1,146.00

Courses may be audited on basis of space available and permission of instructor - $239.00 per course.

Graduation Fee
For a student receiving one degree, a fee of $340.00 will be due at the beginning of the student's final semester. An additional $25 per degree will be due for students receiving more than one degree.

Course Fee
A course fee of $50 is required for BIO221, and BIO222, BIO365, CHE210, OTH200C, OTH305C, OTH310C, OTH315C, OTH320C, OTH325C, OTH330C, OTH400C, OTH405C, and OTH410C. Online sections of the above-mentioned courses will not be charged a fee.

Program Fee
A $271 program fee is required for the Occupational Therapy Assistant and Nursing Programs.

Refund Policy

Students Who Receive Federal Title IV Aid
Federal Funds are awarded to a student under the assumption that the student will attend the institution for the entire period for which the assistance is awarded. When a student ceases academic attendance prior to the end of that period, the student may no longer be eligible for the full amount of Title IV, HEA program funds that the student was scheduled to receive.

Federal regulations require educational institutions to have a written policy for the refund and repayment of federal aid received by students who withdraw during a term for which payment has been received. These policies are effective only if the student "completely terminates enrollment" or stops attending all classes.

Repayment of Unearned Title IV Student Financial Aid Policy
The amount of Title IV aid that a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act.

This law specifies the pro-rated amount and the order of return of the Title IV funds to the programs from which they are awarded. Unearned funds are first returned to the Federal Direct Loan Program, Perkins Loan, Pell and SEOG programs.

The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than FWS) for which the student qualified by the percentage of time during the term that the student was enrolled, up to 60% of the enrollment period. If less aid was disbursed than was earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that must be returned is determined by subtracting the earned amount from the amount that was disbursed.

The responsibility for returning unearned aid is allocated between the school and the student. The post-withdrawal calculation is performed to determine the portion of disbursed aid that could have been used to cover school charges and the portion that could have been disbursed directly to the student once school charges were covered. Webber International University will distribute unearned aid back to the Title IV programs as specified by law.

Funds will be returned within 30 days of the date the institution becomes aware of a student's withdrawal. If the student received Title IV aid in excess of the amount earned, the student may owe a

refund to the appropriate agency. A balance due may also be created with the Webber International University Business Office as a result of a student's withdrawal.

Refunds are allocated in the following order:

- Federal Parent (PLUS) Loan
- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Pell Grant
- Federal Supplemental Opportunity Grant
- Other Title IV assistance

Withdrawal, Cancellation, and Refund Policy

The size of the faculty and staff and other commitments of the University are based upon the enrollment at the beginning of the term. The fees collected are used to meet these commitments. After appropriate allocations are made to affected programs, a financial obligation from the student to Webber International University may result, which is payable at the time of the student's withdrawal. Students who withdraw or cancel their registration must notify the Student Life Office, Financial Aid, or the Registrar's Office.

Tuition, Fees, and any other additional charges that may apply to the student are charged on the assumption that the student is required to remain throughout the entire 16-week semester. Students are obligated to pay all charges billed to the student for the 16-week semester they are currently attending, plus any prior semester charges that the student has not paid. A 16-week semester is defined as either one consecutive 16-week semester, two consecutive 8-week terms, or four consecutive 4-week terms of instruction. A student will be responsible for all tuition and fees charged for a 16-week semester if they begin attendance in the first 4- or 8-week term and withdraw prior to the start of the second consecutive 4- or 8-week term. Please see the Repayment of Unearned Title IV Student Financial Aid Policy section for the calculation of federal financial aid returns.

For the Fall and Spring semesters, the refund policy for one 16-week semester of instruction provides for a full refund of tuition, room and board, less a 5% administrative fee when a student officially cancels their registration or withdraws from the University within the first calendar week (start of classes) of school opening. The following week a withdrawing students shall receive a 75% refund of tuition, fees, room and board. During the third week of school opening a 50% refund will be calculated.

The fourth and final week of the refundable period for one 16-week semester of instruction, a student will receive a 25% refund of tuition, fees, room and board. Should a student withdraw or be dismissed from the University after this four (4) week period, no refunds will be made. Any refunds due will be made within 30 days of the date the University becomes aware of the student’s withdrawal.

For the Fall, Spring, and summer semesters for the refund policy for two consecutive 8-week terms of instruction, provides for a full refund of tuition and fees less a 5% administrative fee when a student cancels their registration or withdraws from the University for the entire semester on or before the end of the drop/add period. The second week of the semester, withdrawing students will receive 75% of tuition and fees billed for two consecutive 8-week terms of instruction. During the third week of the

semester, a 50% refund will be calculated for tuition and fees billed for two consecutive 8-week terms of instruction.

The fourth and final week of the refundable period for two consecutive 8-week terms of instruction, a student will receive a 25% refund of tuition and fees billed for two consecutive 8-week terms of instruction. If a student completes the first eight-week term and then withdraws prior to starting the second consecutive eight-week term, the student will receive an NA (never attended) grade for all registered courses during the second eight-week term and are responsible for 100% of the charges for the two (2) consecutive eight-week terms that make up that semester. The only exception to this refund policy is for students receiving VA benefits.

For the Fall, Spring, and summer semesters, the refund policy for four consecutive 4-week terms of instruction provides for a full refund of tuition and fees less a 5% administrative fee when a student cancels their registration or withdraws from the University for the entire semester on or before the end of the drop/add period. The second week of the semester, withdrawing students will receive 75% of tuition and fees billed for the four consecutive 4-week terms of instruction. During the third week of the semester, a 50% refund will be calculated for tuition and fees billed for the four consecutive 4-week terms of instruction.

The fourth and final week of the refundable period for four consecutive 4-week terms of instruction, a student will receive a 25% refund for tuition and fees billed for the four consecutive 4-week terms of instruction. If a student completes one, two, or three four-week terms of the semester, and withdraws prior to starting terms two, three, or four, the students receive and NA (never attended) grade for all registered courses never attended during the semester and are responsible for 100% of the charges for the four (4) consecutive four-week terms that make up the semester. The only exception to this refund policy is for students receiving VA benefits.

Refunds shall be made within 30 days of the date that the university determines that the student has withdrawn.

Book charges and room, and board are non-refundable after the start of the semester. Students who move off campus after the start of the semester forfeit room and board charges. Students with meal plans or flex dollars are non-refundable. Flex dollars may roll over to the next semester but upon graduation are forfeited.

ACADEMIC POLICIES AND PROCEDURES

Academic Calendar
The institution follows an early-semester academic calendar. The Fall Semester begins in late August and ends with Christmas break. The Spring Semester begins in early January and ends in early May. A semester consists of approximately fifteen weeks of class meetings and one week of final exams. Credits earned are called semester hours, which are synonymous with credit hours. For each credit, a class will usually meet the equivalent of one period of fifty minutes per week. Traditional courses normally will have three 50-minute periods or two 75-minute periods available weekly for class meetings, in addition to class meeting time for laboratories, if required. Online courses are offered in 8 or 16-week terms. In addition, Summer Sessions and a Winter term are offered. Some courses may be classified as blended and be a hybrid of online and face-to-face instruction.

Classification of Students
Students are classified by level based on semester hours earned toward graduation as follows:

- Freshmen: 0 - 24 credits
- Sophomore: 25 – 56 credits
- Junior: 57 – 85 credits
- Senior: 86 credits and above

Students earning course credits not leading to a degree are Special Students (Regularly admitted students may not choose this classification to avoid required courses).

Academic Advising and Registration
Students are responsible for meeting academic requirements as outlined in the catalog. Students must meet with an academic advisor/academic planner each semester for course selection. The Academic Planner or a faculty advisor will provide guidance and counseling regarding courses of study, selection of electives, general education course selection, and other pertinent academic matters. Students may meet with the Academic Dean, Associate Deans of the College of Business, the College of Health Professions and Sciences, and the School of Education, and/or the Academic Advising and Retention Coordinator on scholastic matters. Returning students register for their courses for the following semester during the advanced registration period in consultation with their academic program advisor and/or Academic Advising Coordinator. Advanced Registration dates are listed in the academic calendar. All financial obligations must be met in the Business Office before the student may register. New students confer with their advisors during New Student Orientation and complete their registration during the summer or at the beginning of their first semester. Students who register during the advanced registration period are considered to be registered for billing purposes unless a formal cancellation of registration is filed with the Registrar.

Course Numbering
In general, courses numbered between 100- 299 are designed for first-year students and sophomores; between 300- 499 for juniors and seniors. A yearlong course is indicated by joining the course numbers for the two semesters with a hyphen, e.g.: 101-102. Courses preceded by an "X"-e.g.: X90, X95, X98, or X99-indicate that the course may be offered at any level. Course numbers preceded by a "0", as in 070, do not count toward meeting graduation requirements.

While every effort is made to schedule a well-balanced list of courses each year, some courses are offered only in alternate years. Information about the frequency of individual course offerings can be found as part of the course descriptions at the end of this catalog. For additional information about course availability, contact the appropriate Program Director, the Associate Dean for the College of Business or the College of Health Professions and School of Education, or an academic advisor.

Course Substitution
Course substitutions or any deviation from the stated requirements of a degree offered must have written approval from the Office of Academic Affairs.

Course Cancellation for Insufficient Enrollment
The University reserves the right to cancel any course for which an insufficient number of students have enrolled or for other reasons deemed necessary for course cancellation. No charge is made to a student for a registration change necessitated by such course cancellation.

Course Load
During the Fall and Spring semesters, a student must take a minimum of 12 credits to be considered a full-time student.

A full-time course load for students in graduate programs (MBA and MAEd) is 6 credits per semester.

The normal full-time course load is 12–16 credit hours. An overload fee is charged if a student enrolls in 17 credits or more in a semester. Students in the Nursing and OTA programs are not charged an overload fee for 17 credit hours due to specific requirements of those courses. However, they may be charged overload fees for 18 or more credit hours.

It is recommended that students on academic probation take no more than 12 credit hours. With the approval of the Academic Dean, some students may be permitted to take up to 15 credit hours while on academic probation.

A student entering Webber International University as a first-year student pursuing an AS degree can expect four (4) semesters of full-time studies averaging 15-16 hours a semester. A student entering Webber International University as a first-year student pursuing a BS or BA degree can expect eight (8) semesters of full-time studies averaging 15-16 hours a semester.

Independent Study
Independent (directed) study is available to degree-seeking undergraduate and graduate students for required courses in which no alternative section is available. While most commonly used by Juniors and Seniors in upper-division (300/400-level) courses, Independent Study may also be approved for lower-division (100/200-level) courses when necessary for a student's timely progression toward degree completion, and is available to graduate students (MBA/MAED) within their approved program of study. Students may not enroll in more than two Independent Study courses per term unless separately approved by the Academic Dean.

Independent Study requires the approval of the supervising Professor, the Department Chair or Program Director, and the Academic Dean prior to enrollment. Coursework is pursued under the direct supervision of the assigned faculty member and must be completed within one (1) semester.

Significant Enrollment in Special Studies, Internships, and GIS
Students who propose to schedule more than 6 credits in one semester from courses numbered X90, X95, X98, and/or X99 must receive approval from the Office of Academic Affairs.

Class Attendance
Students are expected to be in attendance on the first day of classes to establish intent to study and reserve their seat in the course. Students not in attendance on the first day of class risk losing their registration reservation. The institution expects students to attend all classes and laboratory sessions throughout the semester. Students may be absent only for unavoidable reasons. It is the student's responsibility to inform his or her instructor of an unavoidable absence. Student absences diminish the quality of learning experiences for all. Such absences are an indication of disengagement from the learning community. Absent students will be sought out and counseled. Federal regulations require that veterans must attend classes regularly to remain eligible for VA benefits.

Faculty will be informed of class absences as a result of authorized participation in school-sanctioned extracurricular activities, such as intercollegiate athletic contests, and illness that is documented by a physician. Students are responsible for all work missed and should communicate with faculty regarding their absences.

Faculty members may establish such additional attendance requirements as they deem academically sound and that do not conflict with the institution's attendance policy. Any such requirements must be outlined in writing in the course syllabus that is given to the students at the beginning of the term. Excessive absences may result in points being deducted from your final grade.

Administrative Withdrawal for Non-Attendance: students enrolled in 8- or 16-week courses who have not attended class for 14 consecutive calendar days are at risk of being administratively withdrawn from their courses by the Dean of Academic Affairs or their designees. If a student is administratively withdrawn, their last date of attendance will be used as the official withdrawal date for financial aid eligibility calculations. When the college does not conduct classes for five (5) consecutive calendar days, these days will not count toward the 14 days.

A withdrawal from a course may reduce the amount of financial aid a student receives, delay graduation, impact current athletic eligibility, or necessitate repayment of aid already received, and does not relieve a student of their obligation to pay the tuition and fees due to the college.

Attendance is defined as being physically present during a class meeting or actively participating in an academically related assignment.

Policy on Excused Absences and Make-up Work
Students who request excused absences, including illness, death in the immediate family, religious holiday, and state emergencies (e.g., COVID-19 or natural hazards), must submit verifiable

documentation at the time when the request is made or on the day when the student returns to school. Absences for athletic competitions and travel will be documented in advance by the athletic staff.

For excused absences, students may provide documentation to their professors for approval. Students seeking to be excused for extended periods may be referred to the Office of Academic Affairs at the professor's discretion.

Upon returning to school, the student excused for missing class is responsible for making up class work within one week or by a deadline approved by the student's professors. No make-up work can be accepted once the allowed time has expired.

Cancellation of Classes or Daily Schedule Changes
In the event that inclement weather or other special circumstances require a judgment concerning the cancellation of all classes or an adjustment in the daily schedule of all classes, Webber's Emergency Committee will make the decision. If circumstances do not allow time for a committee decision, the President and/or the Academic Dean will make the decision regarding class cancellation or schedule change.

Individual faculty members should only cancel a class in cases of illness or professional development activities when a substitute professor cannot be found. The campus Academic Dean must be informed and approve of any class cancellation.

Informing Students of Course Requirements
Each faculty member will prepare a written course syllabus for each course that he or she is teaching. The syllabus should demonstrate linkage to the Departmental mission and learning outcomes. The syllabus must be given to students at or near the beginning of the course and must inform the students of the goals and requirements of the course, the nature of the course content, and the method(s) of evaluation to be employed, including information about how the final grade in the course will be computed. All faculty members must deposit electronic copies of all their course syllabi in their respective department offices, the Office of Academic Affairs, and the Office of Institutional Effectiveness. This distribution should take place on or before the first day of class for each academic term in which they are teaching.

Final Examinations
Examination schedules are created and distributed to all students and faculty by the Office of Academic Affairs. All classes will meet at the time scheduled during the examination period. No final examinations will be administered prior to or after the examination period. Any exception must be approved by the Office of Academic Affairs.

As noted by the above statement, the examination period is an important time for faculty and students to assess in some significant way what has been accomplished during the semester of study. All faculty are expected to give final examinations or provide for some type of final assessment or synthesizing experience for each of their classes during the appropriate exam period. Students should expect that their instructors will adhere to the schedule and should not ask for exceptions. Department Chairs/Program Directors must petition the Office of Academic Affairs for exceptions to the policy; only in rare cases of genuine emergencies will such petitions be granted. A student's request for a change in the final

examination schedule must be the result of genuine need or emergency, must be supported by the instructor of the course, and approved by the Academic Dean.

ACADEMIC INTEGRITY POLICY

Academic integrity is the foundation on which learning at the University is built. Students are expected to perform their academic work honestly and fairly. In addition, students should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. Institutional expectations and the consequences of failure to meet those expectations are outlined below.

In an academic community, students are encouraged to help one another learn. Because no two students learn in the same way or retain the same things from a lecture, students are encouraged to study together. We are aware, however, that new forms of cheating, plagiarism, and other forms of dishonesty may arise, and therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith. The boundaries on what is or is not acceptable work may not always be clear; thus, if at any point during their academic work, students are uncertain about their responsibility as scholars or about the propriety of a particular action, the instructor should be consulted. The list below is not to be considered complete but rather covers the most common areas of concern. In general, students should be guided by the principles described here.

Plagiarism

A major form of academic dishonesty is plagiarism, which the institution defines as the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author.

An "outside source" is any work (published or unpublished) composed, written, or created by any person other than the student who submitted the work.

All work that students submit or present as part of course assignments or requirements must be their own original work unless otherwise expressly permitted by the instructor. This includes any work presented, in written, oral, or electronic form, or in any other technical or artistic medium. When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of the department or instructor. It is the instructor's responsibility to make clear to all students in the class the preferred or required citation style for student work. Ignorance on the student's part of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

Students may not present oral or written reports written by others as their own work.

Students may not use writing or research obtained from a term-paper service or purchased from any person or entity, unless they fully disclose such activity to the instructor and are given express permission to use this information. They may not use writings or research obtained from any other student previously or currently enrolled at either campus or elsewhere or from the files of any student organization unless expressly permitted to do so by the instructor.

Students may not submit, or present work prepared in whole or in part to fulfill course requirements for more than one course, unless expressly permitted to do so by all instructors involved. This includes work submitted for courses at other institutions as well as in previous semesters.

Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. For work in electronic form, they may be asked to keep all intermediate drafts and notes electronically or in hard copy until final grades are given. All such materials must be available for inspection by the instructor at any time.

Artificial Intelligence Tools and Academic Integrity
The use of Artificial Intelligence tools presents opportunities and challenges in the academic realm. Like all tools, it can be used properly and improperly; there are some uses that always run counter to the educational mission of the institution and constitute cheating. Namely, students turning in as their own work essays, homework assignments, exam answers, etc., that were written completely or in part by Artificial Intelligence tools without proper citation constitutes an academic integrity violation.

Individual faculty members may permit Artificial Intelligence tools based on the standards of their academic disciplines and the learning goals of their particular courses. Faculty are required to make clear in course syllabi whether, under what conditions, and for what purposes Artificial Intelligence tools are permitted, as well as include specific citation guidelines appropriate to a particular course or assignment.

Students are required to follow an individual professor's guidelines provided on use and documentation of Artificial Intelligence tools. Students may be asked to state what program was used, how it was used, and the date it was used. Failure to follow a professor’s guidelines on Artificial Intelligence tools will constitute an academic integrity violation.

Cheating
Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others. If the student is employing the services of a tutor, the tutor may not prepare the student's work for class.

Students may not provide or receive unauthorized help in taking examinations, tests, or quizzes, or in preparing any other requirements for a course. Such restrictions are illustrated by, but not limited to the following:

- Using unauthorized material in an examination, test, or quiz, including but not limited to crib notes or electronic media.
- Using calculators, electronic translators, or any other hand-held electronic devices (e.g., smart phone, etc.) unless authorized by the instructor.
- Possession during an exam of any prohibited or unauthorized information or device, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.
- Using e-mail or text-messaging during any exam without the permission of the instructor.
- Stealing, using, or transmitting in writing, electronically, or verbally, actual examinations, tests, quizzes, or portions thereof prior to, during, or following an exam.

- Reading or observing another's exam, quiz, test, etc.
- Working together on a take-home exam unless specifically authorized by the teacher.
- Gaining or providing unauthorized access to examination materials.
- Soliciting or using a proxy test-taker or acting in that capacity.

Helping or Hindering Others
Students may not tamper with, damage, or otherwise hinder the work of others to complete their own assignments.

Students may not collaborate during an in-class examination, test, or quiz, or work with others on out-of-class assignments, exams, or projects unless expressly allowed or directed to do so by the instructor. If students have any reservations about their participation in any out-of-class assignments, they should consult with the instructor.

Falsification
Students may not offer a falsified excuse for an absence from an examination, test, quiz, or other course requirement, directly or through another source.

Students may not falsify laboratory results, research data, or results. They may not invent bibliographical entries for research papers or handouts. They may not falsify information about the date of submission for any coursework.

Other Inappropriate Behaviors
In the preparation of a course, program, or degree work, students are directed to comply with the copyright law of the United States. Violations of copyright law and of regulations regarding the use of copyrighted material for educational purposes are violations of this policy.

Damage to or abuse of library, media, computing, or other academic resources is prohibited by law.

The Copyright Law of the United States, contained in Title 17 of the United States Code governs the making of photocopies or other reproductions of copyrighted material, including “fair use” for educational purposes. Users are liable for any infringement.

Actions Related to Information from a Third Party
In the event a faculty member receives information about the violation of the Academic Integrity policy from a third party, the faculty member will make a reasonable effort to make sure that the source remains anonymous, and the faculty member will independently verify the correctness of this information before any action is taken.

Application of the Academic Integrity Policy
It is understood that this policy applies across the curriculum and is not applicable to just one course for one term. Actions on the part of students accumulate across the curriculum and throughout the time the student is enrolled at the University. An example of this statement is as follows: (A student who commits a violation in course X in the fall of the first academic year and then commits a violation in course Y during the student’s senior year has committed two violations).

Attempted academic dishonesty, even if unsuccessful, will be treated as academic dishonesty.

Consequences of Violating the Academic Integrity Policy

First Violation

The penalty for a first violation of the Academic Integrity Policy is a grade of zero (0) on the assignment.

Second Violation

The penalty for a second violation of the Academic Integrity Policy, whether in the same course or in another course, is a grade of F for the course.

Third Violation

The penalty for a third violation of the Academic Integrity Policy is expulsion from the University.

Note: Details regarding the procedures to be followed in cases of academic dishonesty can be found in the student handbook.

System of Grading

Each student receives a grade in each course at the close of the semester. The grading system is as follows:

GRADE	EQUIVALENT	RANGE	QUALITY POINTS
A	Excellent	90 – 100	4 Grade Points
B	Good	80 – 89	3 Grade Points
C	Average	70 – 79	2 Grade Points
D	Poor	60 – 69	1 Grade Point
F	Failure	0 – 59	0 Grade Points

Additional codes that are used in specific circumstances:

"I"	A grade of "I" (Incomplete) is requested by the student when he or she is unable to complete all course requirements, such as completing a paper or taking an exam, due to extenuating circumstances, such as a sudden illness or family emergency. Incomplete cannot be requested prior to the Last Day to Withdraw (LDW). The instructor must agree to the Incomplete and complete the Incomplete Grade Form. The student must be passing the course at the time that the Incomplete is requested. Unless otherwise noted on the annual calendar, the Incomplete grade must be removed by October 1 for the previous spring or summer semester, or by February 1 for the previous fall semester or the grade will revert to an "F".
"R/RF/RD"	An R/RF/RD earns no grade points and is not computed in the grade point average. These R/RF/RD grades indicate that a course has been repeated and a student has invoked the forgiveness policy. None of the R/RF/RD grades count toward credit hours earned.
"W"	Withdrawal is indicated on the final grade sheet if the student withdrew himself/herself from the class during the designated withdrawal period, completed

	the paperwork or if the student was involuntarily withdrawn. The W grade is not computed in the grade point average.
"P"	Pass is a grade given for transferred credit, credit-by-examination, or when approved by the Registrar's Office or the Office of Academic Affairs. No grade points are assigned, but hours toward the degree are earned.
"WP/WF"	Withdrawal Passing and Withdrawal Failing may be indicated on the final grade sheet if the designated Withdrawal period is over and ONLY at the discretion of the instructor. No more than two (2) Withdrawal Failing grades are allowed during a Bachelor's program and no more than one (1) is allowed during an Associate's program. A WP/WF grade is not computed in the grade point average.
"WM"	Withdrawal Medical: When a student must withdraw from the institution after the drop/add deadline, prior to taking the final exam, and the student has documented medical evidence, the instructor will be asked to assign a grade of WM. A WM does not impact the students' GPA.
"AU"	Audit: Students who audit a class attend and participate in a course without receiving credit.
"NA"	Never Attended. For the Fall, Spring, and Summer semesters when two (2) consecutive eight-week terms of instruction comprise the semester, an NA grade is given when the student completes the first eight-week term and then withdraws prior to the beginning of the second consecutive eight-week term. The NA grade is not computed in a student's grade point average. For the Fall, Spring, and Summer semesters when four (4) consecutive four-week terms of instruction comprise the semester, an NA grade is given when the student completes one or more consecutive four-week terms and then withdraws prior to the beginning of the remaining consecutive four-week terms. The NA grade is not computed in a student's grade point average.

Grade Points, Quality Points, & the Grade Point Average (GPA)
Grade points are the numerical equivalent of the letter grade. The total number of quality points for a course is obtained by multiplying the numerical equivalent (0.0 to 4.0) by the number of credits assigned to the course. The GPA is compiled by dividing the number of quality points earned by the number of credits attempted.

Course Audits
Students must have permission from the Office of Academic Affairs on the appropriate campus to audit a course. The same registration guidelines and procedures apply to courses to be audited as with any other courses. Fees may apply.

Course Additions and Changes (Drop/Add)
To add a new course or to withdraw from a course for which a student has registered, the student must meet with his or her academic advisor and file the appropriate form with the Registrar's Office. A student may add or withdraw from a course during the period allotted for course changes. The precise dates for the drop/add period are specified for each semester and demi-semester on the academic calendar. Special permission is required to add a course after the drop/add period.

Withdrawal from a Course
Following the drop/add period, students may withdraw from a course with the permission of their academic advisor and the instructor. A grade of "W" is recorded on the student's transcript when a student withdraws from a course. Students are permitted to withdraw from a course with a grade of "W" any time before Last Day to Withdraw (LDW) (see academic calendar). After the LDW and up to the last day of classes, a grade of "WP" or "WF" will be given as requested by the student and determined by the instructor based on the student's work to that time. Only 2 "WF" grades are permitted.

Leaving a course without notifying the instructor and filing the appropriate drop/withdrawal form will result in having a grade of "F" reported for that course. Withdrawal from courses does not constitute withdrawal from the institution.

Incompletes
A grade of "I" (Incomplete) is requested by the student when he or she is unable to complete all course requirements, such as completing a paper or taking an exam, due to extenuating circumstances, such as a sudden illness or family emergency. An incomplete cannot be requested prior to the Last Day to Withdraw (LDW). The instructor must agree to the Incomplete and complete the Incomplete Form. The student must be passing the course at the time that the Incomplete is requested. Unless otherwise noted on the academic calendar, the Incomplete grade must be removed by October 1 for the previous spring or summer semester, or by February 1 for the previous fall semester, or the grade will revert to an "F". This policy takes effect for all students beginning with the fall semester of 2019.

Course Repeat and Grade Forgiveness

Course Repeat Policy
A course in which a letter grade of "D" or "F" has been earned may be repeated for grade average purposes. Only the higher grade is used in the computation of a cumulative Grade Point Average (GPA) at Webber International University. However, the original grade and the repeated grade will count towards Satisfactory Academic Progress, unless the student applies for "Forgiveness." Students in Health Science majors may repeat a course in which a letter grade of "C" has been earned for courses that require a B in order to progress into the program. The course repeat policy above applies to repeating the course.

If a student chooses to repeat a course, a Request to Repeat a Course Form must be completed during the registration period. However, a student may petition to repeat the course if there is an equivalent course available. The petition must be submitted to the Academic Advisor a minimum of one month prior to the start date of the course in question. The Registrar will review the request, consult with the Department Chair and academic advisor, determine if an equivalent course exists, and inform the student of the result of the review

No course may be repeated more than two (2) times. Students who repeat a course for which they have received a letter grade of "D" or "F" must notify the Registrar's Office for recalculation of their cumulative GPA. No courses may be repeated for grade average purposes after graduation. All credits attempted are considered when calculating quantitative Satisfactory Academic Progress status. Students pursuing majors in the Education Department are required to maintain a cumulative grade point average

of 2.5 or higher to be admitted to the Education program, to remain in the Education program, and to be permitted to complete the student teaching experience and the major.

Therefore, students majoring in any of the majors in the Education Department are permitted to repeat, for grade average purposes, no more than three (3) courses in which a grade of "C" was earned. This exception must be approved by the Program Director of the Education Department and the Campus Academic Dean. If the exception is approved, only the higher grade in the repeated course(s) would be used in the computation of the student's cumulative grade point average. Both the original grade and the repeated grade would remain on the student's transcript.

Note: Veterans' Administration benefits and some Title IV funds may not cover the cost of repeating courses assigned a "D" grade. Students should speak with the Financial Services Department for further details.

Grade Forgiveness Policy: Undergraduate Programs

Grade forgiveness allows a student to repeat a limited number of courses to improve his or her GPA. This includes courses in which a grade of "C" or higher was earned. Students must submit a completed Grade Forgiveness Request Form to the Registrar's Office prior to repeating the course.

Whenever a student elects to repeat a course for grade forgiveness, the original grade is removed from the transcript and replaced with "R"; thus, it will not be computed in the final grade point average. Note that once the student receives grade forgiveness, the original grade will not count towards the GPA or SAP standards. Federal aid allows for one repeat attempt for a previously passed course to be included in enrollment status.

Only courses taken at Webber International University and repeated at the University are eligible for grade forgiveness. Undergraduate students may use forgiveness up to three (3) times prior to the conferral of the degree. Grades cannot be changed once a degree has been conferred. Grade forgiveness cannot be used by non-matriculating students or for pass/fail courses.

If a course has been taken more than once before the application for forgiveness, this process can be used to establish the highest grade awarded in the course. The grade forgiveness policy is not retroactive and will not retroactively alter any previous academic action. For example, a probation or disqualification status will not be removed from the records of the semester in which the student originally took the course.

Under unusual circumstances, a different but similar course may be used to replace a forgiven course. In such cases, the Academic Dean must seek prior approval from the Chief Academic Officer for a course substitution to be utilized.

If a student withdraws from a first retake repeated under the grade forgiveness policy, the attempt will not count as an allowable attempt. However, the original grade will not be replaced with the "W" received in the repeat attempt. This stipulation mirrors the financial policy for students withdrawing prior to completing the first retake course.

Students receiving VA benefits are advised that the forgiveness of any grade other than an unsatisfactory grade must be reported to the VA and may result in the retroactive reduction of benefits for the semester for which the forgiven grade was originally assigned.

Students receiving Title IV financial aid are allowed one retake of a course previously passed (grade of B-D) or failed (grade of F) and still receive financial aid for that second enrollment. If a student withdraws before completing a course that is being retaken, it is not counted as the one-time retaking of the course for financial aid purposes. However, if a student passed the class on the first try but fails the course on the second attempt, that second attempt counts as the second retake and the student will not be paid for taking the course a third time. While the institutional policy will permit students to retake a course for a third time, such students will be responsible for paying the tuition costs associated with the third retake. Note that retaken classes may count against satisfactory academic progress. In such cases, students may want to consult their Financial Aid Adviser to clarify their situation.

Academic Standing Policy

Report of Grades

Final Grades can be accessed through the student portal following the end of each semester. A student must have fulfilled all financial obligations to access their grades. Students are also informed, in writing, of any disciplinary action. Students are expected to inform their parents in such cases. This is not the responsibility of officials of the institution.

Academic Progress/Good Standing

Students must pass 24 credit hours in two semesters to meet the requirement for full-time student classification. Students in good standing are those whose cumulative grade point average is at the required level for the student's class standing.

President's List

The President's List recognizes all degree-seeking students who have achieved a semester GPA of 4.0 while completing at least 12 credit hours.

Dean's List

The Dean's List recognizes all degree-seeking students who have achieved a semester grade point average of 3.50 or higher while completing a minimum of 12 credits for the semester. To be eligible for the Dean's List, students must have a grade of C or above in each course and may not have a grade of I (Incomplete) in any course in the semester. This policy is in effect for all new students entering the University beginning in the fall of 2019.

Academic Warning

Students whose semester grade point average falls below 2.00 will receive an academic warning. Student grade reports and transcripts reflect the warning status. In addition, students receive a letter from the Campus Academic Dean informing them that they have been placed on Academic Warning.

Academic Probation

The student will be placed on academic probation at the end of any semester when the student's cumulative grade point average (on all credits attempted at the university) falls below the following minimum standards:

- 1.59 for those students having attempted up to 12 credit hours
- 1.85 for those students having attempted 13 – 24 credit hours
- 1.93 for those students having attempted 25 – 36 credit hours
- 1.97 for those students having attempted 37 – 48 credit hours
- 2.00 for those students having attempted 49 or more credit hours

Student grade sheets and transcripts state when a student is on probation. In addition, the student will receive a letter from the Academic Dean informing the student that he/she has been placed on Academic Probation and the restrictions associated with probation.

*Academic Dismissal/Suspension**
Any student earning less than a 1.00 GPA based on hours attempted in any semester is subject to academic dismissal/suspension. Normally, a student would not be dismissed/suspended for poor academic performance after only one semester at the university; probation is a more likely option.

Students who have not regained good academic standing at the end of the semester for which they have been placed on academic probation are subject to dismissal/suspension. The Academic Standing Committee makes the final determination of the student's status. In lieu of academic dismissal/suspension, this committee may, based on a review of the relevant academic records, elect to place certain students on continued academic probation for the next full (Fall or Spring) semester. Students dismissed/suspended at the end of the Fall Semester may not attend during the Spring Semester. Students dismissed/suspended at the end of the Spring Semester may not attend the Fall Semester.

Students on probation who fail to meet the probation requirements may be academically dismissed/suspended by the Academic Standing for unsatisfactory progress toward the attainment of their degree. Students academically dismissed/suspended who can provide evidence of academic rehabilitation (i.e., two courses passed at another college/university) may apply for reinstatement at Webber International University one academic term/semester after dismissal/suspension.

Students dismissed/suspended for a second time are subject to permanent dismissal/suspension. Students who are readmitted after having been placed on academic dismissal/suspension, but who fail to make acceptable progress towards achieving the minimum G.P.A. needed to regain good academic standing (as defined above) are subject to permanent academic dismissal/suspension. Students who fail to make reasonable progress toward the degree are also subject to dismissal/suspension. For more information about Readmission, see the Admissions section of the catalog.

Students who are readmitted after being formally separated from the institution must satisfy the graduation and program requirements as specified in the catalog that is in effect at the time of readmission. See the Admission section of this catalog for more details.

The Academic Standing Committee makes these decisions. An appeal of the Committee's decision must be made in writing to the Academic Dean. Appeals must be received in the Office of Academic Affairs within two weeks of the student's receipt of formal notification. Appeals are considered on the basis of merit and probability of likely academic success.

Academic Dismissal Appeal
Any student wishing to appeal an academic dismissal decision may submit a letter to the Campus Academic Dean within 30 days of notification of dismissal. The letter should contain any rationale for the appeal.
Written Complaints
Written complaints regarding an academic matter may be directed to the Academic Dean.

Academic Standing Policy for the Fresh Start Program
Fresh Start is a two (2) semester program for moderate to high-risk students. A limited number of students are admitted to the Fresh Start Program.

The following academic policies apply:

- Take 12–13 hours in the first Semester
- Attend all required sessions with the Academic Planner or faculty advisor and the Director of the Center for Academic Success or Academic Dean
- Attend all required tutorial hours
- Attend all classes

If the Fresh Start student earns a GPA of 2.0 or higher at the end of the first semester, the student may register for up to 15 credit hours in the second semester. All other Fresh Start requirements still apply.

A Fresh Start student will be placed on academic warning, probation, or dismissal in accordance with the following standards:

After 1st semester:	GPA 1.59 < 2.00	**Academic Warning**, may continue
	GPA 1.00 < 1.58	**Academic Probation**, may continue
	GPA < 1.00	**Subject to Dismissal**
After 2nd semester:	GPA 1.85 < 2.00	**Academic Warning**, may continue
	GPA 1.00 < 1.84	**Academic Probation**, may continue
	GPA < 1.00	**Subject to Dismissal**

If the Fresh Start student has earned at least a 2.0 G.P.A. after 24 Credit Hours, the student has successfully completed the Fresh Start program and is no longer subject to its requirements.

Grade Appeal Procedure
A student may request a review of a final grade within 30 days of the assignment of the grade. Such a request must be submitted in writing to the Academic Dean and shall state the reason(s) for believing the grade to be unjust. If the Academic Dean determines that the student has reasonable grounds for requesting a review, he or she will, within 7 days of receiving the student's request, ask the student to meet with the faculty member and/or the Department Chair/Program Director to discuss a possible resolution. If no resolution is reached, the Academic Dean will appoint a committee of faculty members to conduct a review. The Academic Review Committee will be made up of one faculty member recommended by the student, one faculty member recommended by the professor, and a third faculty member who will serve as the committee chair.

An Academic Review Committee has the sole responsibility to determine the justness of the disputed grade. It may not properly make any recommendation beyond that point. The student who requests an academic review of a final grade bears the burden of proof in establishing that the grade was undeserved. Failing to prove by preponderance of the evidence, the grade must stand as assigned by the faculty member. The presumption is always that the faculty member assigned the grade for good cause and without bias. An Academic Review Committee shall report its findings of the justness of the disputed grade, in writing, to the Academic Dean within 7 days of being constituted.

The Academic Dean will inform the student of the decision, which can include:

- affirming the grade as awarded
- assigning a new grade based on the evidence of the case
- remanding the case to the instructor with instructions, within 7 days of receiving the report from the Academic Review Committee. As stated in the policy titled "Procedure for Appeals" (including contact information for designated Student Grievance Officers), which is published in both graduate and undergraduate handbooks, this decision is final and cannot be appealed.

Other Complaints: Complaints Involving Discrimination, Harassment, or Title IX
In recognition of its responsibility to provide a safe and equitable environment in which to study, live, and work, the University has detailed policies regarding discrimination, harassment, and Title IX violations. Because these policies provide the student with additional rights, privileges, and protections, students are urged to consult these policies, or the Title IX officer, regarding complaints of this nature.

Withdrawal from the Institution
Official withdrawal for personal reasons is initiated by the student in the Office of Student Services. The date the student notifies the office is the student's withdrawal date, for any appropriate financial aid calculation and possible fee adjustment. An interview is conducted, and a withdrawal form with instructions for subsequent steps to leave in good academic standing is given. Students withdrawing without attending during the first week of classes receive no grades. Grades for the semester from which the student has attended class and has properly withdrawn will be reported as W's on the official transcript. Students who leave the institution without completing the withdrawal procedure will receive failing grades in all courses and will not be entitled to refunds (See "Refunds for Cancellations, Withdrawals, and Leaves of Absence" in the Financial Planning section of this catalog).

Medical Withdrawal or Medical Leave
In some instances, a student may seek to medically withdraw from on-ground classes and transition to online classes. Permission is granted only under extreme circumstances and only when online courses are available. See the Academic Dean for more information.

Leave of Absence
Students may request a leave of absence by submitting a written request (with appropriate documentation) to the Office of Academic Affairs. Students must have approval from the Office of Academic Affairs prior to the start of leave of absence. An exception to this policy may be made for a student with a medical emergency, such as an automobile accident. The request should include documentation of the circumstances requiring the leave of absence and the date the student intends to return to the institution. A leave of absence may be granted for a period not to exceed 120 days.

Acceptable reasons for a leave of absence include, but are not limited to, extended jury duty, military duty, natural disaster, serious personal or medical issues, including circumstances such as those covered under the Family Medical and Leave Act of 1993 (FMLA).

Students who leave in good academic standing will be eligible to return by notifying the campus Office of Academic Affairs of their intention to return. If the leave was granted for medical reasons, the student must provide verification from a health care professional that the student is healthy enough to return to full-time student status prior to returning.

After attending the first week of classes in any semester, students granted a leave of absence will receive grades of W on their official transcripts. Students granted a medical leave of absence will receive grades of WM.

A leave of absence is granted only when there is a reasonable expectation that the student will return to the university at the end of the leave of absence. If the student does not return to the university at the end of the approved leave of absence, the student will be withdrawn and will need to apply for readmission if he or she decides to return at a later date.

For the refund policy, see "Refunds for Cancellations, Withdrawals, and Leaves of Absence" in the Financial Planning section of this catalog.

Academic Residence Requirements
Students must complete the last 30 credits of their degree at Webber International University in order to obtain the degree from the institution.

Transcripts
Transcripts may be requested by visiting the university website at www.webber.edu. Choose "Academics," and from the drop-down list, choose "Registrar's Information." The drop-down list for the Registrar includes a link to the National Student Clearinghouse transcript request site. A $10.00 fee is assessed for each transcript that is requested. There is an additional processing fee for transcripts ordered through the National Student Clearinghouse. The normal turnaround for requests is 2 - 5 days, unless the transcript requires the last semester's grades. Computer processing of final grades takes approximately seven days after the grades are due in the Registrar's Office.

If a student has an outstanding balance on his/her account, the transcript will only include coursework completed in good financial standing, with appropriate notations. Due to professional and legal standards, transcript requests cannot be honored via telephone or email, nor can transcripts be faxed.

An official transcript (bearing the institutional seal) must be sent directly to another school, firm or agency. An official transcript cannot be hand-delivered or issued to the student. If the student receives the transcript, it will be stamped "Issued to the Student" and may not be considered official by another institution.

In accordance with Webber's Records Retention Schedule Policy, student academic records are retained for a minimum of seven years, and transcripts are retained permanently.

Course Work at Other Institutions
Enrolled students who desire to receive credits toward their graduation requirements at Webber for courses taken at another institution must have the approval of their academic advisor, the Program Director or Department Chair of the discipline in which the course(s) would be taught at the institution, and the Registrar.

The institution at which the work is to take place must be accredited. If the student is a junior or senior, work may only be taken at a four-year institution. Credit will be granted only for those courses that are at the university level, and that fulfill graduation requirements at the other institution. (Please refer to the section on Admissions for the policy of transferring credit from unaccredited institutions.)

For credit to be given by the institution, students must earn a grade of C or higher in the course. Students are responsible for requesting an official transcript from the other institution to be sent to the Registrar's Office when the coursework is completed, and the grade is recorded.

A maximum of six (6) credits may be taken during a summer 8-week term or three (3) credits for a summer or winter 4-week term.

Correspondence Study
Students who are attending the institution full-time and who desire to enroll in extension courses, correspondence courses, and courses for credit from other fully accredited institutions must have the approval of the Academic Dean. Credit toward graduation requirements will be granted only if students earn a grade of C or better in the course(s). A maximum of two approved extension and/or correspondence courses may be accepted by the institution as meeting graduation requirements. Additional information about this type of study may be found in the student handbook.

Privacy Act Information
Under the provisions of the Family Educational Rights and Privacy Act (FERPA), Webber students have the right to inspect their educational records kept by the University. Students may contact the Registrar if they wish to request correction of any inaccurate information, or to file complaints concerning any misleading information contained therein. Academic information is considered confidential and is disclosed or issued to persons or agencies outside the University only upon written authorization by the individual student.

In order to comply with the law, the University limits disclosure of records (without the student's consent) by restricting access to those with a legitimate need to know and by safeguarding against third-party disclosure of personally identifiable information.

Faculty, Administration, and Staff of the University or other school official contracted by Webber shall have access to all data about a student which is deemed necessary for the performance of academic or administrative duties. Webber will comply with a judicial subpoena. Additional information concerning FERPA is outlined in the Student Handbook.

Directory information about students is generally available upon request. Students who do not wish this information to be released must contact the Registrar's Office.

Procedures for exercising rights under the FERPA act are printed in the Student Handbook which is available online on Webber's website. Information Release Forms are mailed to prospective students in the application packets; additional copies are available in the Admissions Office. Copies of the appropriate forms for obtaining access to university records can be made available in the Registrar's Office.

Placement Testing
All degree-seeking students entering Webber International University are required to meet minimum college readiness standards in reading, writing, and mathematics.

In order to determine a student's appropriate course level, Webber utilizes the standardized college entrance individualized subject scores from the ACT and/or the SAT for the purpose of placement in the appropriate level English and Math courses. If those scores aren't available, the University will rely on other data.

International Students: TOEFL, IELTS, and Duolingo scores are used in the same manner for English placement only. International students with only these tests may be required to take the University's PPT test upon entrance to Webber for math course placement. The ACT/SAT/TOEFL/IELTS score placement chart appears below.

ENG110 and MAT101 are creditable as an elective. ENG111 is English Composition I, MAT121 is College Algebra, and both courses fulfill general education requirements. Students who do not demonstrate the minimum academic skills necessary through these standardized tests must remedy the subject deficiencies by enrollment in developmental or entry-level courses within the first term of enrollment.

Students entering Webber with a completed associate (A.A. or A.S.) or bachelor's degree will not be required to submit ACT/SAT scores. Placement is determined through transfer credit acceptance. Transfer students who enter with accepted freshman college-level English I and/or College Algebra with a "C" or better will not have to test.

Transfer students without qualifying ACT/SAT test scores who have taken the appropriate preparatory/remedial coursework at their previous regionally accredited institution may have their previous preparatory courses evaluated for equivalency for placement purposes.

Students must have passed the course(s) with a "C" or better. Pass or Fail grades will not be accepted for accelerating to the college-level ENG/MAT course. All coursework must be on the institution's official transcript. In the case of an institution that offers a sequence of preparatory or remedial work in Math or English subject area, the student will need to have passed the highest-level course in the sequence to move up to the college-level course.

The university Registrar will make the determination of "appropriate preparatory coursework equivalence." Final approval, as needed, will come from the Academic Dean. If course equivalency is unclear, the student is placed in the appropriate course per the policy for transfer students without qualifying test scores.

Webber's PPT placement test is required for admitted students who have not taken the ACT/SAT/TOEFL/IELTS tests upon entrance. Tests are given under the following conditions:

- A student may take the placement test only one time.
- Any test must be completed before coursework is begun in that subject area.
- There is a $35.00 charge for administering the PPT test.
- The PPT test placement result will be final.

PLACEMENT TABLE

	SAT Scores (New scores taken after 3/16 based off conversion)	**ACT Scores**	**Class Placement**
Reading	0 – 19.5	0 - 14	ENG110
	20 – 23.5	15 - 18	ENG110
	24+	19	ENG111
Writing (SAT) English (ACT)	0 – 19.5	0 - 9	ENG110
	20 – 23.5	10 - 16	ENG110
	24+	17+	ENG111
Math	10 - 26.5	<20	MAT101
	27	>20	MAT121

	Internet Based	**Computer Version**	**Paper Version**	**Class Placement**
TOEFL	59 or lower	170 or lower	497 or lower	ENG110 as evaluated by Faculty and Academic Dean
	60 - 78	173 - 210	500 - 547	ENG 110
	79 - 93	213 – 237	550 - 583	ENG 110
	94 or higher	240 or higher	587 or higher	ENG 111

	IELTS Score	**GTEC**	**DUOLINGO**	**Class Placement**
IELTS	Lower than 6	Lower than 1076	Less than 100	ENG110 as evaluated by Faculty and Academic Dean
	6	1076-1203	105-115	ENG110
	6.5	1204-1266	120-125	ENG110
	7.0 or higher	1267 or greater	130 or higher	ENG111

Placement Recommendations:

High School English IV

- Grade A will be enrolled in ENG111, English Composition I
- Grade B with a cumulative GPA of 3.00 or better will be enrolled in ENG111
- Grade B with a cumulative GPA lower than 3.00 will be in ENG110, Introduction to Composition
- Grade C will be enrolled in ENG110, Introduction to Composition
- Grade D will be enrolled in ENG110, Introduction to Composition

High School Algebra II

- Grade A will be enrolled in MAT121, College Algebra
- Grade B/C/D will be enrolled in MAT101, Introduction to Algebra

No Algebra II

- Will be enrolled in MAT101, Introduction to Algebra.

UNDERGRADUATE DEGREE REQUIREMENTS

General Graduation Requirements
The institution awards three undergraduate degrees: the Associate of Science, the Bachelor of Arts, and the Bachelor of Science.

Candidates for an Associate's degree are required to complete a minimum of 60 credits with a minimum grade point average of 2.0 in all work attempted. A minimum of 21 general education credits is required for the Associate's degree.

Candidates for B.A. and BS, degrees are required to complete a minimum of 120 credits, with a minimum grade point average of 2.0 in all work attempted, both overall and in the major. A minimum of 36 credits at the 300-400 levels must be completed for graduation.

Although faculty and academic advisors help students plan their course of study, students are responsible for making sure that the courses taken meet the requirements for graduation.

In order to qualify for graduation with a Bachelor's degree, all students must do all of the following:

- Successfully complete at least 120 semester hours.
- Complete 30 of their last 33 semester hours on the campus from which they intend to receive a degree.
- Attain a minimum grade point average of 2.00 for all credits completed.
- Successfully complete all requirements for the major and attain a minimum grade point average of 2.00 in the major.
- Complete ENG 111 and ENG 112 with a C or better.
- Complete a minimum of 36 credit hours at the 300 level or above.
- Successfully complete the general education requirements.
- Complete an application for graduation.
- Complete a graduation audit by the end of the junior year.

General Education Requirements and Majors
Some courses may count as fulfilling both general education requirements and major requirements. However, students must fulfill the Humanities and the Social Science elective with courses outside of their intended and/or declared majors. Information in addition to that specified in the major listings is available from the respective Department Chair/Program Director.

Graduation Honors
Special recognition is bestowed at commencement on those students whose academic work has been of superior quality throughout their time at the University. To be eligible for such distinctions, students must have earned a minimum of 55 credits at the institution. Credits earned pass/fail do not count toward the 55 credits required for commencement honors. These distinctions will be awarded based on the cumulative grade point average on all courses attempted, as described below:

- Summa Cum Laude for students with a cumulative GPA of 3.90 or higher
- Magna Cum Laude for students with a cumulative GPA of 3.75 to 3.89
- Cum Laude for students with a cumulative GPA of 3.50 to 3.74

Application for Graduation
In order to be considered a candidate for a bachelor's degree, students must complete a "Graduation Application" and a "Graduation Audit," by the end of the junior year. The application for graduation carries a fee (See "Other Fees" in the Financial Planning section of this catalog). Both forms are available from the Registrar's Office.

After a student and advisor have completed the Graduation Audit, the student is responsible for submitting it to the Registrar's Office. The Registrar informs the student by mail of the receipt of the audit and the student's progress and status.

Commencement and Diplomas
Webber holds one commencement ceremony each year in May for the conferring of degrees for all students who have met the requirements for graduation since the previous commencement. Diplomas are awarded and degrees are conferred in August for those students who finished requirements during the summer and in January for those students who finished requirements in the Fall Semester. All students who finish in the Spring Semester are expected to participate in the May ceremony. A student may participate in commencement only upon completion of all graduation requirements. However, a student who is able to complete all graduation requirements in summer terms will be allowed to participate in the May ceremony.

Those not attending the graduation ceremony will be mailed their diplomas. The diploma may be withheld from the student if his or her account is not paid in full. Only one diploma will be awarded to each student. The institution reserves the right to remove any student from the commencement lineup who violates institutional policies pertaining to commencement decorum. In such instances, the degree will be conferred in absentia. If, for some reason, a student's graduation diploma becomes lost, destroyed, or marred, the student may pay a replacement fee to request a replacement diploma from the Registrar's Office.

Change of Status
Undergraduate students wishing to change their major status from one degree to another must complete a status change form available from their academic advisor and submit it to the Registrar. This will apply to students who wish to move from an associate's degree to a bachelor's degree or vice versa. Students wishing to enter the graduate program are required to complete an application and be admitted for graduate study.

Second Bachelor's Degree at the University
A student seeking to earn a second bachelor's degree in another major would complete 120 credit hours toward the first BS degree and then would be required to complete an additional 30 credit hours and fulfill requirements for the second major. The additional 30 hours must fulfill the second-degree requirement and not duplicate any of the first-degree requirements. The student will complete the second BS or BA, degree with a minimum of 150 credit hours. Students should notify the Registrar's office of their intent to double-major.

A student may earn a Bachelor's degree at Webber if he or she has received a Bachelor's degree from another accredited university within the previous five years by completing the following: all graduation

requirements for a major, and a minimum of 30 credits at Webber are required. Graduates may come back as special non-degree-seeking students and take additional courses.

Minors
Minors are offered in many of the academic disciplines on each campus. Detailed requirements for specific minors can be found in the campus curriculum sections of this catalog.

Professional Licensure Programs
There may be additional coursework or evaluations that are required by individual states not required. Individuals are encouraged to seek information from the state in which they will choose to work and seek licensure.

For questions, contact the Academic Dean.

DEGREE PROGRAMS AND OFFERINGS: An Overview

A student's degree major represents their primary area of interest and the majority of their coursework in undergraduate studies. Each major's curriculum covers a range of subjects that provide the student with a solid foundation in their chosen field of study.

Webber offers a variety of degree options including traditional face-to-face and online programs in both graduate and undergraduate studies.

College of Business

Associate Degrees

Associates of Science in Business Administration with concentration in the following areas:

- Accounting
- Criminal Justice Management
- Finance
- Hospitality and Tourism Management
- Management
- Sport Business Management

Bachelor Degrees

Bachelor of Science in Business Administration (BSBA) with the following majors:

- Accounting
- Computer Information Systems*
- Criminal Justice Management
- Finance
- Hospitality and Tourism Management
- Integrated Marketing Communications*
- Management
- Sport Business Management

Bachelor of Science in General Business Studies *(program not currently accepting new students)*

Graduate Degrees

- MBA – Traditional (available online)
- MBA – Accounting (available online)
- MBA – Criminal Justice Management (available online)
- MBA – International Business Management (available online)
- MBA – Sport Business Management (available online)

College of Health Professions & School of Education

Health Professions and Sciences Degrees

Bachelor Degrees

- Bachelor of Arts in Psychology*
- Bachelor of Arts in Health Services Administration*

- Bachelor of Science in Sports Performance, Health, and Fitness*
- Bachelor of Science in Occupational Therapy Assistant with a Minor in Health Services Administration**
- Bachelor Of Science in Nursing***
- Biology (BA and BS)
    - Concentrations in Biomedical Sciences and Equine Science (BS)
- Forensic Science (BA)
    - Concentrations in Chemistry and Psychology
- Interdisciplinary Studies (BA)
    - Concentration in Pre-Physical Therapy
- Individually designed programs

Education Degrees

Bachelor Degrees

- Bachelor of Arts in Elementary Education*
- Bachelor of Arts in Middle Grades Teacher Education*
- Bachelor of Arts in Special Education*

Online Degree Programs

Webber Worldwide offers online degree programs at the graduate and undergraduate levels. Information for the graduate programs may be found in separate sections of this catalog. To apply for an online program, please contact the admissions office. Additional information or questions may be directed to the Academic Dean or found in other sections in this catalog.

Webber Worldwide Online Degrees Offered

- Bachelor of Science in Business Administration in Criminal Justice Management
- Bachelor of Science in Business Administration in Sport Business Management with a minor in Esport
- Bachelor of Arts in Psychology
- Business Administration in Equine Business Management
- Business Administration in Therapeutic Horsemanship Management
- Bachelor of Arts in Health Services Administration
- Bachelor of Arts in Interdisciplinary Studies
- RN to BSN
- Master of Business Administration
- Master of Business Administration in Equine Entrepreneurship
- Master of Business Administration in Organizational Learning and Innovation
- Master of Arts in Education

*Indicates not available for Associate degrees

**The BSOTA Program is accredited by the Accreditation Council for Occupational Therapy (ACOTE). This enables program graduates to be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in

Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, the State of Florida requires licensure to practice. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. For accreditation information, contact:

Accreditation Council for Occupational Therapy Education (ACOTE)
7501 Wisconsin Avenue, Suite 501E
Bethesda MD 20814
(301) 652-6611 / accred@aota.org

*** The baccalaureate degree program in nursing at Webber International University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Minors are offered in the following areas:

- Accounting
- Computer Information Systems
- Criminal Justice
- Esports
- Finance
- Hospitality and Tourism Management
- Human Resource Management
- Marketing
- Professional Business Writing
- Psychology
- Sport Business Management

Requirements for Minors in Business Administration Degrees

Accounting **15 Cr.**

ACC301 Intermediate Accounting I & ACC302 Intermediate Accounting II - Required
Three (3) courses at the 300 or 400 level beyond the business core (not to include ACC499)

Computer Information Systems **12 Cr.**

Four (4) CIS courses beyond the two CIS requirements in the business core for a total of six (6) courses

Criminal Justice **12 Cr.**

The minor will provide students with a foundational knowledge and general understanding of the criminal justice system as well as criminal law and its proceedings; rather than focusing on law enforcement, the Criminal Justice Minor will take more of a sociological and psychological perspective.

CJM101- Introduction to Criminal Justice
CJM102 - Introduction to Criminology
CJM201- Criminal Law and Procedure
CJM301 - Juvenile Delinquency

*SBM Majors also minoring in Esports must substitute SBM440 with one of the following three courses:
MKT365 Video Marketing Communications
MKT375 Social & Mobile Media Branding
MGT300 Public Relations

Finance **12 Cr.**
Four (4) Economics or Finance courses outside the business core curriculum two (2) of these courses (6 credits) must not be in the student's major curriculum

Hospitality and Tourism Management **15Cr.**
Two (2) courses at the HTM100 or 200 levels, Two (2) courses at the HTM300 or 400 levels, one (1) HTM Internship

Human Resource Management **15 Cr.**
Five (5) Human Resource courses required outside the business core curriculum
Complete five (5) of the following from the list below:

- MGT312 - Human Resource Management
- ECO305 - Labor Economics
- MGT343 - Assessment, Staff & Employees
- MGT344 - Developing and Motivating Human Potential
- MGT412 – Organizational Theory and Behavior
- MGT443 - Compensation and Benefits

Marketing **15 Cr.**
MKT340 Consumer Behavior - Required
Four (4) marketing courses; drawn from the Integrated Marketing Communications Curriculum, beyond MKT250 Principles of Marketing

Professional Business Writing **15 Cr.**
ENG420 Publication Design and Editing - Required
CIS295 Presentation Management – Required
Complete three (3) of the following:

- ENG200 - Creative writing
- ENG230 - Media Writing
- ENG240 - Technical Writing
- ENG250 - Legal Writing

Sport Business Management **15 Cr.**
SBM220 Intro. to Sport Business Mgmt. - Required
One (1) SBM100 or 200 level course and Three (3) SBM300 or 400 level courses

COLLEGE OF BUSINESS

DEGREE REQUIREMENTS

BUSINESS ADMINISTRATION

The Associate of Science and Bachelor of Science programs allow a student to pursue a variety of business-oriented areas of concentration. These programs provide students with the necessary skills to successfully enter the business community.

BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Common Core Requirements:

	General Education Core	**36 credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Electives	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**36 credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Area of concentration and a minor or tailored electives (should include a CIS course beyond CIS240).	**48 credits**
	Total required credits	**120 credits**

ASSOCIATE OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Common Core Requirements:

	General Education Core	**21 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Mathematics or Science Elective	3
	General Education Elective	3
	Business Core	**27 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required courses in area of concentration	**12 Credits**
	Total Required Credits	**60 Credits**

General Education Core Electives:

Social Science Elective	POL, HIS, HTM108, SBS, PSY
Humanities Electives:	ART, HUM, ENG201, ENG208, ENG215
Science Electives:	BIO, FES, PHY, SCI
Math Electives:	MAT
General Education Electives:	Include the above courses as well as SPA

Tailored Electives: Courses that could be considered useful to your major

INTERNSHIPS

Prerequisites

Junior standing or approval of Advisor and Internship Coordinator
International (F-1 visa) students MUST obtain a work permit from the Principal Designated School Official (PDSO) **before** starting an internship in the USA.

Semester

Entire Fall, Spring, or Summer 1 (A **and** B) semester.
Only **one** Internship course may be taken during any one semester.

Description
The internship combines academic supervision with professional employment. It is a structured work experience in a specialized field in a business. The internship course focuses on hands-on experience with a company and in the field of the student's choice. It aims at the application and practice of theoretical concepts and the expansion and enrichment of the student's work qualifications, skills, experience, and marketability. Through superior work performance, the student may use the internship course to enhance career placement potential.

The internship course will provide the student with greater understanding of the day-to-day operation of a business. Through hands-on experience, applying theoretical concepts to the actual work environment, and the opportunity for skills development, the student will acquire the know-how and the appreciation for the business community that academic curriculum alone cannot convey.

The student will be required to arrange a work schedule with the Business Sponsor.

Other internship course requirements:

- The student must attend an Internship Orientation session before starting the internship.
- The student must prepare an introductory report outlining the employer, internship responsibilities, and S.M.A.R.T. goals.
- The student may work as many hours as possible but must complete a minimum of one hundred and ninety-two (192) hours.
- The student must work for the length of the semester, regardless of the number of hours worked.
- The student must report weekly to the Internship Coordinator.

Students taking the internship course must complete all Internship Course requirements by the last day of classes for the semester. Grade for the course will be submitted to the Registrar's Office on the last day of final exams. If the student fails the course, the student must register again for the course in a future semester.

BUSINESS DEGREE CONCENTRATIONS

ACCOUNTING PROGRAM CONCENTRATION

Program Director Dr. Timothy Wiseman, Associate Professor wisemantr@webber.edu

This program is designed to provide the graduate with the conceptual accounting and business knowledge necessary as a foundation to pursue an accounting career.

The Associate of Science degree is designed to provide the graduate with the necessary knowledge to obtain immediate employment in the areas of financial or cost accounting. The Bachelor of Science degree is designed to provide the graduate with the necessary concepts relating to the various disciplines that comprise the body of knowledge of accounting, including financial accounting, cost accounting, auditing, and taxation.

For students who intend to take the Certified Management Accountant (CMA) examination, they are eligible to do so once they obtain a Bachelor of Science, Accounting degree; no further education is required. For students planning to take the Certified Public Accountant (CPA) examination in Florida, they are eligible to sit for the exam upon completion of a Bachelor of Science degree, however, they must also meet the minimum educational & licensure requirements of the Florida Department of Business and Professional Regulation (DBPR), Division of Certified Public Accounting.

Program Outcomes

1. Demonstrate knowledge of recording business transactions, preparing financial statements or financial schedules in accordance with Generally Accepted Accounting Principles, and analyzing and synthesizing transactional information.
2. Recognize commonly used financial statements, their components, and how information from business transactions flows into these statements.
3. Judge product, project, divisional, and organizational performance using managerial accounting information.
4. Demonstrate progressive learning of various tax issues and tax planning relating to individuals.
5. Apply auditing concepts to evaluate the conformity of financial statements following appropriate auditing standards.
6. Analyze internal controls to minimize stakeholder risk while exploring fraud and the ethical considerations facing today's accounting professionals.
7. Create and manipulate various computer applications for the purpose of recording, preparing, and analyzing financial information and statements.
8. Communicate complex ideas in writing and through oral presentations.

Requirements

Bachelor of Science Degree

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**36 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required Program Courses	**36 Credits**
ACC301	Intermediate Accounting I	3
ACC302	Intermediate Accounting II	3
ACC312	Accounting Infor. Systems	3
ACC340	Federal Income Tax of Individuals	3
ACC342	Principles of Fraud Examination	3
ACC351	Cost Accounting	3
ACC435	Acct. for Gov & Non-profit	3
ACC460	Auditing I	3
ACC465	Auditing II	3
CIS270	Advanced Spreadsheet Aps in Business	3
MGT440	Operat. Analysis & Mgmt	3
MGT499	Policy & Strategy	3

	Tailored Electives	**12 Credits**
	Suggested: • ACC499 – Accounting Internship • CIS275 – Data Analytics	
	Total Bachelor of Science Requirements	**120**

Associate of Science Degree

	General Education Core	**21 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Mathematics or Science Elective	3
	General Education Elective	3
	Business Core	**27 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required courses in area of concentration	**12 Credits**
ACC301	Intermediate Accounting I	3
ACC302	Intermediate Accounting II	3
ACC312	Accounting Infor. Systems	3
ACC351	Cost Accounting	3
	Total Required Credits	**60 Credits**

Minor in Accounting Requirements

	Minor	**15 Credits**
ACC301	Intermediate Accounting I	3
ACC302	Intermediate Accounting II	3
	Three (3) courses at 300 or 400 level (not including ACC499)	9

The suggested course sequence for the ***Accounting*** program is as follows:

Year 1		
Fall Semester		**Spring Semester**
ACC201 - Financial Acct.		ACC202 - Managerial Acct.
BUS100 - Introduction to Business		PSY101 – Intro. To Psychology
ENG111 - English Comp. I		ENG112 - English Comp. II
MAT121 - College Algebra		MKT250 – Principles of Marketing
Humanities Elective		Math or Science Elective
Year 2		
ACC301 - Intermediate Accounting I		ACC302- Intermediate Acct. II
ECO241 – Microeconomics		ECO242 - Macroeconomics
CIS240 – Computer Applications in Business		ENG330 – Writing Professionally
ENG280 – Foundations in Rhetoric		ACC312 – Acct. Info. Systems
MGT250 – Principles of Management		General Education Elective
Year 3		
ACC340 - Fed Income Tax of Indiv.		ACC342 – Principles of Fraud Examination
ACC351 - Cost Accounting		ACC435- Acct. for Gov. & Non-profit
FIN360 – Principles of Finance		CIS270 – Adv Spreadsheet App. In Business
BUS310 - Business Statistics		General Education Elective
BUS301 – Career Development		Science Elective
Year 4		
BUS350 - Business Law		ACC465 - Auditing II
ACC460 - Auditing I		MGT499 - Policy & Strategy
MGT440 - Oper. Analysis & Mgmt.		Social Science Elective
Tailored Elective		Tailored Elective
Tailored Elective		Tailored Elective

Suggested Tailored Elective - ACC499 – Acct. Internship (Summer between Years III & IV)

COMPUTER INFORMATION SYSTEMS PROGRAM CONCENTRATION
Program Director: Dr. Linda Davis, Associate Professor davislw@webber.edu

This major is designed to prepare the graduate with skills in information systems and management for an entry-level position that could lead to a career in a variety of Information Systems positions. The student will develop skills with typical "office" software packages, basic networking concepts, relational database design and SQL programming, web design, structured programming using one or more high-level programming languages, systems analysis and design, team management, and a fundamental knowledge of the organizational structure. Courses in the program are designed around realistic business problems and hands-on experience. As the graduate expands his/her knowledge and skills with specific software and systems and develops important experience; career opportunities widen into positions, such as systems/network administrator, programmer, data analyst, systems designer, systems analyst, systems engineer, or MIS manager.

Program Outcomes

1. **Technical Proficiency in Computing Systems**
   Students will demonstrate proficiency in core computing technologies, including programming, operating systems, basic networking, and typical office software applications.
2. **Mastery of Data Management and Database Design**
   Students will apply principles of relational database design and data management to store, retrieve, and secure organizational information effectively.
3. **Systems Analysis and Design Skills**
   Students will analyze business problems and design appropriate information systems solutions using structured methodologies and systems analysis techniques.
4. **Problem-Solving and Analytical Thinking**
   Students will develop strong analytical and problem-solving skills to evaluate technological issues and implement effective solutions in real-world business contexts.
5. **Competence in Software Development**
   Students will demonstrate the ability to design, write, test, and debug programs using one or more high-level programming languages.
6. **Understanding of Network and Cybersecurity Fundamentals**
   Students will understand networking fundamentals, protocols, and basic internet security concepts related to modern IT environments.
7. **Ability to Integrate IT Solutions with Business Processes**
   Students will connect technical knowledge with business operations to support IT management, business intelligence, and technology-driven decision-making.
8. **Hands-On Application of Information Systems Tools and Technologies**
   Students will apply knowledge through hands-on labs, hardware/software interaction, and practical projects that reflect real organizational challenges.
9. **Teamwork and Communication in Technology Environments**
   Students will demonstrate effective communication and teamwork skills needed for collaborative technology projects and professional IT roles.
10. **Career Preparedness for CIS-Related Fields**
    Students will be prepared for entry-level roles such as systems/network administrator, programmer, systems analyst, IT specialist, or MIS manager through a curriculum aligned with industry expectations.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**36 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required Program Courses	**36 Credits**
CIS270	Advanced Spreadsheet Applications	3
CIS275	Intro to Data Analytics for Business Decision Management	3
CIS295	Presentation Management	3
CIS320	Information Systems	3
CIS340	Web Design for E-Commerce	3
CIS360	Data Communications in Information Systems	3
CIS370	Digital Forensics	3
CIS465	Programming Using Java	3
CIS440	DB Design & SQL Programming	3
CIS470	Programming using C#	3
CIS499	Seminar in Information Systems (Capstone)	3
	Tailored Electives	**15 Credits**
	Total Bachelor of Science Requirements	**120**

To enhance the CIS major, students are encouraged to take:

- MAT320 Business Calculus as the math/science elective (offered Spring). This course is not as rigorous as a 2-term calculus sequence for mathematics, physics, or engineering students. You will learn basic calculus concepts that can be applied to business applications. The process of learning business calculus will strengthen your knowledge of basic financial relationships- especially in non-linear situations, which is more typical in the real world. Pre-requisite: MAT121
- ENG240, Technical Writing as a General Education or Tailored Elective (offered every other year - Spring).
- ENG420, Publication Design and Editing as a General Education or Tailored Elective. As an Information Systems (IS) professional, you will be expected to create technical documents including user manuals. These two ENG courses will help you to improve your document design and professional writing skills.

Minor **12 Cr.**

The minor in computer information systems is designed to supplement the graduate's skills in their major area of study with higher-level skills in information systems technology. Students must take a total of four CIS courses beyond the Business Core.

The suggested course sequence for ***Computer Information Systems*** is as follows:

Year 1		
Fall Semester		**Spring Semester**
PSY101 – Intro. to Psychology		CIS270 - Adv. Spreadsheet App in Bus
ENG111 - English Comp I		ENG112 - English Comp II
MAT121 - College Algebra		ECO241 - Microeconomics
BUS -100 Introduction to Business		CIS240 - Computer Apps. in Business
Social Science Elective		Math/Science Elective
Year 2		
CIS295 – Presentation Management		ENG330 – Writing Professionally
ACC201- Financial Accounting		ACC202 - Managerial Accounting
ECO242 - Macroeconomics		MKT250 - Principles of Marketing
ENG280 – Foundations of Rhetoric		MGT250 – Principles of Management
General Education Elective		Science Elective
Year 3		
CIS275 - Data Analytics		CIS320 - Information System
CIS360 - Data Comm. In IS		CIS370 – Digital Forensics
BUS310 - Business Statistics		CIS340 – Web Design for E-Commerce
BUS301 - Career Development		FIN360 - Principles of Finance
General Education Elective		Tailored Elective
Year 4		
CIS465 – Programming Using Java		CIS499 - Seminar in Information Systems
BUS350 - Business Law		CIS470 - Program using C#
CIS440 - DB Design and SQ Program		Humanities Elective
Tailored Elective		Tailored Elective
Tailored Elective		Tailored Elective

CRIMINAL JUSTICE MANAGEMENT CONCENTRATION
Program Director: Dr. Peter Barone, Professor baronepa@webber.edu

Webber's Criminal Justice Management (CJM) Program combines BSBA core courses and criminal justice courses making the program one of a kind, which will provide a distinctive and exclusive program that will be of immeasurable benefit to current law enforcement personnel and traditional students who would be interested in entering the law enforcement workforce as their careers.

This program is offered in face-to-face and online format through Webber Worldwide.

Program Outcomes

1. Students will demonstrate competence in collection of information, assessing information and report writing throughout their program of study.
2. Students will develop and demonstrate effective oral communication skills in both general and to be used in the criminal justice process within major-specific contexts.
3. Students will develop and use critical analysis, reasoning, and critical thinking via the knowledge and skills learned throughout their degree programs, to enhance personal and professional decision making, communication and articulation of factual information by engaging in the following learning activities:
    a. Qualitative analysis and reasoning
    b. Critical analysis and reasoning in the humanities, sciences, social sciences, and arts
    c. Ethical analysis and reasoning as relate to social and criminal justice interactions and situations
    d. Critical and ethical reasoning in career-related environments, context and situations
4. Knowledge and Skills for Living, functioning and operating in a Diverse Society by learning and exposure to multiple perspectives as relates to various individuals and cultures when making decisions independently or as part of a team.
5. Students will define and articulate their needs for information and access this information effectively and efficiently via verbal and written communication
6. Students will develop the ability to integrate their learning, making connections within their major, between fields, between curricular and co-curricular activities, and between academic knowledge and practice.
7. Students will demonstrate knowledge and comprehension of criminological theories and sociological concepts in criminal justice and how to apply these concepts to a wide and diverse population.
8. Students will demonstrate knowledge, comprehension, and analysis of the American criminal justice system, including public policy and procedures as they impact the courts, law enforcement, and corrections at the city, county, state and federal levels of the criminal justice system.
9. Students will gain an understanding of ethical decision making in the field of criminal justice as relates to law enforcement, the courts and corrections in both on and off duty environments.
10. Students will develop solid knowledge and understanding as applies to substantive criminal law, procedural criminal law, locating, identifying, collection and presentation of criminal evidence.
11. Students will demonstrate knowledge and understanding essential to the development of personal, civic, and social responsibility within the context of criminal justice and the community.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**36 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required Program Courses	**48 Credits**
CIS320	Information Systems	3
CJM101	Introduction to Criminal Justice	3
CJM102	Introduction to Criminology	3
CJM201	Criminal Law and Procedure	3
CJM202	Introduction to Corrections	3
CJM203	Fire Scene Death Investigation and Evidence Collection	3
CJM301	Juvenile Delinquency	3
CJM302	Criminal Investigations	3
CJM303	Intro to Law Enforcement Operations	3
CJM/POL305	Constitutional Law	3
CJM401	Advanced Issues in Criminal Justice Management	3
CJM402	Writing for Criminal Justice Management	3
CJM403	Criminal Evidence	3
CJM404	Criminal Justice Administration & Management	3
CJM410	Crime Scene Investigation & Evidence Collection	3

CJM495	CJM Internship	3
	Total Bachelor of Science Requirements	**120**

Associate of Science Degree

	General Education Core	**27 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG250	Legal Writing	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
POL200	Introduction to US Government	3
CIS370	Digital Forensics	3
BUS350	Business Law	3
SBS255	Sociology	3
	Core Requirements	**33 Credits**
PSY244	Abnormal Psychology	3
CIS320	Information Systems	3
CJM101	Introduction to Criminal Justice	3
CJM102	Introduction to Criminology	3
CJM201	Criminal Law and Procedure	3
CJM202	Introduction to Corrections	3
CJM302	Criminal Investigations	3
CJM303	Intro to Law Enforcement Operations	3
CJM/POL305	Constitutional Law	3
CJM402	Writing for Criminal Justice Management	3
CJM403	Criminal Evidence	3
	Total Required Credits	**60 Credits**

Minor / Basic Certificate

The minor will provide students with a foundational knowledge and general understanding of the criminal justice system as well as criminal law and its proceedings; rather than focusing on law enforcement, the Criminal Justice Minor will take more of a sociological and psychological perspective.

	18 Cr.
CJM101– Introduction to Criminal Justice	3
CJM102 – Introduction to Criminology	3
CJM201– Criminal Law and Procedure	3
CJM303 – Introduction to Law Enforcement Operations	3
CJM/POL305 – Constitutional Law	3
CJM403 – Criminal Evidence	3

The suggested course sequence for ***Criminal Justice Management*** is as follows:

Year 1		
Fall Semester		**Spring Semester**
BUS100 – Intro to Business		CIS240 - Computer Apps. in Business
CJM101 – Intro to Criminal Justice		CJM201 – Intro to Law Crim Pro
CJM102 – Intro to Criminology		ECO241 - Microeconomics
ENG111 – English Composition I		ENG112 – English Composition II
MAT121 – College Algebra		PSY101 – Intro to Psychology
Year 2		
ACC201- Financial Accounting		ENG330 – Writing Professionally
CJM202 – Intro to Corrections		CJM301 – Juvenile Delinquency
ECO242 - Macroeconomics		CJM302 – Police Investigations
ENG280 – Foundations of Rhetoric		MGT250 – Principles of Management
CJM203 – Fire Death and Evidence Collection		MKT250 – Principles of Marketing
Year 3		
ACC202 – Managerial Accounting		CJM402 – Writing for Criminal Justice
BUS310 - Business Statistics		FIN360 - Principles of Finance
CJM303 – Law Enforcement Operations		CIS320 – Information System
CJM/POL305 – Constitutional Law		General Education Elective
Social Science Elective		Science Elective
Year 4		
CJM401 – Advanced Issues in CJM		CJM403 – Criminal Evidence
BUS350 - Business Law		CJM404 – Crim. Just. Adm. & Mgmt
CJM410 - Crime Scene Invest & Evid. Coll.		Humanities Elective
BUS301 – Career Development		CJM495 – CJM Internship
Math/Science Elective		General Education Elective

FINANCE PROGRAM CONCENTRATION
Program Director: Dr. Timothy Wiseman Associate Professor wisemantr@webber.edu

This program is designed to prepare graduates for a career in a variety of financial management positions. The student will develop an understanding of the theory of finance and the interaction of private and public sector finance as they relate to the overall economy. The student will develop a theoretical as well as a practical understanding of the various areas in the field of finance: banking, investments, financial institutions, portfolio management, and general financial management.

Program Outcomes

1. Perform ratio analysis on a company's financial statements.
2. Perform time value of money and other financial computations using Excel.
3. Analyze the merits of a proposed investment using risk vs. return metrics.
4. Describe the difference between different types of financial markets and financial institutions.
5. Perform in depth research and analysis on financial topics.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**36 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3

	Required Program Courses	**33 Credits**
CIS320	Information Systems	3
CIS270	Advanced Spreadsheet Apps.	3
FIN400	Corporate Finance	3
FIN470	Managing Financial Institutions	3
FIN480	Seminar	3
FIN490	Investments	3
MGT321	Business Ethics	3
MGT440	Operational Analysis	3
MGT499	Policy & Strategy	3
	Additionally, students must take: Two (2) of the following three (3) courses • ECO300 - Money & Banking • BUS400 – International Business • FIN495 - Finance Internship	6
	Tailored Electives	**15 Cr.**
	Total Bachelor of Science Requirements	**120**

Associate of Science Degree

	General Education Core	**21 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Mathematics or Science Elective	3
	General Education Elective	3
	Business Core	**27 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required courses in area of concentration	**12 Credits**
ECO300	Money & Banking	3
FIN150	Personal Financial Management	3
FIN360	Principles of Finance	3

	Tailored Elective	3
	Total Required Credits	**60 Credits**

Minor **12 Cr.**

Four (4) economics or finance courses (12 credits) outside the business core curriculum.
Two (2) of these courses (6 credits) must not be in the student's major curriculum.

The suggested course sequence for ***Finance*** is as follows:

Year 1		
Fall Semester		**Spring Semester**
ACC201 - Financial Accounting		ACC202 - Managerial Accounting
BUS100 - Introduction to Business		CIS240 - Computer Applications in Business
ENG111 - English Comp. I		ECO241 - Microeconomics
MAT121 - College Algebra		ENG112 - English Comp. II
Humanities Elective		Math or Science Elective
Year 2		
ECO242 - Macroeconomics		*ECO300 - Money & Banking
MKT250 - Principles of Marketing		FIN360 - Principles of Finance
PSY101 - Introduction to Psychology		MGT250 - Principles of Management
ENG280 – Foundations of Rhetoric		ENG330 – Writing Professionally
General Education Elective		CIS270 – Advanced Spreadsheet Apps.
Year 3		
BUS250 - Business Law		CIS320 - Information Systems
FIN400 - Corporate Finance		BUS310 Business Statistics
MGT321- Business Ethics		FIN470 - Managing Financial Institutions
BUS301 – Career Development		Social Science Elective
Tailored Elective		Tailored Elective
Year 4		
*BUS400 – International Business		FIN480 - Seminar
FIN490 - Investments		MGT499 - Policy & Strategy
MGT440 - Operations Analysis		Tailored Elective
*FIN495 – Finance Internship		Tailored Elective
Tailored Elective		General Education Elective
Science Elective		

*Two of the following three courses:

- ECO300
- BUS400
- FIN495

HOSPITALITY AND TOURISM MANAGEMENT PROGRAM CONCENTRATON
Chair: Mr. Ian David, Assistant Professor davidim@webber.edu

The graduates of Webber International University's Hospitality and Tourism Management program will have the knowledge and skills needed to be an effective manager in the hospitality industry. The program is designed to give the student both theory and practice in the most relevant aspects of Hospitality and Tourism Management. The graduates will have learned how to deal with human and material resources, how to face challenges in a positive and productive manner, and how to direct a team effort in the delivery of superior service.

Program Outcomes

1. Students will be able to provide a conceptual and technical definition for Tourism and Hospitality, as well as demonstrate the economic impact of the tourism product to destinations.
2. Students will evaluate the importance of linkages between tourism and other industries within a destination, to analyze the economic multiplier effect.
3. Students will demonstrate an understanding of the importance of customer satisfaction and hospitality human resource management in role play and hospitality cases.
4. Students would critically assess financial documents from tourism and hospitality establishments to make managerial decisions, leading to revenue realization for operations.
5. Students will show an understanding of the contribution of food and beverage operations to the overall success of the tourism and hospitality industry, also be given the opportunity of gaining a food safety certification.
6. Students will analyze how contemporary innovations in accommodation and transportation operations, like Airbnb and Uber have altered traditional operational strategies and affected revenue realization.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**36 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3

BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required Program Courses	**30 Credits**
HTM190	Introduction to Hospitality and Tourism	3
HTM220	Accommodations Operations Mgmt.	3
HTM215	Food and Beverage Management	3
HTM295	Hospitality and Tourism Field Trip and Experience	3
MKT375	Social Media and Mobile Media Branding	3
HTM300	Human Resource Mgt. of the Hospitality and Tourism Ind	3
HTM315	Sociology and Anthropology of Hospitality and Tourism	3
HTM475	Operations Analysis in Hospitality and Tourism	3
SBM440	Facilities and Event Mgmt.	3
HTM495	Hospitality and Tourism Internship	3
	Tailored Electives	**18 Cr.**
HTM108	Geography of Hospitality and Tourism	3
BUS210	Career Development	3
CIS295	Presentation Management	3
CIS340	Web Design for E-Commerce	3
ENG200	Creative Writing	3
HUM170	Humanities Survey	3
	Total Bachelor of Science Requirements	**120**

Associate of Science Degree

	General Education Core	**12 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Business Core	**33 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3

BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
FIN360	Principles of Finance	3
	Required courses in area of concentration	**15 Credits**
HTM190	Introduction to Hospitality and Tourism Mgmt.	3
HTM215	Food and Beverage Mgmt.	3
HTM220	Accommodations Operations Mgmt.	3
HTM295	Hospitality and Tourism Field Trip and Experience	3
HTM300	Human Resource Management of Hospitality and Tourism	3
	Total Required Credits	**60 Credits**

Minor **15 Cr.**

Two (2) courses at the HTM 100 or 200 levels
Two (2) courses at the HTM300 or 400 levels
One (1) HTM Internship or/ Field experience

The suggested course sequence for ***Hospitality & Tourism Management*** is as follows:

Year 1		
Fall Semester		**Spring Semester**
BUS100 – Introduction to Business		ECO241 – Microeconomics
ENG111 – English Comp I		ENG112 – English Comp II
HTM190 – Intro. to Hosp. & Tourism		HTM220 – Accom. Operations Mgmt.
MAT121 – College Algebra		PSY101 – Psychology
Humanities Elective		Math/Science Elective
Year 2		
ACC201 – Financial Accounting		ACC202 – Managerial Accounting
ECO242 – Macroeconomics		ENG330 – Writing Professionally
HTM215 – Food & Beverage Mgmt.		MKT250 – Principles of Marketing
ENG280 – Foundations of Rhetoric		CIS240 – Computer Apps. in Business
General Education Elective		General Education Elective
Year 3		
MGT250 – Principles of Management		FIN360 – Principles of Finance
BUS301 – Career Development		MKT375 – Social Media Branding
BUS310 – Business Statistics		HTM300 – Human Resource Management
Social Science Elective		HTM295 – HTM Field Trip/Experience
Tailored Elective		Tailored Elective
Year 4		
SBM440 – Facilities/Event Mgmt.		BUS350 – Business Law
HTM495 – HTM Internship		HTM475 – Operations Analysis in HTM
HTM315 – Sociology & Anthropology		CIS Elective
Tailored Elective		Tailored Elective
Science Elective		Tailored Elective

INTEGRATED MARKETING COMMUNICATIONS CONCENTRATION

Chair: Mr. Ronald Weber, Assistant Professor weberra@webber.edu

Integrated marketing communications (IMC) has become a powerful force in the digital era, aimed at creating unified, strategic messages that use all promotional tools and channels to build a successful brand and organization. Webber's IMC program combines studies in advertising, business communications, emerging media, marketing strategy, and public relations to help students excel in today's IMC workplace. Students pursuing a BSBA degree in IMC will choose a focus on executive-level communications, strategic marketing, emerging media and social media, or creative communications, as well as electives that support their areas of interest. IMC is an interdisciplinary program designed to fit students' needs and prepare them for a wide variety of positions in marketing and communications.

Program Outcomes:

1. **Strategic Communication Design:** Students will be able to create strategies that effectively communicate business objectives and resonate with both internal and external stakeholders.
2. **Audience Engagement:** Students will learn to use data-driven insights to select the most effective channels and mediums for reaching their target audiences.
3. **Performance Measurement:** Student will learn how to use analytics to assess communication strategies' success and inform future planning.
4. **Understanding Customer Needs**: Students will learn to research and anticipate consumer needs, preferences, and behaviors.
5. **Optimizing through Analytics**: Students will learn to interpret data and metrics, allowing them to fine-tune strategies and ensure marketing efforts are both cost-effective and impactful.
6. **Understand Social Media Dynamics**: Participants will gain insights into the mechanics of social media platforms and how they differ from traditional advertising mediums.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**36 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3

BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required Program Courses	**27 Credits**
CIS295	Presentation Management	3
COM254	Principles of Integrated Marketing Communications	3
COM264	Graphic and Creative Design	3
COM384	Digital Content Marketing	3
COM374	Corporate Communication	3
MKT365	Video Marketing Communications	3
MKT460	Marketing Research and Digital Analytics	3
MKT495	Marketing Internship	3
MKT480	Marketing Strategies (Capstone)	3
	Plus complete the courses in one of the following three course paths	**9 Credits**
	IMC/Executive-Level Communications Concentration Courses	
COM344	Organizational Communication	
MGT412	Organizational Theory and Behavior (Pre-req. MGT312)	
MGT300	Public Relations	
	IMC/Strategic Marketing Concentration Courses	
MKT420	International Marketing	
MKT340	Consumer Behavior	
MKT370	Advertising Strategies and Sales Promotion	
	IMC/Emerging Media and Social Media Concentration Courses	
MKT375	Social and Mobile Media Branding	
MKT465	Marketing Analytics	
MKT345	E-Commerce	
	IMC/Creative Communications Concentration Courses	
CIS340	Web Design for E-Commerce	
MKT375	Social Media and Mobile Media Branding	
ENG420	Publication Design and Editing	

	Tailored Electives	**12 Credits.**
	Total Bachelor of Science Requirements	**120 Credits**

Suggested Tailored Electives:

ENG200 Creative Writing
ENG240 Technical Writing
MGT321 Business Ethics
SBM340 Sport Promotion
SBM420 Sport Information and Media Relations

Marketing Minor **15 Cr.**

MKT340 Consumer Behavior - Required
Four (4) marketing courses, drawn from the Integrated Marketing Communications Curriculum, beyond MKT250 Principles of Marketing

The suggested course sequence for **Integrated Marketing Communications** is as follows:

Year 1		
Fall Semester		**Spring Semester**
BUS100 – Introduction to Business		ECO241 – Microeconomics
ENG111 – English Comp I		ENG112 – English Comp II
MKT250 – Principles of Marketing		COM254 – Principles of IMC
MAT121 – College Algebra		PSY101 – Psychology
Humanities Elective		Math/Science Elective
Year 2		
ACC201 – Financial Accounting		ACC202 – Managerial Accounting
ECO242 – Macroeconomics		ENG330 – Writing Professionally
ENG280 – Foundations of Rhetoric		FIN360 – Principles of Finance
COM264 – Graphic and Creative Design		MGT250 – Principles of Management
CIS240 – Computer App. in Business		CIS295 – Presentation Management
Year 3		
COM384 –Digital Content Marketing		BUS301 – Career Development
COM374 – Corporate Communication		BUS350 – Business Law
BUS310 – Business Statistics		IMC Concentration Course
Social Science Elective		General Education Elective
General Education Elective		Tailored Elective
Year 4		
MKT460 – Marketing Research and Digital Analytics		MKT480 – Marketing Strategies
MKT365 – Video Marketing Communications		MKT495 – Marketing Internship
IMC Concentration Course		IMC Concentration Course
Tailored Elective		Tailored Elective
Science Elective		Tailored Elective

MANAGEMENT PROGRAM CONCENTRATION

Chair: Dr. Fred Fening, Professor feningfa@webber.edu

The Associate of Science degree in Management is designed to provide students with a strong foundation in core business and management principles applicable across a variety of organizational settings. The program emphasizes practical knowledge and skill development in areas such as leadership, entrepreneurship, communication, human resources, and basic business operations.
The Bachelor of Science degree in Management prepares students for leadership roles in today's fast-changing business environment. It provides a strong foundation in essential management and business principles. Students learn how to effectively lead teams and support organizational success. The program emphasizes strategic thinking and practical decision-making skills. Key areas include organizational behavior, operations, and business communication. Students also explore ethical leadership and responsible management practices. Contemporary workplace skills such as adaptability and collaboration are highlighted. The curriculum supports the development of critical thinking and problem-solving abilities. Students gain experience using modern tools and technologies in business settings. The program prepares graduates to manage change in diverse organizational environments. Graduates are equipped for supervisory, administrative, and management careers. This program supports long-term professional growth across a variety of industries.

Program Outcomes

1. To provide tools to develop the student's management decision making skills
2. To demonstrate an understanding of the principles and processes involved in the functional areas and the need for collaboration among the different functions
3. To expose the student to the applications of management concepts in small as well as large business for profit and not for profit.
4. Analyze and evaluate the main structural features of a business or industry and develop strategies to position a firm attractively in the business environment
5. To awaken the sensitivity of the student to the importance of critical thinking, team building, technology, social responsibility, global business concepts and marketing concepts in business practices

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6

	Business Core	**36 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required Program Courses	**30 Credits**
CIS320	Information Systems	3
FIN400	Corporate Finance	3
MGT312	Human Resource Management	3
MGT321	Business Ethics	3
MGT325	Entrepreneurship	3
MGT412	Organization Theory & Behavior	3
MGT440	Operations Analysis & Management	3
MGT499	Policy & Strategy	3
BUS300	Business Internship	3
BUS400	International Business	3
	Tailored Electives	**18 Credits.**
	Total Bachelor of Science Requirements	**120 Credits**

Associate of Science Degree

	General Education Core	**21 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Mathematics or Science Elective	3
	General Education Elective	3
	Business Core	**39 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3

CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
MGT312	Human Resource Management	3
MGT325	Entrepreneurship	3
	Tailored Electives x 2	6
	Total Required Credits	**60 Credits**

*Area of concentration and tailored electives to include an additional computer course total requirement (Not sure what this is referring to)

Human Resource Management Minor **15 Cr.**

Five (5) Human Resource courses required outside the business core curriculum

Complete five (5) of the following:
MGT312 – Human Resource Management
ECO305 – Labor Economics
MGT343 – Assessment, Staff & Employees
MGT344 – Developing and Motivating Human Potential
MGT412 – Organizational Theory and Behavior
MGT443 – Compensation and Benefits

The suggested course sequence for ***Management*** is as follows:

Year 1		
Fall Semester		**Spring Semester**
BUS100 – Introduction to Business		MKT250 – Principles of Marketing
ENG111 – English Comp I		ENG112 – English Comp II
MAT121 – College Algebra		PSY101 – Psychology
Tailored Elective		Math or Science Elective
Humanities Elective		Tailored Elective
Year 2		
ACC201 – Financial Accounting		ACC202 – Managerial Accounting
ECO241 – Microeconomics		ECO242 – Macroeconomics
CIS240 – Computer App. in Business		MGT325 – Entrepreneurship
MGT250 – Principles of Management		MGT312 – Human Resource Mgmt
ENG280 – Foundations of Rhetoric		ENG330 – Writing Professionally
Year 3		
MGT321 – Business Ethics		FIN360 – Principles of Finance
BUS310 – Business Statistics		MGT325 - Entrepreneurship
BUS301 – Career Development		MGT412 – Org. Theory & Behavior
General Education Elective		CIS320 – Information Systems
Tailored Elective		Science Elective
Year 4		
FIN400 – Corporate Finance		BUS250 – Business Law
MGT440 – Operations Analysis		MGT499 – Policy & Strategy
BUS400 – International Business		BUS300 – Business Internship
Social Science Elective		Tailored Elective
Tailored Elective		Tailored Elective
General Education Elective		

SPORT BUSINESS MANAGEMENT PROGRAM CONCENTRATION
Chair: Dr. Tom Aaron, Associate Professor Aarontc@webber.edu

Through a blend of innovative coursework, experiential learning and collaboration with industry professionals, the Sports Business Management program provides students with a well-rounded education that prepares them for the challenges and opportunities of the sport business world. This combination of classroom instruction and practical experience is the best way to prepare students for careers that demand strategic thinking, strong communication skills, and a deep understanding of the complexities of sport business. With a dynamic and supportive learning environment, we will challenge our students to think critically, embrace innovation, and develop leadership qualities that are essential to success in sport business. Our goal is to foster a community of confident and capable leaders who are equipped to make a positive impact in the world of sport business, driven by a passion for excellence and commitment to lifelong learning.

This program is offered face-to-face and online through Webber Worldwide

Program Outcomes

1. Sport Business Knowledge: Students will demonstrate accurate knowledge and understanding of the foundational principles required for success in the sport business management profession.
2. Event Planning & (Facility) Management Skills: Students demonstrate the ability to deliver solutions for effective operations of sport facilities and events.
3. Legal/Risk Management Knowledge: Students will demonstrate an understanding of applicable legal principles and management of risks in a variety of sport business settings.
4. Leadership & Teamwork: Students will demonstrate the ability to work independently as well as collaboratively in teams to form new sport business ideas, strategies, and conclusions.
5. Strategic Thinking/Critical Thinking /Problem Solving: Students will demonstrate the ability to apply critical thinking and reasoning skills as sport business management professionals before formulating conclusions or implementing an activity.
6. Experiential Learning: Students will demonstrate the ability to apply theoretical knowledge and skills through professional performance in internships, field experience and applied coursework.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6

	Business Core	**36 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required Program Courses	**30 Credits**
SBM220	Introduction to Sport Business Management	3
SBM240 **OR** SBM245	Field Experience **OR** Careers in Sport Business Mgt.	3
SBM260	Ethics & Issues in Sport Business Mgt	3
SBM340	Sport Promotion	3
SBM390	Risk Management & Legal Aspects of Sport	3
SBM420	Sport Information & Media Relations	3
SBM440	Facilities & Event Management	3
SBM460 **OR** SBM480	Sport Admin. **OR** Strategic Planning in Sport Business Mgt	3
SBM495 **OR** SBM498	Internship **OR** Advanced Seminar in Sport Business Mgt	3
MGT312	Human Resource Management	3
	Tailored Electives (must include one CIS elective)	**18 Credits.**
	Total Bachelor of Science Requirements	**120 Credits**

Associate of Science Degree

	General Education Core	**21 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Mathematics or Science Elective	3
	General Education Elective	3

	Business Core and Required Courses	**39 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
ECO242	Macroeconomics	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
SBM220	Introduction to Sport Business Management	3
SBM240 SBM245	Field Experience **OR** Careers in Sport Business Mgt	3
SBM260	Ethics & Issues in Sport Business Management	3
MGT312	Human Resource Management	3
	Total Required Credits	**60 Credits**

Minor **15 Cr.**

SBM220 - Introduction to Sport Business Management
One (1) other SBM200 level class
Three (3) other SBM300 or 400-level classes

Esports Minor **12 Cr**

SBM 110	Introduction to Esports Management	3 credits
SBM 210	Stakeholder Analysis of Esports	3 credits
SBM 310	Trends, Issues & Research in Esports	3 credits
SBM 440	Facilities & Event Management	3 credits

*SBM Majors also minoring in Esports must substitute SBM440 with one of the following three courses:

MKT365	Video Marketing Communications	3 credits
MKT375	Social & Mobile Media Branding	3 credits
MGT300	Public Relations	3 credits

The suggested course sequence for ***Sport Business Management*** is as follows:

Year 1		
Fall Semester		**Spring Semester**
BUS100 – Introduction to Business		CIS240 – Computer App. in Business
ENG111 – English Comp I		ECO241 – Microeconomics
MAT121 – College Algebra		ENG112 – English Comp II
Tailored Elective		PSY101 – Psychology
Humanities Elective		Math or Science Elective
Year 2		
ACC201 – Financial Accounting		ACC202 – Managerial Accounting
ECO242 – Macroeconomics		ENG330 – Writing Professionally
ENG280 – Foundations of Rhetoric		MKT250 – Principles of Marketing
SBM220 – Intro. Sport Management		SBM260 – Ethics & Issues
MGT250 – Principles of Management		SBM240 – Field Experience **OR** SBM245 – Careers in Sport Bus. Mgt
Year 3		
MGT312 – Human Resource Mgmt.		ENG330 – Writing Professionally
BUS310 – Business Statistics		FIN360 – Principles of Finance
BUS301 – Career Development		SBM390 – Risk Mgmt. & Legal Aspects
SBM340 – Sport Promotion		SBM495 – Internship OR SBM498-Adv. Seminar in Sport Bus. Mgt
Social Science Elective		General Business Elective
Year 4		
BUS350 – Business Law		SBM460 - Sport Administration OR SBM480 – Strategic Planning in SBM
SBM420 – Sport Info. & Media		Science Elective
SBM440 – Facilities/Event Mgmt.		Tailored Elective
CIS Elective		Tailored Elective
Tailored Elective		Tailored Elective
General Education Elective		

SBM240 - Field Experience	**OR**	SBM245 - Careers in Sport Bus. Mgmt.
SBM495 - Internship	**OR**	SBM498 - Adv. Seminar in Sport Bus. Mgt.
SMB460 - Sport Administration	**OR**	SBM480 - Strategic Planning in SBM

BACHELOR OF SCIENCE DEGREE IN GENERAL BUSINESS STUDIES
Program Director: Dr. Phil Murray, Professor murraypr@webber.edu

The Bachelor of Science in General Business Studies is a program that recognizes the ever-changing needs in the world today. The program offers flexibility for students who have career goals that require a business background but do not require a specific area of concentration. The program is structured to permit the transfer of up to 27 non-business-related credits for students who have earned credit in another area but have recognized the need for a business foundation in their chosen field of employment. It also provides flexibility for the student to select a large number of electives within the business field to tailor the educational program to the student's life goals. The General Business Studies coursework is largely managerial and entrepreneurial in scope. The program is ideal for students who want to operate a small business in a technical field or who are reentering college after having earned college credit in another field. Students are encouraged to consider a minor to accompany the General Business Studies degree.

*The General Business Studies degree is also available entirely online.

Program Outcomes

1. A graduate of the General Business Studies program should know the functions of business in a broader sense by taking a wide array of accounting, management, marketing, finance, and information systems courses.
2. A graduate of the General Business Studies program should be able to read a financial statement, prepare a business plan, research a market, make financial decisions, and use Microsoft Office software.
3. A graduate of the General Business Studies program should value the contribution that each function of business makes to the operation of a successful enterprise.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Required Program Courses	**57 Credits**
ACC201	Financial Accounting	3
ACC202	Managerial Accounting	3
BUS100	Introduction to Business	3

BUS300	Business Internship	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
CIS295	Presentation Management	3
ECO241	Microeconomics	3
ENG420	Publication Design & Editing	3
FIN150	Personal Financial Management	3
MGT250	Principles of Management	3
MGT325	Entrepreneurship	3
MGT300	Public Relations	3
MGT312	Human Resource Management	3
MGT321	Business Ethics	3
MGT443	Compensation & Benefits	3
MKT250	Principles of Marketing	3
MKT340	Consumer Behavior	3
	Tailored Electives (and / or a minor) x 9	**27 Credits.**
	Total Bachelor of Science Requirements	**120 Credits**

The suggested course sequence for the ***General Business*** program is as follows:

Year 1		
Fall Semester		**Spring Semester**
BUS100 – Introduction to Business		ENG112 – English Comp II
ENG111 – English Comp I		CIS240 – Computer App. in Business
MAT121 – College Algebra		FIN150 – Personal Financial Mgmt
General Education Elective		Tailored Elective
Humanities Elective		Tailored Elective
Year 2		
ECO241 – Microeconomics		MKT250 – Principles of Marketing
MGT250 – Principles of Management		PSY101 – Psychology
CIS295 – Presentation Management		ENG330 – Writing Professionally
ENG280 – Foundations of Rhetoric		ACC201 – Financial Accounting
Tailored Elective		Science Elective
Year 3		
BUS300 – Business Internship		MGT325 – Entrepreneurship
BUS310 – Business Statistics		General Education Elective
BUS301 – Career Development		MGT312 – Human Resources Mgmt
MGT300 – Public Relations		Science Elective
Tailored Elective		Tailored Elective
Year 4		
BUS350 – Business Law		MGT443 – Compensation & Benefits
MGT321 – Business Ethics		Tailored Elective
MKT340 – Consumer Behavior		Tailored Elective
ENG420 – Publication Design & Editing		Tailored Elective
Social Science Elective		Tailored Elective

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION WITH A SPECIALIZED PROGRAM OF STUDY IN EQUINE BUSINESS MANAGEMENT
Interim Program Director: Ms. Pam Denton dentonpe@webber.edu

The Bachelor of Arts in Business Administration with a Specialized Program of Study in Equine Business Management combines a strong foundation in business with specialized knowledge of the equine industry. Students develop skills in management, marketing, finance, law, ethics, and equine business operations. The program integrates business theory with practical industry applications to prepare students for the unique demands of equine enterprises. Students also develop leadership, problem-solving, and decision-making skills applicable across a variety of professional settings. Graduates are prepared to manage, lead, and support equine-related businesses and organizations.

Program Outcomes
Upon successful completion of the program, graduates will be able to:

1. **Apply Business Principles:** Apply principles of management, marketing, finance, accounting, economics, and business law to organizational decision-making and equine business operations.
2. **Manage Equine Enterprises:** Analyze the operational, financial, and managerial requirements of equine-related businesses, facilities, and organizations.
3. **Demonstrate Strategic Decision-Making:** Evaluate business information and industry conditions to develop strategies that support organizational performance, sustainability, and growth.
4. **Apply Ethical and Legal Principles:** Evaluate ethical, legal, regulatory, and risk-management considerations relevant to business administration and the equine industry.
5. **Demonstrate Leadership and Management Skills:** Apply effective leadership, teamwork, and human resource management practices within diverse organizational and equine-industry settings.
6. **Communicate Professionally:** Communicate business information effectively through professional written, oral, and interpersonal communication appropriate to organizational and industry stakeholders.
7. **Evaluate Equine Industry Practices:** Assess current trends, challenges, technologies, and business practices affecting equine enterprises and the broader equine industry.
8. **Develop Business Solutions:** Integrate business knowledge and equine-industry expertise to develop practical solutions to operational, managerial, and entrepreneurial challenges.

Program offered online through Webber Worldwide

Requirements

	General Education Requirements	**37 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3

BIO101	Science Elective	4
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**30 Credits**
ACC201	Financial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required Program Courses	**46.5 Credits**
EQ 248	Basic Riding Instructor Skills	1.5
EQ 249	History & Theory of Modern Riding	3
EQ 255	Stable Management	3
EQ 256	Introduction to Horse Care	1
EQ 257	Basic Riding Instruction Skills Practicum	1
EQ 340	Equine Business Management	3
EQ 350	Horse Science I	3
EQ 499	Equine Studies GIS	3
TH 155	Introduction to Therapeutic Horsemanship	1
TH 246	Therapeutic Horsemanship Principles & Concepts	3
TH 348	Therapeutic Program Management	3
TH 499	Equine Studies GIS	3
MGT312	Human Resource Management	3
MGT321	Business Ethics	3
MGT412	Organization Theory & Behavior	3
MGT440	Operations Analysis	3
MGT499	Policy & Strategy	3
BUS300	Business Internship	3
	Electives	**6.5 Credits**
	Total Bachelor of Science Requirements	**120**

The suggested course sequence for the ***Equine Business Management*** program is as follows:

Year 1		
Fall Semester		**Spring Semester**
BUS100 – Intro to Business		ENG112 – English Comp. II
ENG111 – English Comp I		PSY101 – Intro. to Psychology
MAT121 – College Algebra		MKT250 – Principles of Marketing
General Education Elective		EQ 255 – Stable Management
Humanities Elective		Math/Science Elective
Year 2		
ACC201- Financial Accounting		ENG330 – Writing Professionally
ECO241 - Microeconomics		CIS240 – Computer App. In Bus.
MGT250 – Principles of Management		MGT312 – Human Resources Mgmt.
ENG280 – Foundations of Rhetoric		TH 246 – Therapeutic Horsemanship Prin. & Concepts
EQ 249 – History & Theory of Modern Riding		EQ 257 – Basic Riding Instruction Skills Practicum
TH 155 – Intro. Therapeutic Horsemanship		
Year 3		
MGT321 – Business Ethics		FIN360 – Principles of Finance
BUS310 - Business Statistics		MGT412 – Organization Theory & Behavior
BUS301 – Career Development		BIO101 – Introductory Topics in Biology
EQ 340 – Equine Business Management		Elective
General Education Elective		Science Elective
Year 4		
MGT440 – Operations Analysis		BUS350 – Business Law
TH 465 – Therapeutic Horsemanship Issues & Ethics		MGT499 – Policy & Strategy
TH 348 – TH Program Mgmt Teaching		BUS300 – Business Internship
Social Science Elective		EQ 499 – Equine Studies GIS
Elective		General Education Elective

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION WITH A SPECIALIZED PROGRAM OF STUDY IN THERAPEUTIC HORSEMANSHIP BUSINESS MANAGEMENT

Interim Program Director: Ms. Pam Denton dentonpe@webber.edu

Program Overview

The Bachelor of Arts in Business Administration with a Specialized Program of Study in Therapeutic Horsemanship Business Management combines a strong foundation in business with specialized knowledge of therapeutic horsemanship. Students develop skills in management, marketing, finance, ethics, program administration, equine studies, and therapeutic horsemanship practices. The program integrates business theory with practical applications to prepare students to manage and support organizations serving individuals with diverse needs. Students also develop leadership, communication, problem-solving, and program management skills. Graduates are prepared for professional and leadership roles within therapeutic horsemanship programs, equine-assisted service organizations, and related businesses.

Program Outcomes

Upon successful completion of the program, graduates will be able to:

1. **Apply Business Principles:** Apply principles of management, marketing, finance, accounting, and business law to therapeutic horsemanship programs and related organizations.
2. **Manage Therapeutic Horsemanship Programs:** Apply effective administrative and operational practices to the planning, management, and delivery of therapeutic horsemanship programs.
3. **Apply Therapeutic Horsemanship Principles:** Demonstrate knowledge of therapeutic horsemanship practices and their application when working with individuals with diverse abilities and needs.
4. **Demonstrate Ethical and Professional Practices:** Apply ethical, legal, safety, and professional standards within therapeutic horsemanship and equine-assisted service settings.
5. **Demonstrate Leadership Skills:** Apply leadership, teamwork, and human resource management principles in therapeutic horsemanship and organizational environments.
6. **Communicate Professionally:** Communicate effectively with participants, families, staff, volunteers, community partners, and other organizational stakeholders.
7. **Evaluate Program Effectiveness:** Assess program operations, participant needs, organizational resources, and outcomes to support quality improvement and organizational sustainability.
8. **Integrate Business and Therapeutic Horsemanship Knowledge:** Develop practical solutions to administrative, operational, and programmatic challenges within therapeutic horsemanship organizations.

Program offered online through Webber Worldwide

Requirements

	General Education Requirements	**37 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
BIO101	Science Elective	4
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Business Core	**30 Credits**
ACC201	Financial Accounting	3
BUS100	Introduction to Business	3
BUS301	Career Development	3
BUS310	Business Statistics	3
BUS350	Business Law	3
CIS240	Computer Applications in Business	3
ECO241	Microeconomics	3
FIN360	Principles of Finance	3
MGT250	Principles of Management	3
MKT250	Principles of Marketing	3
	Required Program Courses	**45.5 Credits**
EQ 248	Basic Riding Instructor Skills	1.5
EQ 255	Stable Management	3
EQ 256	Introduction to Horse Care	1
EQ 257	Basic Riding Instruction Skills Practicum	1
EQ 340	Equine Business Management	3
TH 155	Introduction to Therapeutic Horsemanship	1
TH 246	Therapeutic Horsemanship Principles & Concepts	3
TH 346	Advanced Techniques in Therapeutic Horsemanship	4
TH 347	Therapeutic Program Management: Administration	2
TH 348	Therapeutic Program Management: Teaching	3
TH 465	Therapeutic Issues and Ethics	3
TH 466	Survey of Specialties in Therapeutic Riding	2
MGT312	Human Resource Management	3
MGT321	Business Ethics	3
MGT412	Organization Theory & Behavior	3

MGT440	Operations Analysis	3
MGT499	Policy & Strategy	3
BUS300	Business Internship	3
	Electives	**8.5 Credits**
	Total Bachelor of Science Requirements	**120**

The suggested course sequence for the ***Equine Business Management*** program is as follows:

Year 1		
Fall Semester		**Spring Semester**
BUS100 – Intro to Business		ENG112 – English Comp. II
ENG111 – English Comp I		PSY101 – Intro. to Psychology
MAT121 – College Algebra		MKT250 – Principles of Marketing
General Education Elective		EQ 255 – Stable Management
Humanities Elective		Math/Science Elective
		EQ 256 – Stable Management Lab
Year 2		
ACC201- Financial Accounting		ENG330 – Writing Professionally
ECO241 - Microeconomics		CIS240 – Computer App. In Bus.
MGT250 – Principles of Management		MGT312 – Human Resources Mgmt.
ENG280 – Foundations of Rhetoric		TH 246 – Therapeutic Horsemanship Prin. & Concepts
TH 246 – Therapeutic Horsemanship Principles & Concepts		EQ 257 – Basic Riding Instruction Skills Practicum
TH 155 – Intro. Therapeutic Horsemanship		EQ 248 – Basic Riding Instructor Skills
Year 3		
MGT321 – Business Ethics		FIN360 – Principles of Finance
BUS310 - Business Statistics		MGT412 – Organization Theory & Behavior
BUS301 – Career Development		BIO101 – Introductory Topics in Biology
EQ 340 – Equine Business Management		Elective
General Education Elective		TH 347 Therapeutic Program Mgmt: Administration
Year 4		
MGT440 – Operations Analysis		BUS350 – Business Law
TH 465 – Therapeutic Horsemanship Issues & Ethics		MGT499 – Policy & Strategy
TH 348 – TH Program Mgmt Teaching		BUS300 – Business Internship
Social Science Elective		TH 465 – Survey of Specialties in Therapeutic Riding
Elective		General Education Elective

COLLEGE OF HEALTH PROFESSIONS AND SCIENCES

DEGREE REQUIREMENTS

BACHELOR OF SCIENCE IN SPORTS PERFORMANCE, HEALTH, AND FITNESS

Program Director: Erin Zimmer, Assistant Professor zimmeres@webber.edu

Graduates of Webber International University's Sports Performance, Health, and Fitness program will gain knowledge and experience in areas such as public health, nutrition, anatomy and physiology, biomechanics, exercise prescription, fitness and body composition assessment, and sport psychology. This program is designed to prepare students for careers as personal trainers, strength and conditioning coaches, exercise physiologists, group fitness instructors, and many more! Additionally, this program will prepare students to sit for field-related certifications such as:

- American College of Sports Medicine (ACSM) – Certified Personal Trainer
- American College of Sports Medicine (ACSM) – Certified Exercise Physiologist
- National Academy of Sports Medicine (NASM) – Corrective Exercise Specialist
- National Strength and Conditioning Association (NSCA) – Certified Strength and Conditioning Specialist

Program Outcomes

1. Demonstrate skills and knowledge in the area of sports performance and fitness
2. Identify and describe the key components of health-related fitness
3. Design client-specific programs and make modifications based on assessment results.
4. Identify and describe how to maximize the benefits and minimize the risks of an exercise program for various populations.
5. Apply administrative skills, knowledge and understanding of planning, organizing, as well as evaluating various clients in sports performance and fitness.
6. Demonstrate effective interpersonal communication skills in their interactions with various clients in sports performance and fitness.
7. Demonstrate professional and ethical behaviors, consistent with existing codes of conduct, laws, and regulations.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3

	(2) General Education Electives	6
	Lower Level Required Courses	**33 Credits**
BIO120	Medical Terminology	2
BIO221	Human Anatomy & Physiology I with Lab	4
BIO222	Human Anatomy & Physiology II with Lab	4
SBS255	Sociology	3
SPF105	Principles of Health and Fitness	3
SPF110	Program Design in Exercise	3
SPF115	Motor Development and Skill Learning	3
SPF210	Care and Prevention of Injuries	3
SPF298	Field Experience	3
SBM231	Foundations and Principles of PE and Sport	3
SBM260	Ethics and Issues in Sport	
	Upper Level Required Courses	**33 Credits**
SPF300	Psychological Aspects of Sport and Exercise	3
SPF305	Personal Training and Strength Conditioning	3
SPF310	Nutrition and Weight Management	3
SPF315	Fitness for Special Populations	3
SPF325	Kinesiology	3
SPF350	Health Fitness Appraisal and Wellness	3
SPF370	Nutrition in Health and Exercise	3
SPF402	Exercise Physiology	3
SPF495	Senior Sport Fitness Internship	3
SBM390	Risk Management and Legal Aspects in Sport	3
SBM465	Organization and Administration in PE and Sport	3
	SPF Core Electives	**9 Credits**
	Tailored Electives	**9 Credits.**
	Total Bachelor of Science Requirements	**120 Credits**

Sports Psychology Pathway	**12cr.**
MAT225 Statistics	3
SPF340 Psychology of Injury and Rehabilitation	3
PSY202 Research Methods in Psychology	3
PSY335Organizational Behavior	3

The suggested course sequence for **Sports Performance, Health, and Fitness** is as follows:

Year 1		
Fall Semester		**Spring Semester**
ENG111 – English Comp I		ENG112 – English Comp II
MAT121 – College Algebra		BIO221 – Human Anatomy & Physiology I
BIO120 – Medical Terminology		SPF110 – Program Design in Exercise
SPF105 – Principles of Health & Fitness		PSY101 – Introduction to Psychology
SBS255 – Sociology		Humanities Elective
Year 2		
ENG280 – Foundations of Rhetoric		SPF210 – Care Prevention of Injuries
SPF115 – Motor Development & Skill Learning		ENG330 – Writing Professionally
SBM231 – Foundations & Principles of PE & Sport		SBM260 – Ethics & Issues in Sport
BIO222 – Human Anatomy & Physiology II		General Education Elective
General Education Elective		Social Sciences Elective
Year 3		
SPF300 – Psychological Aspects of Sports and Exercise		SPF350 – Health Fitness Appraisal
SPF305 – Personal Training & Strength Conditioning		SPF325 – Kinesiology
SPF310 – Nutrition & Weight Management		SPF370 – Nutrition in Health & Exercise
SPF315 – Fitness for Special Populations		SPF298 – Field Experience
Science Elective		Mathematics or Science Elective
Year 4		
SBM465 – Organization & Admin in PE & Sports		SPF495 – Senior Sport Fitness Internship
SBM390 – Risk Management & Legal Aspects in Sports		Core Elective
SPF402 – Exercise Physiology		Core Elective
Core Elective		General/Tailored Elective
General/Tailored Elective		General/Tailored Elective

BACHELOR OF SCIENCE DEGREE IN OCCUPATIONAL THERAPY ASSISTANT WITH A MINOR IN HEALTH SERVICES ADMINISTRATION
Program Director: Dr. Anita Abuathareh **abuatharehay@webber.edu**

The Bachelor of Science in Occupational Therapy Assistant (BSOTA), with a Minor in Health Services Administration (HSA) will prepare graduates with clinical, research, advocacy, managerial, and leadership skills, allowing them to work in various settings and specialties within the healthcare system and with clients of all ages. Graduates may work at hospitals, nursing homes, schools, mental health agencies, outpatient clinics specializing in orthopedic, neurological, and sensorimotor conditions, among other community facilities.

Under the supervision of an occupational therapist (OT), the baccalaureate occupational therapy assistant (OTA) contributes to the evaluation, implementation of treatment, and documentation of progress towards treatment goals of individuals who are experiencing difficulties engaging in their daily activities due to emotional, developmental, and/or physical limitations. Additionally, graduates are prepared to assist with the managerial aspects of the occupational therapy practice and assume leadership roles within the profession.

The Webber BSOTA program was accredited in April 2025 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Program graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the NBCOT exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, the State of Florida requires licensure to practice. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

For more information about accreditation and the national certification, contact:
Accreditation Council for Occupational Therapy Education (ACOTE)
7501 Wisconsin Avenue, Suite 501E Bethesda, MD 20814
(301) 652-6611 / accred@aota.org / www.acoteonline.org

National Board for Certification in Occupational Therapy (NBCOT), Inc.
One Bank Street, Suite 300, Gaithersburg, MD 20877-4150
(301) 990-7979 / info@nbcot.org / www.nbcot.org

Admission Guidelines
The Bachelor of Science in Occupational Therapy Assistant (BSOTA) Program is a limited admission 120 credit-hour Bachelor's degree program. The Program admits two classes every year: one in the Fall and a second one in the Spring.

The BSOTA program requires a separate application to the professional phase of the BSOTA Program. The BSOTA program application is located at the Occupational Therapy Assistants Centralized Application Services (OTACAS) website. The application cycle opens late July and closes beginning of June of the following year.

Step 1: Students need to create an OTACAS account at www.otacas.org. Minimal fee required.
Step 2: Once the OTACAS account is created, students can log in and complete the following information and required forms:

- ***My Application page*** (personal information, academic history, etc.) – Profile page
- ***Shadowing/Healthcare Observation Hours***: Upload the ***Observation Hours Verification Form*** (as PDF documents) - Applicants are required to complete AT LEAST **12 hours** of supervised observation OR complete the approved observation alternative method provided by the BSOTA faculty prior to the time of application into the BSOTA program. Hours must be documented on this form.
- ***Essential Requirements Form*** (as PDF documents) - This document describes the essential physical, cognitive, psychological, and emotional abilities that an applicant needs to successfully perform the roles, tasks, and responsibilities of an occupational therapy assistant.
- ***History of Convictions/Felony Form*** (as PDF documents) - Applicants are required to complete this form to disclose if there is any prior history of convictions and/or felonies. Failure to submit this form will automatically result in your disqualification for admission into the program.
- ***CV/Resume*** - Include your most recent resume (as PDF file) describing your employment history and/or volunteer service in health care or community-based settings.
- ***Transcripts*** – Unofficial copy of student's academic transcripts (as PDF file).

A student MUST successfully complete all foundational courses, after which, the applicant is eligible for application and admission to the professional phase of the BSOTA Program, which contains the core courses for occupational therapy assistant and health services administration.

Students must meet minimum application requirements and complete an "Intent to Apply" by declaring Pre-OTA status during the first semester of the foundational phase. Students completing their prerequisites at other academic institutions, need to confirm that all courses are equitable to the Webber prerequisite required course list and submit transcripts from all institutions attended.

Admission Criteria:

1. Complete all the following BSOTA pre-requisites courses (34 credits) with a grade of "C" or better:

BSOTA PRE-REQUISITE COURSE REQUIREMENTS		
ENG111	English Composition 1	3
ENG112	English Composition 2	3
ENG280	Foundations of Rhetoric	3
	Humanities elective	3
MAT121	College Algebra	3
MAT225	Introduction to Statistics	3
PSY101	Introduction of Psychology	3
HSC254	Basic Principles of Disease	3
BIO120	Medical Terminology	2
BIO221C	Human Anatomy & Physiology I	4
BIO222C	Human Anatomy & Physiology II	4

2. Have a minimum cumulative **GPA** of **2.50**.
3. Applicants are required to complete **AT LEAST 12 hours** of supervised observation of

occupational therapy services or complete the alternative method provided by the BSOTA faculty by the time of application to the Program.

Program Outcomes

1. Contribute to the evaluation and re-evaluation processes of client(s)' occupational performance outcomes across the lifespan by collecting, organizing, reporting, and documenting data; and performing evaluation procedures for specific client factors.
2. Coordinate, implement, teach, and safely adapt client-centered, culturally relevant, occupation-based intervention strategies reflective of current evidence-based occupational therapy practices for diverse populations, groups, and individuals across the lifespan seeking OT services.
3. Demonstrate professional attitudes and ethical behaviors as evidenced by respect of cultural differences and effective verbal, non-verbal, and written communication with clients, caregivers, members of the inter-professional team, and the public.
4. Collaborate with managerial and operational aspects of OT practice including, but not limited to the delivery of care, development of business plans, financial management, program evaluation models, and strategic planning in settings with traditional and/or emerging practices.
5. Assume leadership and professional roles while adhering to ethical practices related to self-development (life-long learning), delivery of OT services, client advocacy, and regulatory bodies.
6. Engage in scholarly endeavors, demonstrating proficiency in current research practices, methodologies, and information literacy.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
MAT121	College Algebra	3
MAT225	Introduction to Statistics	3
PSY101	Introduction to Psychology	3
BIO221	Human Anatomy & Physiology I with Lab	4
BIO222	Human Anatomy & Physiology II with Lab	4
	Humanities Elective	3
Because of licensure requirements, the General Education core is modified for BSOTA students.		
	Lower Level Required Courses	**8 Credits**
DEP200	Lifespan Development	3
BIO120	Medical Terminology	2
HSC254	Basic Principles of Human Disease	3
	OTA Major Required Courses	**59 Credits**
OTH 200C	Foundations of Occupational Therapy Practice/Lab	4
OTH 305C	Occupational Therapy Skills & Interventions in Pediatric Practice/Lab	4

OTH 310C	Occupational Therapy Skills & Interventions in Mental Health Practice/Lab	4
OTH 315C	Functional Anatomy & Kinesiology I/Lab	4
OTH 320C	Functional Anatomy & Kinesiology II/Lab	4
OTH 325C	Musculoskeletal Conditions & Interventions/Lab	4
OTH 330C	Analysis of Occupations Across the Lifespan I/Lab	4
OTH 335	Seminar I	1
OTH 340L	Level I Fieldwork A	1
OTH 345L	Level I Fieldwork B	1
OTH 400C	Neuromuscular Conditions & Interventions/Lab	4
OTH 405C	Therapeutic Modalities/Lab	4
OTH 410C	Analysis of Occupations Across the Lifespan II/Lab	4
OTH 415	Seminar II	1
OTH 420	Baccalaureate Project	3
OTH 425L	Level II Fieldwork A	6
OTH 430L	Level II Fieldwork B	6
	Minor in Health Services Administration Required Courses	**24 Credits**
HSA100	Principles of Health Services Administration	3
HSA126	Accounting for Healthcare	3
HSA210	Cultural Competency in HSA	3
HSA225	Ethics in Healthcare	3
HSA301	Healthcare Setting Analysis	3
HSA310	Research Methods in Healthcare	3
HSA315	Public Policy in Healthcare	3
HSA337	Healthcare Finance	3
	Total Bachelor of Science Requirements	**120 Credits**

The suggested course sequence for ***Occupational Therapy Assistant*** is as follows:

Year I		
Fall Semester		**Spring Semester**
ENG111 – English Composition 1		ENG112 – English Composition II
MAT121 – College Algebra		BIO222C – Human Anatomy & Physiology II/Lab
BIO120 – Medical Terminology		MAT225 – Introduction to Statistics
HUM Elective		PSY101 – Introduction to Psychology
BIO221C – Human Anatomy & Physiology I/Lab		HSC254 – Basic Principles of Human Disease
Summer Semester		
ENG280 – Foundations of Rhetoric		
Year II		
Fall Semester		**Spring Semester**
OTH200C – Foundations of Occupational Therapy Practice/Lab		OTH330C – Analysis of Occupations Across Lifespan I/Lab
OTH315C – Functional Anatomy & Kinesiology I/Lab		OTH320C – Functional Anatomy & Kinesiology II/Lab
DEP200 – Lifespan Development		HSA225 – Ethics in Healthcare
HSA100 – Principles of Health Services Administration		HSA126 – Accounting for Healthcare
HSA210 – Cultural Competency in HSA		
Year III		
Fall Semester		**Spring Semester**
OTH325C – Musculoskeletal Conditions & Interventions/Lab		OTH400C – Neuromuscular Conditions & Interventions/Lab
OTH310C – Occupational Therapy Skills & Interventions in Mental Health Practice/Lab		OTH305C – Occupational Therapy Skills & Interventions in Pediatric Practice/Lab
OTH335 – Seminar I		OTH340L – Level I Fieldwork A
HSA301 – Healthcare Settings Analysis		HSA310 – Research Methods in Healthcare
HSA337 – Healthcare Finance		
Year IV		
Fall Semester		**Spring Semester**
OTH405C – Therapeutic Modalities/Lab		OTH420 – Baccalaureate Project
OTH410C – Analysis of Occupations Across Lifespan I/Lab		OTH425L – Level II Fieldwork A
OTH415 – Seminar II		OTH430L – Level II Fieldwork
OTH345L – Level I Fieldwork B		
HSA315 – Public Policy in Healthcare		

BACHELOR OF SCIENCE IN NURSING (BSN) (PRE-LICENSURE)
Program Director: Shannon Lender, Assistant Professor **lendersv@webber.edu**

The Pre-licensure BSN option is 4 years in length and occurs in two stages. The first stage requires students apply to and be accepted to Webber International University to take 50 semester credit hours of lower-division work (general education and nursing prerequisites). Some of these lower division semester credit hours can be taken at any regionally accredited college or university. The second phase requires students to apply to and be accepted to the core curriculum of the nursing program and is comprised of 72 semester credit hours of upper-division work in the nursing major. The core curriculum must be completed within Webber International University's BSN Program. The BSN pre-licensure program is 122 semester credits.

Admission to Webber International University's BSN Program can be highly competitive. Admission to Webber International University does not guarantee admission to the nursing program. Applicants must be eligible to return to all educational institutions previously attended. Applicants who are attending or have attended another nursing school are required to provide a recommendation letter from a nursing faculty or Dean/Chair from the last attended nursing program. The letter must state that the student is eligible to continue in that nursing program before they will be considered for admission to Webber International University's BSN Program. All lower division courses must be completed before beginning nursing courses (or approval from the Program Director). The nursing curriculum includes both didactic and clinical experiences. Integrated throughout the nursing curriculum are concepts that enable students to provide evidence-based collaborative care to diverse patient populations in varied settings. The Program Objectives and Programmatic Student Learning Outcomes are a culmination of measurable competencies, consistent with the Essentials of Baccalaureate Education for Professional Nursing Practice which enable graduates to practice within a complex healthcare system.

Upon completion of all courses required (122 semester hours), students will graduate with the Bachelor of Science in Nursing (BSN) degree and are eligible to take the NCLEX-RN licensure exam. Graduating from the BSN program is distinctly different from passing the NCLEX-RN exam.
A registered nurse (RN) license will be awarded by the Florida Board of Nursing upon successfully passing the NCLEX-RN® and satisfactorily meeting all other Board of Nursing licensure requirements.

Purpose
Consistent with Webber International University's mission statement, the Bachelor of Science in Nursing (BSN) degree program supports the University's dedication to offering students programs of study that create a life transforming educational opportunity which is practical in its application, global in its scope, and multidisciplinary in its general education core. The purpose of Webber International University's Bachelor of Science in Nursing program is to prepare baccalaureate degree Registered Nurses to address the national nursing shortage, serve the healthcare needs of the Central Florida region, and to decrease healthcare disparity among vulnerable populations, and to provide ethical and culturally relevant care to diverse individuals.

Program Mission Statement
The mission of Webber International University's BSN Program is to educate nursing students to be professional, competent, and caring nurses who can think critically, communicate with compassion, and contribute to positive health outcomes for the people they serve. This will be accomplished by providing

a learning community of holism which promotes a partnership among administration, faculty, students, nurses, and community associates.

Vision
Our program's vision is to "Educate, Motivate, and Innovate." Webber International University's BSN program is passionate about providing a foundational nursing education that will motivate its graduates to develop innovative evidence-based healthcare strategies that will transform the delivery of healthcare services to clients in diverse community and clinical settings.

Professional Standards
The following professional standards guide the curriculum of the BSN program:

- American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice, 2021.
- Nursing Spheres of Care
- Florida Board of Nursing Standards of Practice
- ANA Code of Ethics

The 2021 BSN Essentials: Entry-Level Professional Nursing Education
The 2021 AACN Essentials contains 10 domains, 45 competencies, and 230 sub competencies, with eight concepts woven throughout. Nursing students will be responsible for all competencies and sub-competences as new graduates.

Webber International University's Bachelor of Science in Nursing (BSN) program is structured to align closely with the 10 Domains of Nursing as outlined in the "Essentials: Core Competencies for Professional Nursing Education 2021" by the American Association of Colleges of Nursing (AACN). These domains are central to preparing competent and holistic nursing professionals. Here's how the program adheres to each of these domains and the competencies included:

1. Knowledge for Nursing Practice
The BSN program at Webber International University ensures that students acquire a comprehensive understanding of nursing knowledge, including biological, social, and behavioral sciences. The curriculum integrates theory with clinical practice, allowing students to apply evidence-based knowledge in diverse healthcare settings.

2. Person-Centered Care
The program emphasizes the importance of delivering care that is respectful of, and responsive to, individual patient preferences, needs, and values. This domain is embedded in the curriculum through courses including ethics, cultural competence, and patient communication, ensuring graduates are equipped to provide holistic, individualized care.

3. Population Health
Webber's BSN program strongly focuses on population health, teaching students to assess and address health disparities and promote health at the community level. Students engage in projects and clinical rotations that involve public health initiatives and community-based care, including the Health Department and the Lake Wales Free Clinic in the area.

4. Scholarship for the Nursing Discipline
The BSN curriculum fosters a spirit of inquiry and encourages students to engage in research and evidence-based practice. Courses on nursing research, critical thinking, and data analysis prepare students to contribute to the advancement of nursing knowledge and practice.

5. Quality and Safety
The program is committed to teaching students the principles of quality improvement and patient safety. This includes instruction on risk management, error prevention, and the use of technology to enhance patient care. Clinical rotations and simulations provide hands-on experience in maintaining and improving healthcare quality.

6. Interprofessional Partnerships
Recognizing the importance of teamwork in healthcare, the BSN program includes training in interprofessional collaboration. Students learn to work effectively within healthcare teams, communicate across disciplines, and contribute to coordinated care efforts, enhancing patient outcomes. This is further incorporated in the clinical setting and during simulation with coordination among our Occupational Therapy Assistant program and Sports Performance Program.

7. Systems-Based Practice
The curriculum covers the complexity of healthcare systems and how nurses operate within these systems. Students learn about healthcare policy, finance, and regulations, enabling them to navigate and influence the broader healthcare environment.

8. Information and Healthcare Technologies
Webber International University's BSN program ensures students are proficient in using healthcare technologies, including electronic health records (EHRs), and data management systems. This domain is integrated into coursework and clinical practice to prepare students for the digital aspects of modern healthcare. Webber utilizes the dedicated Nursing Informatics class to incorporate simulating nursing documentation in an electronic health record.

9. Professionalism
The program instills a strong sense of professional identity and ethical responsibility in students. Courses on nursing ethics, legal issues, and professional standards help students understand their roles as accountable and autonomous healthcare providers. This starts during pre-requisite classes and continues during the nursing program.

10. Personal, Professional, and Leadership Development
The BSN program encourages continuous personal and professional growth, with a focus on leadership development. Students are provided with opportunities to engage in leadership roles, self-reflection, and lifelong learning, preparing them to take on leadership positions within the nursing profession.

By aligning its curriculum with the 10 Domains of Nursing, Webber International University's BSN program ensures that its graduates are well-prepared to meet the complex demands of modern healthcare, providing high-quality, patient-centered care while advancing the nursing profession.

CORE CONCEPTS

Each Essentials concept serves as a core component of knowledge, facts, and skills across multiple situations and contexts within nursing practice. Each concept functions as a "hub for transferable knowledge, thus enhancing learning when learners make cognitive links to other information through mental constructs" (The Essentials: Executive Summary, p. 2). Integrating concepts within competencies and sub-competencies is essential for the application throughout the educational experience and serves as a foundation for students learning (The Essentials: Executive Summary).

Webber International University's Bachelor of Science in Nursing (BSN) prelicensure program integrates the featured concepts of professional nursing practice into its curriculum to ensure that graduates are well-prepared to meet contemporary nursing standards. Here's how the program aligns with each of these core concepts:

Clinical Judgment

The BSN prelicensure program at Webber International University emphasizes clinical judgment by incorporating critical thinking and evidence-based practice into coursework and clinical rotations. Students are trained to make informed decisions based on a synthesis of nursing knowledge, evidence, and clinical reasoning. This starts in a pre-nursing class entitled Explorations of Professional Nursing (PNU101) and is threaded through all of the didactic courses including Adult I, Adult II, Maternal/Child nursing, Mental Health nursing, and Capstone/Senior Seminar. Using simulation based critical thinking from first semester to last semester ensures critical thinking is developed and fostered to bring to the real-world scenarios. This approach ensures that graduates can effectively assess patient needs, interpret data, and apply appropriate interventions to achieve positive patient outcomes.

Communication

Effective communication is a cornerstone of the nursing curriculum at Webber International University. The program includes courses that focus on developing both verbal and non-verbal communication skills essential for interacting with patients, families, and healthcare teams. Nursing Research class, NUR316, ensures students are capable of presenting and speaking in front of an audience. Additionally, students learn to utilize technological tools for communication and participate in simulations that enhance their ability to engage in interprofessional collaboration. This focus on communication supports high-quality, patient-centered care and prepares students to navigate complex healthcare environments.

Compassionate Care

Compassionate care is integrated into the program through coursework and clinical experiences that stress the importance of empathy, respect, and human connection in nursing practice. Students engage in reflective practices and role-playing exercises that help them understand and deliver care that recognizes and responds to patients' emotional and psychological needs. This preparation ensures that graduates can provide care that is both technically proficient and deeply compassionate.

Diversity, Equity, and Inclusion (DEI)

The BSN program at Webber International University places a strong emphasis on DEI. The curriculum includes content on cultural competence, health disparities, and strategies for creating inclusive care environments. During classes such as Health Promotions (NUR304) and Transcultural Nursing (NUR480) students are exposed to diverse patient populations and taught to appreciate and address the unique needs of individuals from various backgrounds. This focus helps future nurses to advocate for equitable care and promote inclusivity in their practice.

Ethics
Ethical practice is a fundamental aspect of the nursing curriculum. Students explore ethical principles, such as autonomy, beneficence, non-maleficence, and justice, and learn to apply these concepts in clinical decision-making in classes from pre-nursing (PNU101) to Ethical/Legal Issues in Healthcare (NUR382) as well as Fundamentals (NUR203) and other core classes such as Adult 1, Adult 2, Gerontology, and Maternal/Child Nursing. The program also addresses moral distress and resilience, preparing students to navigate ethical dilemmas and uphold professional integrity in their practice.

Evidence-Based Practice
The program integrates evidence-based practice (EBP) throughout the curriculum by teaching students how to critically appraise and apply research findings to patient care. Nursing Research dives deep into evidence-based practice during class NUR316. Students engage in research projects and evidence-based case studies, learning to balance clinical expertise with the best available evidence and patient preferences. This approach ensures that graduates are capable of delivering care that is both scientifically sound and patient centered.

Health Policy
Webber International University's BSN program includes education on health policy and advocacy, preparing students to understand and influence healthcare policies that impact patient care and the nursing profession. Through coursework and extracurricular activities, students learn about policy development, implementation, and the role of nurses in advocating for policy changes that improve health outcomes and support the profession. Classes starting from our pre-nursing class, Explorations of Professional Nursing (PNU101) to Health Promotions (NUR304) as well as Leadership (NUR488) help to deliver the influence of healthcare policies.

Social Determinants of Health
The curriculum incorporates the concept of social determinants of health by addressing the various factors that impact health outcomes, such as socioeconomic status, education, and environmental conditions. Students are trained to assess and address these determinants in their practice, aiming to reduce health disparities and improve access to care for diverse populations. As Webber International University is centered in a rural area, most of the clinical sites serve an indigent population. Classes such as Health Promotion (NUR304) have a specific impact on social determinants of health by reviewing in didactic lecture as well as real-world clinical experiences in a variety of settings such as department of health, free clinics, low-income schools, as well as psychiatric facilities during Mental Health (NUR355).

By integrating these concepts into its BSN prelicensure program, Webber International University ensures that its graduates are equipped with the knowledge, skills, and attitudes necessary to excel in the evolving field of nursing and to provide high-quality, compassionate, and equitable care.

Program Outcomes
End of Program Student Learning Outcomes/Objectives (EPSLOs) are measurable statements that express what a student will know, do, or think at the end of the learning experience. The following EPSLOs are consistent with standards of professional practice and align with the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Practice.

There are 6 Programmatic Student Learning Objectives and their applicable *Domains* which enable students to provide evidence-based collaborative care to diverse patient populations in varied settings. After the program BSN graduates will be able to:

1. Enact leadership, clinical decision-making, and effective communication skills to provide and evaluate safe high-quality nursing services *(Domains 5, 6, 9, 10)*
2. Creatively engage in rational inquiry utilizing evidence-based nursing knowledge in both well-defined, relatively common clinical situations, and in complex clinical situations *(Domains 1, 2, 3, 4, 10)*
3. Employ information management and patient care technology knowledge and skills to enhance the delivery of quality patient care *(Domains 5,6,7,8)*
4. Maintain an understanding of system and organizational level policy to provide appropriate direct and indirect nursing care for ethnically, culturally, and/or spiritually diverse patients and their families within varied healthcare systems and settings *(Domains 1, 2, 3, 4, 5)*
5. Participate in and lead inter-professional healthcare efforts to design and manage the care of individuals and their families *(Domains 7, 9, 10)*
6. Practice nursing within ethical, legal, and humanistic frameworks, promoting nursing's values of altruism, autonomy, human dignity, integrity, and social justice to provide quality, cost-effective care founded on health promotion and disease prevention principles to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments *(Domains 2, 3, 9, 10)*

Integrating the "Spheres of Care" framework into Webber International University's BSN nursing program enriches the curriculum by aligning it with a comprehensive, patient-centered approach.

Nursing Program Admissions Criteria and Procedures (See BSN Student Handbook)
*Admission into Webber International University does not guarantee admission to the Bachelor of Science in Nursing Program

The minimum admission requirements include:

1. Successful completion of required general education course and prerequisite courses with a grade of "C" or higher (no C-) and a minimum GPA of 2.75.
2. Successful completion of the science courses A&P I, A&P II, Chemistry, and Microbiology with a "B" or higher within the past 5 years.
3. Courses considered for admission to the BSN Program must appear on the student's Webber International University transcript.
4. Students may be considered for conditional acceptance to the BSN Program with General Education core semester hours still outstanding. No more than 3 General Education core classes outstanding is recommended. All remaining General Education core requirements must be completed by the end of the summer semester prior to entering the senior year of nursing courses (Per approval of Nursing Program Director).
5. Cumulative GPA of 2.75 or higher on a 4.0 scale.
6. Successful completion of the required nursing entrance exam TEAS. ATI Test of Essential Academic Skills (TEAS) with a minimum score of no less than 59%.

7. Signed validation of the Student Handbook which contains program essential information pertaining to admission, progression, and graduation.
8. Submission of a completed nursing program application to the -Webber International University BSN Program by the advertised deadline with all required supporting documents.
9. Interview with the BSN Program Admissions Committee.
10. Applicants to the Pre-Licensure BSN Program must be current Webber International University students. Transfer students may be accepted but should read the section below titled "Transfer Students".

Following acceptance into the BSN Program, all students must provide documentation of the following requirements:

1. Physical examination.
2. Completion of all immunization and communicable disease screenings, including:
    a. Tuberculosis PPD (yearly)
    b. Tetanus vaccination or booster within the last 5 years
    c. MMR vaccine (Measles/Mumps/Rubella) immunization or an MMR titer
    d. Varicella titer or record of immunization
    e. Hepatitis B vaccination
3. American Heart Association Certification in CPR (current)
4. Certification in AIDS/HIV precautions (4 hours)
5. Background check (fingerprinting) (Clean background check for past 7 years or 10 if clinical agency requires).
6. Negative Drug Screening (12 panel)
7. Nursing Program students are required to complete all NUR courses with a grade of B- (80) to progress in the program.
8. Influenza shot must be taken annually or documentation from physician stating allergy to the vaccine.

Nursing students may be required to return to campus prior to the start of classes to complete orientations and certifications. Nursing students are responsible for all expenses related to obtaining physical exams and immunizations. They are also responsible for additional expenses including but not limited to clothing, transportation to clinical sites, or memberships. Admission requirements will be updated annually or as needed. Please note that the curriculum is an ever-evolving process and prerequisites, and courses may change as a result of the curriculum review process. Any changes to admission policies will be published in the university catalog and available electronically.

Transfer Students:
Transfer students who wish to apply to the Nursing Program are encouraged to apply to the University early so official transcripts may be evaluated for transfer credit. Acceptance or nonacceptance of transfer courses to Webber International University will be at the discretion of the Webber International University Registrar and/or Nursing Program Director.

Transferring Nursing Students:
Webber International University general student classification admission policies for transfer students apply to transferring nursing students. Students wishing to transfer nursing credits must meet Webber

International University's general admissions requirements. Nursing Program admission requirements must also be met except for the nursing pre-admission test. A letter of recommendation including evidence of clinical and lab competency must be submitted from a faculty member from the previous nursing program. Transfer credits will not be granted for any nursing courses earned in a practical nursing program. However, academic courses, if earned through a college or university, will be evaluated for transfer. Nursing courses from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or National League for Nursing Accrediting Commission (NLNAC) accredited, or state approved professional baccalaureate program of nursing will be evaluated for transfer on an individual basis. Admission is dependent upon available resources and clinical placement availability if all requirements are met.

Advisement Policy
The responsibility for completion of requirements for the degree lies with the student. Students and their major advisor are responsible for evaluating progress toward the degree and for interpreting and applying major requirements. All nursing students must be advised prior to registration.

Procedure for Advisement:
Each student should plan to meet with their nursing faculty advisor at least once each semester to discuss and update their file or before dropping or adding a course. Faculty members' office hours are posted outside their respective doors and during advisement week additional hours may be offered to accommodate students for advisement. If the hours posted are not convenient, it is the student's responsibility to contact his/her advisor (email, telephone) and arrange an acceptable time. Students must meet with their assigned nursing student faculty advisor during preregistration/advisement time. During this meeting the advisor and the student will select the appropriate courses and prepare the student's schedule for the subsequent semester. It is important for students to have a tentative scheduled planned prior to meeting with the advisor. Students will not be able to register until they have met with their assigned advisor. Once the advisement session and appropriate forms are completed, the advisement hold will be removed, and the student can register for the selected courses.

In anticipation of graduation, the student must meet with the advisor the semester prior to graduation. A degree audit will be performed to ensure that all course requirements have been met or are in the process of being completed. These courses must appear on the official transcript to receive credit.

Requirements

	General Education Requirements	**32 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
MAT121	College Algebra	3
MAT225	Introduction to Statistics	3
PSY101	Introduction to Psychology	3
BIO221	Human Anatomy & Physiology I with Lab	4
BIO222	Human Anatomy & Physiology II with Lab	4
SBS255	Sociology	3
	Humanities Electives	6

Because of licensure requirements, the General Education core is modified for Nursing students.		
	Other Required Courses	**18 Credits**
BIO120	Medical Terminology	2
BIO365C	Microbiology with Lab	4
CHE210C	Essential Concepts of Chemistry with Lab	4
DEP200	Lifespan Development	3
HSC290	Nutritional Concepts in Healthcare	3
PNU101	Exploring Professional Nursing Practice	2
	Nursing Core Required Courses	**72 Credits**
NUR203	Care Management I: Fundamentals of Nursing	7
NUR205	Physical Assessment in Healthcare	3
NUR214	Nursing Pharmacotherapeutics	4
NUR312	Pathophysiology for BSN	3
NUR316	Nursing Research for Evidence-Based Practice	3
NUR321	Care Management II: Adult Health I	7
NUR304	Health Promotion and Disease Prevention: A Community Perspective	5
NUR341	Care Management III: Maternal/Child Nursing	7
NUR355	Mental Health Concepts in Nursing	5
NUR376	Care of the Elderly	3
NUR380	Information Technology for Nursing	3
NUR382	Ethical and Legal Issues in Healthcare	3
NUR476	Care Management IV: Adult Health II	7
NUR480	Transcultural Nursing	3
NUR482	Nursing Capstone/Practicum	4
NUR484	Senior Seminar for Nursing	2
NUR488	Nursing Leadership in Systems of Healthcare	3
	Total Bachelor of Science Requirements	**122 Credits**

***Cumulative GPA of 2.75, program application, interview, and completion of the TEAS exam are required for formal admittance into the BSN program (Prelicensure).

Academic Progression and Continuation Standards (BSN Pre-Licensure Program) (See BSN Student Handbook)

1. Students must achieve a grade of "B-" (80%) or higher in every nursing course to progress in the Program. Students who fail to achieve a minimum grade of "B-" (80%) in any nursing course (classroom course or clinical/lab course) must show evidence of remediation and submit a plan of study to the Course Faculty. Upon approval of the plan of study and course remediation, the student may repeat the course. Enrollment in a repeated course is based on space availability.
2. Students who subsequently receive a second grade of below "B-" (80%) in any nursing course will be dismissed from the Nursing Program and will not be eligible for readmission.
3. For all credits completed, attain a minimum grade point average of 2.75 for nursing.

4. Successfully complete all requirements for the major and attain a minimum grade point average of 2.75 for nursing.
5. All remaining General Education core requirements must be completed by the beginning of the senior year.
6. Students must complete the required nursing courses within five years of initial entry into the Program; students may only extend their plan of study to five years contingent upon space availability. Students who exceed the five-year time limit will be dismissed from the Nursing Program and are not eligible for readmission.

Graduation Requirements

**In addition to the Nursing Program specific Progression and Continuation Standards listed above students must also meet the Webber International University's Undergraduate Degree Requirements.

The suggested course sequence for **Bachelor of Science in Nursing (BSN)** is as follows:

Year I		
Fall Semester		**Spring Semester**
ENG111 – English Composition 1		ENG112 – English Composition II
MAT121 – College Algebra		BIO221C – Human Anatomy & Physiology I
BIO120 – Medical Terminology		MAT225 – Introduction to Statistics
PNU101 – Exploring Professional Nursing Practice		DEP200 – Lifespan Development*
PSY101 – Introduction to Psychology		CHE210C – Essential Concepts of Chemistry
SBS255 – Sociology		
Year II		
Fall Semester		**Spring Semester – Nursing Core Requirements**
BIO222C – Human Anatomy & Physiology II		NUR203 – Care Management I: Fundamentals of Nursing
Humanities Elective: Philosophy, Religion, Literature, or History		NUR205 – Physical Assessment in Health Care
HSC290 – Nutritional Concepts in Healthcare		NUR312 – Pathophysiology for BSN
BIO365C – Microbiology with Lab		
Humanities Elective: Art, Music, Creative Writing, Theater*		
Year III		
Fall Semester		**Spring Semester**
NUR214 – Nursing Pharmacotherapeutics		NUR321 – Care Management II: Adult Health I
NUR304 – Health Promotion & Disease Prevention		NUR376 – Care of the Elderly
NUR355 – Mental Health Concepts in Nursing		NUR316 – Nursing Research
		NUR380 – Information Technology for Nursing
Year IV		
Fall Semester		**Spring Semester**
NUR355 – Care Management III: Maternal/Child Nursing		NUR480 – Transcultural Nursing
NUR476 – Care Management IV: Adult Health II		NUR482 – Nursing Capstone/Practicum
		NUR484 – Senior Seminar
		NUR488 – Nursing Leadership in Systems of Healthcare

*This schedule is subject to change based on the decision of the student to attend Summer Semester courses.
*Classes may be taken over summer terms.

RN TO BSN COMPLETION PROGRAM
Program Director: Mrs. Shannon Lender, Assistant Professor **lendersv@webber.edu**

Program offered online through Webber Worldwide

The RN to BSN Completion Program is designed for licensed registered nurses seeking to advance their professional education and practice. The curriculum is aligned with the AACN Essentials (2021) and emphasizes leadership, population health, evidence-based practice, informatics, and systems-based care. The program requires a total of 120 semester credit hours. Credits are awarded through a combination of general education coursework, transferred associate degree nursing credits, RN license credit, and required RN-to-BSN upper division nursing courses.

Students may receive block transfer credit from an accredited Associate Degree or Diploma Nursing program. In addition, based on American Council on Education (ACE) recommendations, students receive 7 credits for holding an active, unencumbered Registered Nurse license.

The program is delivered primarily through online asynchronous coursework with required clinical experiences in selected courses. Students can typically finish the program in 10 to 18 months and must complete all RN-to-BSN nursing coursework within five years of admission.

Upon completion of all required coursework (120 semester hours), students graduate with the Bachelor of Science in Nursing (BSN) degree. See RN to BSN Student Handbook for full program policies.

Program Outcomes:

1. Demonstrate enhanced leadership, clinical judgment, and effective communication strategies to coordinate and evaluate safe, high-quality nursing care. *Aligned AACN Essentials Domains: 2, 5, 6, 9*
2. Integrate evidence-based practice, scholarly inquiry, and critical appraisal skills to improve patient outcomes across varied clinical and community settings. *Aligned AACN Essentials Domains: 1, 2, 3, 4, 10*
3. Apply information management skills and informatics tools to support clinical decision-making and optimize the delivery of patient-centered care. *Aligned AACN Essentials Domains: 4, 5, 7, 8*
4. Examine healthcare policy, regulatory structures, and organizational systems to advocate for equitable, culturally sensitive, and ethical care for diverse populations. *Aligned AACN Essentials Domains: 1, 2, 3, 4, 5*
5. Collaborate within interprofessional teams to coordinate, manage, and evaluate care for individuals, families, groups, and communities. *Aligned AACN Essentials Domains: 6, 7, 9, 10*
6. Uphold ethical, legal, and professional standards while promoting health promotion, disease prevention, and population health principles across the continuum of care. *Aligned AACN Essentials Domains: 2, 3, 8, 9, 10*

The minimum admission requirements include:

1. Graduation from an accredited Associate Degree/Associate of Science in Nursing program.
2. A minimum grade of "C" in all required nursing prerequisites courses.
3. A grade point average of 2.5 on a 4.0 scale or better in all college courses which are eligible for transfer to Webber.

4. A current an active unencumbered license as a Registered Nurse in Florida or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
5. Online or Blended students are required to have a working computer and stable internet access.
6. Courses considered for admission to the Nursing Program must appear on the student's Webber International University transcript.
7. Signed validation of the Student Handbook which contains program essential information pertaining to admission, progression and graduation.

Clinical and Compliance Requirements
Some RN to BSN courses include **clinical shadowing experiences**. Students enrolled in these courses must meet site-specific compliance requirements, which may include:

- Health screening and immunization verification if required by the clinical site
- Background check and/or fingerprinting if required by the clinical site
- Drug screening if required by the clinical site
- CPR certification if required by the clinical site
- Other agency-specific onboarding requirements

Students are responsible for any costs related to clinical site compliance requirements. Requirements vary by facility.

Following acceptance into the Nursing Program, all students must provide documentation of the following requirements:

1. Physical examination.
2. Completion of all immunization and communicable disease screenings, including:
    a. Tuberculosis PPD (yearly)
    b. Tetanus vaccination or booster within the last 5 years
    c. MMR vaccine (Measles/Mumps/Rubella) immunization or an MMR titer
    d. Varicella titer or record of immunization
    e. Hepatitis B vaccination
3. American Heart Association Certification in CPR (current)
4. Certification in AIDS/HIV precautions (4 hours)
5. Background check (fingerprinting): Clean background check for past 7 years or 10 if clinical agency requires.
6. Negative Drug Screening (10 panel)
7. Nursing Program students are required to complete all NUR courses with a grade of C (70%) to progress in the program.
8. Influenza shot must be taken annually or documentation from physician stating allergy to vaccine.

Nursing students are responsible for all expenses related to obtaining physical exams and immunizations. They are also responsible may also be responsible for additional expenses including but not limited to clothing, transportation to clinical sites, ormemberships. Admission requirements will be updated annually or as needed. Please note that the curriculum is an ever-evolving process and prerequisites and courses may change as a result of the curriculum review process. Any changes to admission policies will be published in the university catalog and available electronically.

Transfer Students:
Transfer students who wish to apply to the Nursing Program are encouraged to apply to the University early so official transcripts may be evaluated for transfer credit. Acceptance or non-acceptance of transfer courses to the program will be at the discretion of the University's Registrar and/or the appropriate Department Head(s).

Transferring Nursing Students:
Webber's general student classification admission policies for transfer students apply to transferring nursing students. Students wishing to transfer nursing credits must meet Webber's general admissions requirements. Nursing Program admission requirements must also be met except for the nursing pre-admission test. A letter of recommendation including evidence of clinical and lab competency must be submitted from a faculty member from the previous nursing program. Transfer credits will not be granted for any nursing courses earned in a practical nursing program. However, academic courses, if earned through a regionally accredited college or university, will be evaluated for transfer. Nursing courses from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or National League for Nursing Accrediting Commission (NLNAC) accredited or state approved professional baccalaureate program of nursing will be evaluated for transfer on an individual basis. Admission is dependent upon available resources and clinical placement availability if all requirements are met.

RN to BSN Academic Progression and Continuation Standards

1. Students must achieve at least a grade of "C" (70%) or higher in every nursing course to progress in the program. Students who fail to achieve a minimum grade of "C" (70%) in any nursing course (classroom course or clinical/ course) must show evidence of remediation and submit a plan of study to the Course Coordinator. Upon approval of the plan of study and course remediation the student may repeat the course. Enrollment in a repeated course is based on space availability.
2. Students who subsequently receive a second grade of below "C" (70%) in any nursing course will be dismissed from the program and will not be eligible for readmission.
3. Successfully complete all requirements for the major and attain a minimum grade point average of 2.5 for nursing.
4. All remaining General Education core requirements must be completed prior to entering the senior year.
5. Students must complete the program of required nursing courses within five years of initial entry into the program; students may only extend their plan of study to five years, contingent upon space availability. Students who exceed the five-year time limit will be dismissed from the program and are not eligible for readmission.

RN to BSN GRADUATION REQUIREMENTS
In order to graduate from the program, students must:

1. Complete a minimum of 120 semester hours according to University Academic catalog, with the last 34 hours to be earned at Webber International University. See the Curriculum for the suggested course of study.
2. Complete all courses required by the University and the RN to BSN Nursing program.
3. Achieve a grade of "C" or better in all required courses. Refer to Nursing Program Academic Progression Policy.

4. In clinical courses, achieve at least a "C" in the class and a satisfactory in the clinical component.
5. Maintain at least an overall 2.5 grade point average.

Program Delivery and Clinical Shadowing
Program delivery is primarily **online asynchronous**. The following courses include required **clinical shadowing hours**:

- NUR304R Health Promotion Disease Prevention — **30 hours**
- NUR482R Nursing Capstone Senior Seminar — **30 hours**

Total clinical shadowing hours: **60**

Clinical experiences are **observational (shadow-based)** and focus on leadership, community health, and systems-based nursing practice. No invasive procedures are performed.

Curriculum

Block transfer of General Education credits from Associate Degree program		up to **40 credits**
Transfer of Associate Degree or Diploma Nursing core credits		**36 credits**
Active Unencumbered RN License credit		**7 credits**
General Elective (art, music, literature)		**3 credits**
Remaining credits completed through RN-to-BSN upper division coursework at Webber		
RN to BSN Required Courses		**34 Credits**
NUR300R	Professional Nursing Practice	3
NUR305R	Physical Assessment in Healthcare	3
NUR304R	Health Promotion Disease Prevention: A Community Perspective	5
NUR316R	Nursing Research for Evidence Based Practice	3
NUR317R	Transcultural Nursing	3
NUR376R	Care of the Elderly	3
NUR380R	Information Technology for Nursing	3
NUR382R	Ethical and Legal Issues in Healthcare	3
NUR482R	Nursing Capstone Senior Seminar	5
NUR488R	Nursing Leadership in Systems of Healthcare	3
Total Required Credits for RN to BSN		**120**

BACHELOR OF ARTS IN HEALTH SERVICES ADMINISTRATION
Program Director: Dr. Nichole Murray, Associate Professor murrayna@webber.edu

Program offered in traditional face-to-face format

The Health Services Administration undergraduate program is an interdisciplinary major designed to prepare students for a career in the health services industry in an administrative capacity. The program of study will give students a broad view of the health care system and will prepare students for entry and mid-level management positions in areas such as hospitals, medical clinics; group medical practices; managed care organizations; long-term care facilities; insurance companies; home health agencies; and governmental health agencies. The program analyzes the structure of the health care industry; identifies cultural, legal and environmental factors that impact health and provides students with communication and management skills.

Program Outcomes

1. Students will articulate an understanding of the various healthcare systems, their safety and quality concerns and their information systems.
2. Students will demonstrate and apply critical thinking, and problem-solving skills in analyzing various situations in healthcare.
3. Students will communicate professionally or use professional communication skills in expressing thoughts in written or oral form.
4. Students will be able to identify and assess ethical and social responsibilities while upholding industry standards.
5. Students will demonstrate an understanding of the measurement of health and disease in our population, the roles of various types of health professions in the delivery of services across the continuum of care, and the importance of prevention in the cost-of-service provision.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Lower Level Required Courses	**32 Credits**
HSA100	Principles of Health Services Administration	3
HSA119	Computer Applications in Healthcare	3

HSA126	Accounting for Healthcare	3
HSA200	Legal Aspects of Healthcare Administration	3
HSA210	Culture Competency in HSA	3
HSA225	Ethics in Healthcare	3
BIO120	Medical Terminology	2
CIS240	Computer Application in Business	3
ECO241	Microeconomics	3
MAT225	Introductory Statistics	3
MGT250	Principles of Management	3
	Upper Level Required Courses	**37 Credits**
HSA301	Healthcare Setting Analysis	3
HSA310	Research Methods in Healthcare	3
HSA315	Public Policy in Healthcare	3
HSA337	Healthcare Finance	3
HSA366	Healthcare Communication	3
HSA370	Healthcare Marketing	3
HSA410	Seminar in HSA	1
HSA415	Leadership in Healthcare Organization	3
HSA420	Health Care Management	3
HSA450	Risk Management in Healthcare	3
HSA493	HSA Capstone Project	3
MGT312	Human Resource Management	3
MGT412	Organization Theory & Behavior	3
	Electives	**15 Credits**
	Total Bachelor of Science Requirements	**120 Credits**

The suggested course sequence for ***Health Services Administration*** is as follows:

Year I		
Fall Semester		**Spring Semester**
ENG111 – English Composition 1		ENG112 – English Composition II
MAT121 – College Algebra		MAT225 – Introduction to Statistics
BIO120 – Medical Terminology		HSA225 – Ethics in Healthcare
HSA100 - Principles of Health Services Admin		SBS255 - Sociology
PSY101 – Introduction to Psychology		Science Elective
Year II		
Fall Semester		**Spring Semester**
ENG280 – Foundations of Rhetoric		ENG330 – Writing Professionally
CIS240 – Computer Application in Bus		HSA200 – Legal Aspects of Healthcare Admin
HSA210 – Cultural Competency in HSA		MGT250 – Principles of Management
HSA119 – Computer Applications in Healthcare		HSA126 – Accounting in Healthcare
Humanities Elective		ECO241 - Microeconomics
Year III		
Fall Semester		**Spring Semester**
HSA315 – Public Policy in Healthcare		HSA366 – Healthcare Communication
HSA301 – Healthcare Setting Analysis		HSA310 – Research Methods in Healthcare
HSA337 – Healthcare Finance		HSA370 – Healthcare Marketing
MGT312 – Human Resource Management		MGT412 – Organization Theory & Behavior
General Education Elective		Mathematics or Science Elective
Year IV		
Fall Semester		**Spring Semester**
HSA415 – Leadership in Healthcare Org		HSA420 - Health Care Mgmt.
HSA450 – Risk Management in Healthcare		HSA410 - Seminar in HSA
General Education Elective		HSA493 - HSA Capstone Project
Tailored Elective		Tailored Elective
Tailored Elective		Tailored Elective
		Tailored Elective

BACHELOR OF ARTS IN PSYCHOLOGY
Program Director: Mr. Gregory Harris, Assistant Professor harrisge@webber.edu

The mission of the Psychology program is to provide students with a deeper understanding of the scientific study of Psychology and related behavior, to develop critical thinking skills, to assist in the development of written and oral communication skills, and to guide students in their understanding of ethics. The program prepares majors to enter graduate school in psychology or related fields, to enter professional training programs, or to obtain employment in a wide variety of fields in which they can apply the knowledge, research experience, and analytical skills learned in their major or minor. The Psychology program provides majors both a breadth of knowledge in a wide range of fields within the discipline of Psychology and depth of knowledge within fields of interest to the student.

The program is offered traditionally on-campus and online via Webber Worldwide.

Program Outcomes

1. Students will learn and demonstrate a knowledgeable foundation of the major concepts, perspectives, historical trends, empirical findings, and research methods and ethics relevant to the field of Psychology
2. Students will develop and be able to demonstrate skills necessary to engage in scientific inquiry and critical thinking processes relevant to the field of psychology
3. Students will develop and be able to demonstrate skills necessary to engage in and maintain ethical standards and social responsibility in a diverse world relevant to the field of psychology
4. Students will develop and be able to demonstrate skills necessary to engage in appropriate communications in writing and orally relevant to the field of psychology
5. Students will be able to use their acquired academic psychological knowledge and skills to demonstrate a practical and conceptual understanding of Psychology, to prepare for a future career, and applications for improving conditions within the world today and in the future.

Requirements

	General Education Requirements	**36 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
	Lower Level Required Courses	**16 Credits**
BUS301	Career Development	3
CIS240	Computer Applications in Business	3

BIO221	Human Anatomy & Physiology I	4
SBS255	Sociology	3
MGT250	Principles of Management	3
	Required Psychology Courses	**36 Credits**
DEP200	Lifespan Development	3
PSY202	Research Methods in Psychology	4
PSY232	Bio-Psychology	3
PSY240	Developmental Psychology	3
PSY244	Abnormal Psychology	
PSY266	Statistical Methods in Psychology	
PSY331	Social Psychology	4
PSY356	Cognitive Psychology	4
PSY438	Applied Psychology	3
PSY494	Senior Capstone in Psychology	3
PSY495	Internship in Psychology	3
	Additional Requirements (minimum of 15 credits from this selection of courses)	**15 Credits**
PSY260	Psychology in Legal Context	3
PSY314	Counseling Psychology	3
PSY325	Drugs & Behavior	3
PSY337	Personality Theory & Research	3
PSY343	Learning & Motivation	3
PSY335	Organizational Behavior	3
PSY380	Psychology of Gender	3
PSY410	The Self	3
PSY434	Perception	3
PSY440	Psychology of Persuasion & Influence	3
PSY445	History & Systems	3
PSY490	Special Topics in Psychology	3
	Tailored Electives	**17 Credits**
	Total Bachelor of Science Requirements	**120 Credits**

Minor in Psychology **18 Cr.**

DEP200 – Lifespan Development
PSY240 – Developmental Psychology
PSY244 – Abnormal Psychology
PSY232 – Biopsychology
PSY314 – Counseling Psychology
PSY490 – Special Topics in Psychology

The suggested course sequence for **Psychology** is as follows:

Year I		
Fall Semester		**Spring Semester**
ENG111 – English Composition 1		ENG112 – English Composition II
MAT121 – College Algebra		BIO221 – Anatomy & Physiology I
SBS255 - Sociology		DEP200 – Lifespan Development
PSY101 – Introduction to Psychology		General Education Elective
General Education Elective		Humanities Elective
Year II		
Fall Semester		**Spring Semester**
ENG280 – Foundations of Rhetoric		ENG330 – Writing Professionally
PSY232 - Biopsychology		PSY244 – Abnormal Psychology
PSY266 – Statistical Methods		PSY202 – Research Methods in Psychology
PSY240 – Developmental Psychology		CIS240 – Computer Applications in Business
Social Science Elective		Science Elective
Year III		
Fall Semester		**Spring Semester**
MGT250 – Principles of Management		PSY356 – Cognitive Psychology
PSY325 -Drugs & Behavior		PSY380 – Psychology of Gender
PSY314 – Counseling Psychology		BUS301 – Career Development
PSY331 – Social Psychology		Tailored Elective
Math or Science Elective		Tailored Elective
Year IV		
Fall Semester		**Spring Semester**
PSY438 – Applied Psychology		PSY494 - Senior Capstone in Psychology
PSY335 – Organizational Behavior		PSY490 – Special Topics
PSY495 – Internship in Psychology		PSY445 – History & Systems
Tailored Elective		Tailored Elective
Tailored Elective		Tailored Elective

BACHELOR OF SCIENCE BIOLOGY (Program not admitting students at this time, program review in progress)
BACHELOR OF ARTS IN BIOLOGY (Program not admitting students at this time, program review in progress)

Our mission is to graduate majors who combine a breadth of knowledge in all fields of biology and a specialization of their interest. To meet this goal, we teach our majors a core curriculum in biology that covers the diversity of life and the fundamentals that maintain it. In these central courses, our majors also learn about levels of biological organization from biomolecules and cells through organisms and populations. Upon graduation, we expect our majors to be prepared to start a career, enter a professional program or pursue a postgraduate degree.

Learning Outcomes: Biology

At the time of graduation, our biology majors are expected to:

1. Demonstrate proficiency in biological science commensurate with national undergraduate standards
2. Have the ability to research, write, and present orally a paper on a selected topic in biology.
3. Understand scientific methodology and be able to employ it in a practical setting: Conducting experiments or making observations in the laboratory or field; analyzing data; and formulating hypotheses and drawing conclusions.
4. Demonstrate the ability to solve problems and think critically about scientific topics.
5. Be able to discuss scientific topics orally and in writing, with clarity of thought and expression.

Honors in Biology

A biology major may a B.A. or B.S. degree in Biology with the designation "Honors in Biology" if he/she:

1. Makes application for this designation [Application must be completed and approved by the regular date for advanced registration for the first regular semester of the student's senior year].
2. Has the project [see below] approved by the Biology faculty.
3. Receives certification from the Dean of the institution and
4. Completes the following requirements:
    a. Maintains a 3.3 GPA in courses required for the major and a 3.0 cumulative GPA.
    b. Takes a minimum of 8 credits and not more than 12 credits in independent study (designated as Bio 497 or 499), during at least two regular semesters and earning a GPA of 3.3 or better in each independent of study.
    c. Completes an Honors Research Thesis that presents a clear understanding of the technical and theoretical literature relating to the independent research project, reports the empirical results of the independent research project, and discusses the relevant conclusions in the context of the body of preciously published research relating to the topic.
    d. Presents a seminar on the research of at least 30 minutes duration to all interested members of the learning community
    e. Defends the Honors Research Thesis in a comprehensive oral examination before all members of the biology department.

Independent Study Opportunities in Biology

Besides the courses described later in this document, the biology faculty offers various opportunities for individualized, independent activities for biology majors. These include Special Studies in Biology, Teaching Practicum in Biology, Guided Independent Study, and Honors Research (see the section above).

1. Special Studies (BIOX90, 1-4 credits each) are courses not regularly taught but which are offered when that unique combination of faculty and student interests suggests that an important learning experience may occur. Since these studies are usually offered above the normal faculty teaching load, class sizes will be small and students will assume greater responsibility for the preparation and conduct of the course.
2. The Teaching Practicum in Biology (BIO X98, 1-4 credits) allows students, especially those preparing to be biology teachers, to gain experience by performing and serving as a teaching assistant in certain biology courses. The practicum is also an excellent opportunity for students preparing for graduate and professional school admissions tests such as GRE, DAT and MCAT, to enhance their preparation for the biology portions of those tests by working in the tutor/ mentor role in introductory biology courses.
3. The Guided Independent Study (BIO X99, 1-4 credits) is for students interested in research. The student should approach a member of the biology faculty whose research interests match his/her own and inquire about research possibilities. If the faculty member judges that the student's preparation and motivation warrant an independent study, the student and the faculty member will develop a research project. After approval by the biology faculty and the division chair, the project becomes an official guided independent study. Upon completion of the project, the student will have acquired hands on experience with experimental design, data collection and analysis. With motivation, perseverance (and a little luck), he/she may also have an opportunity to present research at a state or national meeting or add a publication to her/his resume. A guided independent study during the junior year is an excellent way to explore the possibility of honors research (described above) and graduation with honors in the major.
4. With the above opportunities plus regular seminars presented by outside speakers and club activities provided by Tri Beta (the honor society for undergraduate biology students), the Biology Major has an excellent opportunity to carry her/his education beyond the level of conventional classroom activity to whatever level his/her personal skill and motivation allow.

Major in Biology 48-66 Credits

The B.S. degree in Biology allows students (with the properly selected elective courses) to meet admissions requirements for medical school, veterinary school or graduate school in the biological sciences or to enter the work force directly.

The B.A. degree in Biology allows students to prepare for careers, professional schools and graduate schools which do not require the supporting science requirements of the B.S. degree. Since the B.A. degree requires fewer total credits, it provides an excellent opportunity for the student interested in interdisciplinary career to pursue a second major or a minor (such as English, history, politics, art, or business).

B.S. Major in Biology	60-64 Credits
Required Courses:	31 Credits
BIO 201 Concepts in Biology I	4 credits
BIO 204 Concepts in Biology II	4 credits
BIO 307 Ecology	4 credits

BIO 310 Genetics	3 credits
BIO 380 Junior Seminar	1 credits
BIO 466 Senior Seminar	1 credits
CHE 210 Essential Concepts of Chemistry	3 credits
CHE 210L Essential Concepts of Chemistry Lab	1 credit
CHE 215 Introduction to Structural Inorganic Chemistry	3 credits
CHE 215L Introduction to Structural Inorganic Chemistry Lab	1 credit
CHE 220 Introductory Organic Chemistry I	3 credits
CHE 220L Introductory Organic Chemistry I Lab	1 credit
CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introductory Organic Chemistry II Lab	1 credit

Additional Requirements: **29-33 Credits**

Five of the following courses
BIO 221 Human Anatomy and Physiology I
BIO 222 Human Anatomy and Physiology II
BIO 353 Zoology
BIO 366 Animal Physiology
BIO 355 Animal Behavior
BIO 340 Plant Diversity
BIO 349 Botany

BIO 365 Microbiology
BIO 452 Cell Biology
BIO 460 Molecular Biology

One of the following mathematics courses **3-4 credits**

MAT 225 Introductory Statistics
MAT 221 Calculus I

Choose one of the course sets below **6-8 credits**

PHY 201/211 Physics I or General Physics I
PHY 202/212 Physics II or General Physics II

BA Major in Biology **46-48 Credits**

Required Courses:	28 Credits
BIO 201 Concepts in Biology I	4 credits
BIO 204 Concepts in Biology II	4 credits
BIO 307 Ecology	4 credits
BIO 310 Genetics	3 credits
BIO 380 Junior Seminar	1 credit
BIO 466 Senior Seminar	1 credit
CHE 210 Essential Concepts of Chemistry	3 credits
CHE 210L Essential Concepts of Chemistry Lab	1 credit
CHE 215 Introduction to Structural Inorganic Chemistry	3 credits
CHE 215L Introduction to Structural Inorganic Chemistry Lab	1 credit

MAT 225 Introductory Statistics	3 credits

Additional Requirements:	**18-20 Credits**

Four of the following courses:
BIO 221 Human Anatomy and Physiology I
BIO 222 Human Anatomy and Physiology IIBIO 353 Zoology
BIO 366 Animal Physiology
BIO 355 Animal Behavior
BIO 340 Plant Diversity
BIO 349 Botany
BIO 365 Microbiology
BIO 452 Cell Biology
BIO 460 Molecular Biology

One additional elective from the MAT, CIS, or PSY offerings	3 credits

BACHELOR OF SCIENCE IN BIOLOGY: SPECIALIZATION IN BIOMEDICAL SCIENCES 74 credits (Program not admitting students at this time, program review in progress)

This specialization will better equip and more clearly focus those students whose primary interests lie in professional programs, e.g., medical schools, as well as programs in the allied health fields.

Student Learning Outcomes

At the time of graduation, our biology majors with a specialization in biomedical sciences are expected to:

1. Demonstrate proficiency in biological science commensurate with national undergraduate standards.
2. Have the ability to research, write, and present orally a paper on a selected topic in biology.
3. Understand scientific methodology and be able to employ it in a practical setting: Conducting experiments or making observations in the laboratory or field; analyzing data; and formulating hypotheses and drawing conclusions.
4. Demonstrate the ability to solve problems and think critically about scientific topics.
5. Be able to discuss scientific topics orally and in writing, with clarity of thought and expression.

Required Courses	**74 Credits**
BIO 111 Medical Terminology	2 credits
BIO 201 Concepts of Biology I	4 credits
BIO 204 Concepts of Biology II	4 credits
BIO 221 Anatomy & Physiology I	4 credits
BIO 222 Anatomy & Physiology II	4 credits
BIO 307 Ecology	4 credits
BIO 310 Genetics	3 credits
BIO 330 Advanced Topics	3 credits
BIO 340 or 349 Plant Biology	4 credits
BIO 365 Microbiology	4 credits
BIO 380 Junior Seminar	1 credit (replaces SAGE 381)
BIO 460 Molecular Biology	4 credits
BIO 466 Senior Seminar	1 credit
MAT221 Calculus I	4 credits
CHE 210 General Chemistry I	3 credits
CHE 210 L General Chemistry Lab	1 credit
CHE 215 General Chemistry II	3 credits
CHE 215 L General Chemistry Lab	1 credit
CHE 220 Organic Chemistry I	3 credits
CHE 220 L Organic Chemistry I Lab	1 credit
CHE 350 Organic Chemistry II	3 credit
CHE 350 L Organic Chemistry II Lab	1 credit
CHE 365 Biochemistry: Biomolecules	3 credits
CHE 365 L Biochemistry Lab	1 credit
PHY 201 College Physics I	4 credits
PHY 202 College Physics II	4 credits

BACHELOR OF ARTS IN FORENSIC SCIENCE **(Program not admitting students at this time, program review in progress)**

In keeping with the mission of the University and the importance it places on connections, the Forensic Science program emphasizes content and technology drawn from the physical, mathematical, and social sciences. The program seeks to prepare students for a broad array of careers in crime laboratories, law enforcement, field collection, and evidence examination. Students gain knowledge of the principles and techniques used in identifying, collecting, and analyzing certain types of crime scene evidence, then they apply their skills to preparing the case for further disposition. Students may choose an area of emphasis in chemistry or psychology.

Learning Outcomes: Forensic Science

1. Majors will have a firm foundation in scientific principles.
2. Students will make effective use of scientific equipment and technology.
3. Majors will be able to accurately identify sources of trace evidence and suggest appropriate analytical techniques.
4. Students will be able to effectively communicate scientific information in oral and written form.
5. Students will understand the importance of ethical conduct in analysis and interpretation of evidence and other information related to criminal investigation.

Internships in Forensic Science

An internship in a law enforcement agency or crime laboratory is strongly encouraged. These experiences help clarify career or educational goals and give the student valuable practical experience. Prospective interns must meet institution-wide requirements and be approved by the appropriate Department Chair.

BA Major in Forensic Science	50-60 Credits
Required Courses:	31 Credits
BIO 201 Concepts in Biology	4 credits
CHE 210 Essential Concepts of Chemistry	3 credits
CHE 210L Essential Concepts of Chemistry Lab	1 credit
FOR 201 Introduction to Forensic Science I	4 credits
FOR 202 Introduction to Forensic Science II	3 credits
FOR 401 Crime Scene Investigation/Evidence Collection	3 credits
FOR 402 Microanalysis of Trace Evidence I	4 credits
MAT 225 Introductory Statistics	3 credits
POL 231 Introduction to American Law	3 credits
PSY 101 Introduction to Psychology	3 credits
Additional Requirements:	1 Credit:
SAGE 381 Transitions	1 credit
Required Courses for the concentration in Chemistry	18 Credits
CHE 215 Intro to Structural Inorganic Chemistry	3 credits
CHE 215L Intro to Structural Inorganic Chemistry Lab	1 credits
CHE 220 Introductory Organic Chemistry I	3 credits
CHE 220L Intro to Organic Chemistry I Lab	1 credit

CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introduction to Organic Chemistry II Lab	1 credit
CHE 315 Analytical Chemistry	4 credits
CHE 365 Biochemistry I: Biomolecules	3 credits
CHE 365L Biomolecules Laboratory	1 credit

Required Courses for the concentration in Psychology	25 Credits
PSY 202 Research Methods	4 credits
PSY 232 Biopsychology	3 credits
PSY 244 Abnormal Psychology	3 credits
PSY 260 Psychology in Legal Contexts	3 credits
PSY 325 Drugs and Behavior	3 credits
PSY 331 Social Psychology	3 credits
PSY 337 Personality Theory	3 credits
PSY 433 Cognitive Psychology	3 credits

BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES (Program not admitting students at this time, program review in progress)

Program offered in traditional face-to-face format and online through Webber Worldwide

Mission: Department of Interdisciplinary Studies
In support of the mission of the University, the purpose of the interdisciplinary studies major is to permit students to profit from the study of the full breadth of a liberal arts and sciences curriculum, as an end in itself as well as to complement and provide a context for the study of a particular discipline. The major may draw on courses in the natural and health sciences, mathematics, fine arts, humanities, and the social sciences. It allows students to explore and appreciate the ways in which diverse disciplines, schools of thought, modes of inquiry, and cultures fit into the rich fabric of human nature and self-expression. Intellectual, cultural, social, political, scientific, artistic, literary and religious interactions and influences within a given era and from age to age may be studied. Depth of knowledge and understanding is gained through progressively advanced study in several disciplines, rather than in a single discipline.

Learning Outcomes: Interdisciplinary Studies
The major in Interdisciplinary Studies is a contract major, constructed by students in consultation with their advisors, and subject to the approval of their respective coordinators. Learning outcomes and a statement of purpose are developed for each individual contract. However, there are three learning outcomes common to all Interdisciplinary Studies majors:

1. Successful oral presentation and defense of a final integrative paper before a committee of faculty members from the selected academic disciplines
2. Demonstration of a satisfactory level of knowledge in each of the selected academic disciplines (minimum of three)
3. Ability to synthesize material from at least three academic disciplines to satisfactorily address the topic selected by the student

Basic Requirements for Student-Initiated Interdisciplinary Studies Majors 45-56 credits

Required Courses

Approved Courses from the First Academic Discipline	12credits minimum
Approved Courses from a Second Academic Discipline	12 credits minimum
Approved Courses from a Third Academic Discipline	6 credits minimum
IDS 401 Senior Experience in Interdisciplinary Studies	1 credit
*Approved Electives – supportive of the theme of the major (or additional credits in one or more of the major disciplines)	14 – 25 credits

Additional Requirements

1. The program of study must consist of a minimum of 45 and a maximum of 56 credits.
2. At least two academic advisors, from two different disciplines, are required. The lead advisor will serve as the "advisor of record."
3. A minimum of 25 of the total credits for the major must be earned at the St. Andrews Campus.
4. Of the 24 upper level credits required of the major, a minimum of 16 upper level credits must be completed at the St. Andrews Campus.

5. Interdisciplinary Studies proposals and contracts must be approved by the faculty in the appropriate disciplines and by the Interdisciplinary Studies Department Chair no later than the end of the drop/add period for the semester preceding a student's graduation semester.
6. IDS 401 Senior Experience in Interdisciplinary Studies is required of all Interdisciplinary Studies majors. This course is to be taken in the final semester of the senior year.
7. From approved courses at the 100-200 levels 21 credits
8. From approved courses at the 300-400 levels 24 credits

BA IN INTERDISCIPLINARY STUDIES WITH A CONCENTRATION IN PRE-DOCTOR OF PHYSICAL THERAPY **(Program not admitting students at this time, program review in progress)**

65 credits

The Pre-Doctor of Physical Therapy concentration is designed to provide students interested in the Physical Therapy profession with a clearly delineated undergraduate curriculum which meets all the course requirements for admission to graduate Physical Therapy programs. The curriculum design follows the recommendations of the American Physical Therapy Association (APTA), the Commission on Accreditation in Physical Therapy Education (CAPTE) as well as the Physical Therapist Centralized Application Service (PTCAS) guidelines.

Student Learning Outcomes for the Concentration:
Upon completion of the Pre-DPT concentration, students will:

1. Demonstrate proficiency in biological science with an emphasis on the structure and function of the human body
2. Understand scientific methodology and be able to employ this methodology in a variety of practical settings
3. Demonstrate basic knowledge of chemical principles
4. Be introduced to the structure and management of the American healthcare system
5. Develop basic management and leadership skills applicable to the healthcare professions
6. Develop basic research skills applicable to the healthcare professions
7. Complete a research project which includes 15- 20 volunteer hours in a clinical setting meeting APTA standards*

Possible locations in the Lake Wales and Polk County Areas for these hours would include local hospitals, nursing homes, and rehab / physical therapy clinics, and Webber athletics (working with trainers); students might also complete volunteer hours during the summer at other locations. Required volunteer hours for admission to graduate programs in Physical Therapy vary considerably. Students will be advised to review carefully the requirements for particular programs of interest.

REQUIRED COURSES

Life Sciences	24 credits
BIO 201 Concepts in Biology I	4 credits
BIO 204 Concepts in Biology II (	4 credits
BIO 111 Medical Terminology	2 credits
BIO 221 Human Anatomy and Physiology I	4 credits
BIO 222 Human Anatomy and Physiology II	4 credits
SS 325 Kinesiology and Biomechanics (	3 credits
SS 402 Exercise Physiology	3 credits
Physical Sciences	16 credits
CHE 210 and CHE 210 Lab Essential Concepts of Chemistry	4 credits
CHE 215 and CHE 215 Lab Introduction to Structural Inorganic Chemistry	4 credits

PHY 201 College Physics I	4 credits
PHY 202 College Physics II	4 credits
Health Services Administration	12 credits
HSA 301 Healthcare Setting Analysis	3 credits
HSA 310 Research Methods in Health Science	3 credits
HSA 415 Leadership in Healthcare	3 credits
HSA 450 Risk Management in Healthcare	3 credits
Other Requirements	13 credits
MAT 225 Introductory Statistics	3 credits
SS 375 Topics in Sport and Recreation: Sport Nutrition	3 credits
PSY 335 Organizational Behavior	3 credits
IDS 401 Capstone Research Project	4 credits

Total Credits: 65
Lower Level Credits: 37
Upper Level Credits: 28

Honors in Interdisciplinary Studies
Students who meet the institutional requirements of a 3.00 cumulative grade point average on all work attempted, a 3.30 or better in major courses, and the recommendation of faculty in the disciplines of their contract may pursue Honors in Interdisciplinary Studies. These students will complete at least two courses (minimum 4 credits) of approved independent study related to the focus of their interdisciplinary contract culminating in an Honors level thesis or project to be evaluated by faculty from the disciplines represented in the major.

SCHOOL OF EDUCATION

EDUCATION DEGREE REQUIREMENTS

BACHELOR OF ARTS IN ELEMENTARY EDUCATION

Program Director: Mr. Shannon Ryals, Assistant Professor ryalsse@webber.edu

The Bachelor of Arts in Elementary Education Program is approved by the Florida Department of Education an educator preparation program that prepares graduates to teach children in kindergarten to 6th grade. The program coursework and field experiences in the elementary school settings enables the teacher candidate to integrate the teaching theory with teaching practice to demonstrate the competencies need for research-based instruction appropriate for all students, including those from diverse cultures, various exceptionalities, and across all skill levels in various education settings. Graduates of the Webber International University Bachelor of Arts in Elementary Education program are prepared to receive their professional teaching certification in elementary education (K-6) with endorsements in Reading and English for Speakers of Other Languages (ESOL).

Graduates of this program can seek employment opportunities teaching students in kindergarten through sixth grade within Florida public and private schools.

Program offered in traditional face-to-face format

Program Learning Outcomes

1. Demonstrate the Florida Educator Accomplished Practices (FEAPs) at the pre-professional level.
2. Facilitate learning through a respectful environment for a diverse population of students by demonstrating content knowledge, aligning instruction with the *Florida Standards,* and using appropriate methodology.
3. Demonstrate proficiency in collecting (gathering), analyzing, and using (acting upon) data to make data-driven decisions to improve instruction.
4. Demonstrate skills in effective oral and written communication with students, parents, and other school personnel and facilitate professional collaboration and leadership.
5. Demonstrate Florida Reading Endorsement Competencies.
6. Demonstrate Florida Teacher Standards for ESOL Endorsement.

Admission Criteria:

Candidates who wish to be admitted to and continue in the Teacher Education Program must show clear evidence of becoming competent, mature, and responsible teacher candidates. Admission criteria for the Teacher Education Program are:

1. Candidates must have an overall GPA of 2.5 or higher (on a 4.0 scale)
2. Candidates must complete all coursework (including general education courses) with a grade of C or better.
3. Candidates must submit an application for admission to the WIU School of Education Teacher Education Program with a major of Elementary Education
4. Pass all four sections of the General Knowledge Test (GKT) of the Florida Teachers Certification Exam (FTCE) by the end of their sophomore year.

5. Obtain fingerprinting and background clearance from the Polk County School District
6. Interview with department faculty

Graduation Requirements

1. Successfully pass all three parts of the Florida Teacher Certification Exam (FTCE) including: General Knowledge Test (GKT), Professional Education (PEd), and the Elementary Education (K-6) Subject Area Exam (SAE).
2. Demonstrate mastery of effective teaching by meeting the Florida Educator Accomplished Practices.
3. Earn a cumulative GPA of 2.5 or higher.
4. Earn a grade of C or better in all program coursework.

Requirements

	General Education Requirements	**42 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
ENG201	Introduction to Literature	3
ENG215	Critical Approaches to American Lit.	3
	Education Core Required Courses (required of all Education majors)	**39 Credits**
EDU220	Child and Adolescent Development	3
EDU232	Integrating Movement in the Classroom	3
EDU236	Technology for Educators	3
EDU240	Math for Teaching and Learning	3
EDU250	Education, Culture & Diversity	3
EDU310	Curriculum and Instruction	3
EDU311	Digital Learning Applications	3
EDU324	Educational Psychology	3
EDU328	Assessment and Evaluation	3
EDU340	Field Studies 1	1
EDU344	Classroom Management	3
EDU352	Teachers as Leaders	3
EDU355	The Exceptional Child	**3**

EDU384	Field Studies 2	1
EDU410	Field Studies 3	1
	Major Requirements (Elementary Ed Specific Courses)	**27 Credits**
EDU319	Literature for Children and Youth	3
EDU332	Language and Literacy	3
EDU336	Foundations in Teaching ESOL	3
EDU338	Reading and Language Arts	3
EDU339	Social Studies in the Elementary Classroom	3
EDU341	Science in the Elementary Classroom	3
EDU342	Mathematics in the Elementary Classroom	3
EDU365	Fine Arts in the Classroom	3
EDU408	ESOL Issues and Practice	3
NOTE: Candidates are required to pass the Professional Education Exam and the Subject Area Exam (Elementary Education (K - 6) before progressing to Student Teaching		
	Professional Requirements	**12 Credits**
EDU423	Student Teaching	10
EDU425	Student Teaching Senior Seminar	2
	Total Bachelor of Science Requirements	**120 Credits**

The suggested course sequence for ***Elementary Education*** is as follows:

Year I		
Fall Semester		**Spring Semester**
ENG111 – English Composition 1		ENG112 – English Composition II
MAT121 – College Algebra		EDU220 – Child and Adolescent
PSY101 – Introduction to Psychology		EDU240 – Math for Teaching and Learning
Humanities Elective		Social Science Elective
General Education Elective		Science Elective
Year II		
Fall Semester		**Spring Semester**
ENG280 – Foundations of Rhetoric		ENG201 – Introduction to Literature
EDU324 - Educational Psychology		EDU355 – The Exceptional Child
ENG330 – Writing Professionally		EDU250 – Education, Culture & Diversity
Math or Science elective		EDU236 – Technology for Educators
General Education Elective		EDU310 – Curriculum Instruction
Note: Candidates must pass all parts of the General Knowledge Test (GKT) by the end of the sophomore year to be officially admitted to the Elementary Education Program		
Year III		
Fall Semester		**Spring Semester**
EDU232 – Integrating Movement in Classroom		ENG215 – Critical Approaches to American Lit
EDU319 – Literature for Children and Youth		EDU332 – Language and Literacy
EDU311 – Digital Teaching Applications		EDU339 – Social Studies in Elem. Classroom
EDU341 – Science in Elementary Classroom		EDU336 – Foundations of Teaching ESOL
EDU342 – Math in the Elem. Classroom		EDU365 – Fine Arts in the Classroom
EDU340 – Field Studies 1		EDU384 – Field Studies 2
Note: Candidates must pass the Professional Education Exam and Subject Area Exam (Elementary Education (K-6)) before being admitted to EDU 423 Student Teaching.		
Year IV		
Fall Semester		**Spring Semester**
EDU328 – Assessment and Evaluation		EDU423 – Student Teachings
EDU338 – Reading and Language Arts		EDU425 – Student Teaching Sr. Seminar
EDU352 - Teachers as Leaders		
EDU344 – Classroom Management		
EDU408 – ESOL Issues & Practice		
EDU410 – Field Studies 3		

BACHELOR OF ARTS IN MIDDLE GRADES TEACHER EDUCATION (Program not admitting students at this time, program review in progress)
Program Director: Mr. Shannon Ryals, Assistant Professor ryalsse@webber.edu

Program offered in traditional face-to-face format and online through Webber Worldwide
The Program prepares candidates to teach adolescents in grades 6-9. This program is not approved by the Florida Department of Education, in process of seeking approval. Using current research and data regarding adolescent learners, candidates will develop the knowledge, skill and dispositions necessary to provide developmentally appropriate learning experiences for middle grades students via the general education curriculum. The Middle Grades Education pre-service candidates will show evidence of skills for leading students towards participation in society and toward careers. The program is designed to help pre-service teachers expand middle grades learner skills in communication, collaboration, critical thinking, and creative problem solving using a highly integrated approach to presenting the curriculum objectives. They will develop an awareness and competency in applying basic principles of curriculum planning and implement them according to the diverse needs of students within the middle school setting. Pre-service teachers will participate in a variety of field experiences within the middle school and will habitually reflect on these experiences as a basis for decision-making and professional growth. Candidates will demonstrate the use of technological tools both for planning, instruction and assessing, as well as the skills of data management. These future teachers will explore the structure of the school as an institution and will learn skills in professional collaboration and leadership.

REQUIREMENTS

	General Education Requirements	**45 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3
	Mathematics or Science Elective	3
	(2) General Education Electives	6
ENG201	Introduction to Literature	3
ENG208	Special Topics in Literature	3
ENG215	Critical Approaches to American Lit.	3
	Education Core Required Courses (required of all Education majors)	**39 Credits**
EDU220	Child and Adolescent Development	3
EDU232	Integrating Movement in the Classroom	3
EDU236	Technology for Educators	3
EDU240	Math for Teaching and Learning	3
EDU250	Education, Culture & Diversity	3

EDU310	Curriculum and Instruction	3
EDU311	Digital Learning Applications	3
EDU324	Educational Psychology	3
EDU328	Assessment and Evaluation	3
EDU340	Field Studies 1	1
EDU344	Classroom Management	3
EDU352	Teachers as Leaders	3
EDU355	The Exceptional Child	**3**
EDU384	Field Studies 2	1
EDU410	Field Studies 3	1
	Major Requirements (Middle Grades Ed Specific Courses)	**24 Credits**
EDU302	Research & Analysis for MG	3
EDU303	Integrated Content Methods for Middle/Secondary Grades	6
EDU319	Literature for Children and Youth**	3
EDU322	Reading and Writing in Content Area	3
EDU325	Social Studies Standards & the State	3
EDU365	Fine Arts in the Classroom	3
SPD314	Differentiated Instruction	3
NOTE: Candidates are required to pass the Professional Education Exam and the Subject Area Exam (Elementary Education (K - 6) before progressing to Student Teaching		
	Professional Requirements	**12 Credits**
EDU423	Student Teaching	10
EDU425	Student Teaching Senior Seminar	2
	Total Bachelor of Science Requirements	**120 Credits**

The suggested course sequence for ***Middle Grades Teacher Education*** is as follows:

Year I		
Fall Semester		**Spring Semester**
ENG111 – English Composition 1		ENG112 – English Composition II
MAT121 – College Algebra		EDU220 – Child and Adolescent
PSY101 – Introduction to Psychology		EDU240 – Math for Teaching and Learning
Humanities Elective		Social Science Elective
General Education Elective		Science Elective
Year II		
Fall Semester		**Spring Semester**
ENG280 – Foundations of Rhetoric		ENG201 – Introduction to Literature
EDU324 - Educational Psychology		EDU355 – The Exceptional Child
ENG330 – Writing Professionally		EDU250 – Education, Culture & Diversity
Math or Science elective		EDU236 – Technology for Educators
General Education Elective		EDU310 – Curriculum Instruction
Note: Candidates must pass all parts of the General Knowledge Test (GKT) by the end of the sophomore year to be officially admitted to the Elementary Education Program		
Year III		
Fall Semester		**Spring Semester**
EDU232 – Integrating Movement in Classroom		ENG215 – Critical Approaches to American Lit
EDU319 – Literature for Children and Youth		ENG208 – Special Topics in Literature
EDU311 – Digital Teaching Applications		EDU303 – Integrated Content Methods for Middle/Secondary Grades
EDU301 – Research & Analysis for MG		EDU365 – Fine Arts in the Classroom
EDU322 – Reading & Writing in Content Area		EDU384 – Field Studies 2
EDU340 – Field Studies 1		
Note: Candidates must pass the Professional Education Exam and Subject Area Exam (Elementary Education (K-6)) before being admitted to EDU 423 Student Teaching.		
Year IV		
Fall Semester		**Spring Semester**
EDU328 – Assessment and Evaluation		EDU423 – Student Teachings
EDU 325 – Social Studies Standards & State		EDU425 – Student Teaching Sr. Seminar
EDU352 – Teachers as Leaders		
EDU344 – Classroom Management		
SPD314 – Differentiated Instruction		
EDU410 – Field Studies 3		

BACHELOR OF ARTS IN SPECIAL EDUCATION K-12
Program Director: Mr. Shannon Ryals, Assistant Professor **ryalsse@webber.edu**

Program is not approved by the Florida Department of Education – approval process in progress
Program offered in traditional face-to-face format

The Program is designed to prepare educators to teach children with mild disabilities via the General K-12 Curriculum. This program is not approved by the Florida Department of Education, in process of seeking approval. Through participation in additional courses, the program also offers an option for add-on certification in Gifted Education for any education major or licensure only candidate. Program objectives include pre-service teachers developing the knowledge and understanding necessary to become experts at teaching students with disabilities who are progressing through the General Curriculum (K-12); knowledge and understanding of Special Education laws and policies; and develop the knowledge and understanding of human growth and development theories as they apply to students with disabilities. They will develop an awareness and competency in applying basic principles of curriculum planning and implement them according to the diverse needs of students with disabilities. Pre-service teachers will participate in field experiences, practicums and community events related to students with disabilities (i.e. Special Olympics). They will habitually reflect on the experiences as a basis for decision-making and for professional growth. They will demonstrate the use of technological tools; both for planning, instruction and assessing, as well as the skills of data management.

Program Outcomes

1. Demonstrate the Florida Educator Accomplished Practices (FEAPs) at the pre-professional level.
2. Facilitate learning through a respectful environment for a diverse population of students by demonstrating content knowledge, aligning instruction with the *Florida Standards,* and using appropriate methodology.
3. Demonstrate proficiency in collecting (gathering), analyzing, and using (acting upon) data to make data-driven decisions to improve instruction.
4. Demonstrate skills in effective oral and written communication with students, parents, and other school personnel and facilitate professional collaboration and leadership.
5. Demonstrate Florida Reading Endorsement Competencies.
6. Demonstrate Florida Teacher Standards for ESOL Endorsement.

Requirements

	General Education Requirements	**42 Credits**
ENG111	English Composition I	3
ENG112	English Composition II	3
ENG280	Foundations of Rhetoric	3
ENG330	Writing Professionally	3
MAT121	College Algebra	3
PSY101	Introduction to Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Science Elective	3

	Mathematics or Science Elective	3
	(2) General Education Electives	6
ENG201	Introduction to Literature	3
ENG215	Critical Approaches to American Lit.	3
	Education Core Required Courses (required of all Education majors)	**39 Credits**
EDU220	Child and Adolescent Development	3
EDU232	Integrating Movement in the Classroom	3
EDU236	Technology for Educators	3
EDU240	Math for Teaching and Learning	3
EDU250	Education, Culture & Diversity	3
EDU310	Curriculum and Instruction	3
EDU311	Digital Learning Applications	3
EDU324	Educational Psychology	3
EDU328	Assessment and Evaluation	3
EDU340	Field Studies 1	1
EDU344	Classroom Management	3
EDU352	Teachers as Leaders	3
EDU355	The Exceptional Child	**3**
EDU384	Field Studies 2	1
EDU410	Field Studies 3	1
	Major Requirements (Elementary Ed Specific Courses)	**39 Credits**
EDU319	Literature for Children and Youth	3
EDU332	Language and Literacy	3
EDU336	Foundations in Teaching ESOL	3
EDU338	Reading and Language Arts	3
EDU339	Social Studies in the Elementary Classroom	3
EDU365	Fine Arts in the Classroom	3
EDU408	ESOL Issues and Practice	3
SPD301	Building Collaboration in the Gen Ed Classroom (Inclusion)	3
SPD302	Learners with Mild Disabilities: Theory & Apps in the Classroom	3
SPD303	Assessment Methods and Individual Education Programming	3
SPD305	Multisensory Teaching of Reading to Students with Disabilities	3
SPD314	Differentiated Instruction for Learners with Special Needs	3
SPD320	Math for Special Learners	3
NOTE: Candidates are required to pass the Professional Education Exam and the Subject Area Exam (Elementary Education (K - 6) before progressing to Student Teaching		
	Professional Requirements	**12 Credits**
EDU423	Student Teaching	10
EDU425	Student Teaching Senior Seminar	2
	Total Bachelor of Science Requirements	**132 Credits**

The suggested course sequence for ***Special Education K-12*** is as follows:

Year I		
Fall Semester		**Spring Semester**
ENG111 – English Composition 1		ENG112 – English Composition II
MAT121 – College Algebra		EDU220 – Child and Adolescent
PSY101 – Introduction to Psychology		EDU240 – Math for Teaching and Learning
Humanities Elective		Social Science Elective
General Education Elective		Science Elective
Summer Semester		
ENG201 – Introduction to Literature		
Year II		
Fall Semester		**Spring Semester**
ENG280 – Foundations of Rhetoric		ENG208 – Special Topics in Literature
EDU324 - Educational Psychology		EDU355 – The Exceptional Child
ENG330 – Writing Professionally		EDU250 – Education, Culture & Diversity
Math or Science elective		EDU236 – Technology for Educators
General Education Elective		EDU310 – Curriculum Instruction
Summer Semester		
ENG215 – Critical Approaches to American Lit		
Note: Candidates must pass all parts of the General Knowledge Test (GKT) by the end of the sophomore year to be officially admitted to the Special Education Program		
Year III		
Fall Semester		**Spring Semester**
EDU232 – Integrating Movement in Classroom		SPD301 – Building Collaboration in Classroom
EDU319 – Literature for Children and Youth		SPD320 – Math for Special Learners
EDU311 – Digital Teaching Applications		EDU338 – Reading and Language Arts
SPD314 – Differentiated Learning		SPD303 - Assessment & IEP Planning
SPD302 – Learners with Mild Disabilities		SPD305 - Multi-Sensory Teaching of Reading
EDU340 – Field Studies 1		EDU384 – Field Studies 2
Note: Candidates must pass the Professional Education Exam and Subject Area Exam (Special Education (K-12) before being admitted to EDU 423 Student Teaching.		

Year IV		
Fall Semester		**Spring Semester**
EDU328 – Assessment and Evaluation		EDU423 – Student Teachings
EDU339 – Social Studies in Elementary Classroom		EDU425 – Student Teaching Sr. Seminar
EDU332 - Language and Literacy		
EDU352 – Teachers as Leaders		
EDU344 – Classroom Management		
EDU365 – Fine Arts in the Classroom		
EDU410 – Field Studies 3		

BACHELOR OF ARTS IN SECONDARY GRADES TEACHER EDUCATION (Program not admitting students at this time, program review in progress)

Program offered in traditional face-to-face format

The Secondary Education Teacher Education Major Program prepares candidates to teach older adolescents in grades 7-12. Using current research and data regarding older adolescent learners, candidates will develop the knowledge, skill and dispositions necessary to provide developmentally appropriate learning experiences for high school students. The Secondary Education pre-service candidates will show evidence of skills for leading students toward participation in society and toward careers. The program is designed to help pre-service teachers expand middle grades learner skills in communication, collaboration, critical thinking, and creative problem solving using a highly integrated approach to presenting the curriculum objectives. They will develop an awareness and competency in applying basic principles of curriculum planning and implement them according to the diverse needs of within the middle school setting. Pre-service teachers will participate in a variety of field experiences within the middle school setting and will habitually reflect on these experiences as a basis for decision-making and personal growth. Candidates will demonstrate the use of technological tools, both for planning, instruction and asses sing, as well as the skills of data management. These future teachers will explore the structure of the school as an institution and will learn skills in professional collaboration and leadership.
Secondary Grades teacher education majors must complete 24 credit hours in a specific content area mathematics, comprehensive science, social studies, English/language arts) in addition to the program of study. Advisors have a list of suggested courses.

Student Learning Outcomes*:*

1. Demonstrate leadership in their classrooms, in the school, and in the teaching profession.
2. Facilitate learning through a respectful environment for a diverse population of students by demonstrating content knowledge, aligning instruction with the Florida Standards using appropriate methodology.
3. Demonstrate proficiency in gathering, analyzing and acting upon student assessment results

Program Requirements

Professional Studies (required of all education majors)	33 Credit Hours
EDU 220 Child and Adolescent Development	3 credits
EDU 232 Integrating Movement in the Classroom	3 credits
EDU 236 Technology for Educators	3 credits
EDU 240 Math for Teaching and Learning	3 credits
EDU 250 Education, Culture and Diversity	3 credits
EDU 310 Curriculum and Instruction	3 credits
EDU 311 Digital Learning Applications	3 credits
EDU 324 Educational Psychology	3 credits
EDU 344 Classroom Management	3 credits
EDU 352 Teachers as Leaders	3 credits
EDU 355 Introduction to the Exceptional Child	3 credits
Pedagogical Studies	21 Credit Hours
EDU 319 Literature for Children and Youth	3 credits

EDU 325 Foundations for Teaching Social Studies	3 credits
EDU 322 Reading and Writing in the Content Areas	3 credits
EDU 304 The Secondary School: Exploring the American High School	3 credits
SPD 314 Differentiated Instruction for the Exceptional Child	3 credits
EDU 303 Integrated Content Methods for Middle/Secondary Grades	6 credits
EDU 365 Fine Arts in the Classroom	3 credits
Professional Applications	12 Credit Hours
EDU 423 Student Teaching	10 credits
EDU 425 Student Teaching Senior Seminar	2 credits

Total Program Hours for Secondary Grades Education: 69 credit hours plus the academic exploration credit hours and General Education curriculum hours for a minimum of 120 credit hours.

BACHELOR OF ARTS IN PHYSICAL EDUCATION (K-12) (Program not admitting students at this time, program review in progress)

Program offered in traditional face-to-face format

The study of physical education provides balance to educate both the mind and the body. A major in physical education and sport can take you in different directions such as teaching, coaching, rehabilitation, therapy, sports, recreation, community health, intramurals, and wellness programs. We combine a strong liberal arts curriculum with an uncommon flexibility in your choice of major. The institution's professors take time to listen, to care, and to become directly involved in your education. Your professors' personalized attention is an invaluable resource, given the highly personal nature of discovering your individual strengths and interests. You will find yourself quickly involved in and challenged by each class discussion, where your contributions will be heard in a spirit of inquiry and openness.

Physical Education Student Learning Outcomes

1. Demonstrate leadership in their classrooms, in the school, and in the teaching profession.
2. Facilitate learning through a respectful environment for a diverse population of students by demonstrating content knowledge, aligning instruction with the Florida Standards using appropriate methodology.
3. Demonstrate proficiency in gathering, analyzing and acting upon student assessment results.

Professional Studies (required of all education majors)	30 Credit Hours
EDU 220 Child and Adolescent Development	3 credits
EDU 232 Integrating Movement in the Classroom	3 credits
EDU 236 Technology for Educators	3 credits
EDU 240 Math for Teaching and Learning	3 credits
EDU 250 Education, Culture and Diversity	3 credits
EDU 310 Curriculum and Instruction	3 credits
EDU 311 Digital Learning Applications	3 credits
EDU 324 Educational Psychology	3 credits
EDU 344 Classroom Management	3 credits
EDU 352 Teachers as Leaders	3 credits
EDU 355 The Exceptional Child	3 credits

Pedagogical Studies	34 credit hours
SS 101 Foundations and Principles of PE and Sport	3 credits
SS 325 Kinesiology and Biomechanics	3 credits
BIO 221 Human Anatomy & Physiology (counts as Gen Ed Science/Lab)	4 credits
HPE 328 – K-12 – PE Methods	3 credits
HPE 370 – K-12 Health Methods	3 credits
HPE 315 Skill Analysis – Individual Sports Methods	3 credits
HPE 316 Skill Analysis – Team Sports Methods	3 credits
HPE 234 Adapted PE	3 credits
EDU 322 Reading and Writing in the Content Area	3 credits
SS 402 Exercise Physiology	3 credits
SS 410 Org. and Admin of PE & Sport	3 credits

Professional Applications	12 credit hours	
EDU 423 Student Teaching		10 credits
EDU 425 Student Teaching Senior Seminar		2 credits

Total Program Hours for Physical Education: 76 credit hours plus the academic exploration credit hours and General Education curriculum hours for a minimum of 120 credit hours

UNDERGRADUATE COURSE DESCRIPTIONS

NOTE:

1. Not all courses are offered every semester. The listed terms indicate when the course is typically offered, which can change without notice. Courses scheduled for the summer are offered on an as-needed basis. Minimum enrollment is required for any course to be offered.
2. Lab fees may be required for laboratory courses and for other specialized courses.
3. Language and other liberal arts courses are offered based on demand.

ACCOUNTING

ACC201 Financial Accounting **3 Credits**
A study of the basic structure of accounting, the accounting cycle, accounting for assets, liabilities, and owners' equity of business organizations, and preparation of financial statements. (Fall/Spring)

ACC202 Managerial Accounting **3 Credits**
A study of the concepts and methods for using accounting information in the management process. The emphasis is placed upon the use of such information in the planning, controlling, and decision-making process. Topics covered include cost accumulation methods, cost-volume-profit analysis, present value techniques, financial statement analysis, profit planning and budgeting, and various decision-making techniques. (Fall/Spring) Pre-requisite: ACC201

ACC301 Intermediate Accounting I **3 Credits**
The first half of a two-semester sequence. A comprehensive study of current financial accounting principles and procedures with attention given to the underlying theory. Topics covered include the construction of all major financial statements, basic principles underlying these statements, and a detailed study of all major asset accounts. (Fall) Pre-requisite: ACC202

ACC302 Intermediate Accounting II **3 Credits**
A continuation of ACC 301. Topics covered include a detailed study of all major liability and stockholder equity accounts, stock compensation plans, earnings per share, revenue recognition principles, financial accounting for income taxes, pensions, leases, accounting changes, and preparation of the statement of cash flows. (Spring) Pre-requisite: ACC301

ACCT311 Federal Income Tax I **3 Credits**
This course will study the “nuts and bolts” of the United States Income Tax system. Special emphasis will be placed on analyzing the impact the Federal Tax Code has on both individuals and businesses in today’s complex economy. Case studies, problem solving and tax form preparation will be stressed. Prerequisites: ACCT 201 and 202 or permission of instructor. Offered in alternate years, Fall semester

ACC312 Accounting Information Systems **3 Credits**
A study of the overall composition of accounting information systems, including basic accounting system concepts, system design and implementation, accounting applications and controls, and current developments in the field impacting the design of accounting information systems. (Spring) Pre-requisite: ACC202

ACC325 Forensic Accounting **3 Credits**
An introduction to the field of forensic accounting. This course will cover the legal environment that the forensic accountant works in. Also included will be proper procedures these professionals must use in completing their work. The forensic accountant role in divorce cases, bankruptcy proceedings, embezzlements investigations, etc. will also be considered. Prerequisite: A minimum grade of C in ACCT 201. Offered in alternate years, Fall semester.

ACC340 Federal Income Taxation of Individuals **3 Credits**
A comprehensive study of federal tax laws as they apply to the individual taxpayer. (Fall) Pre-requisite: ACC202

ACC342 Principles of Fraud Examination **3 Credits**
A study of the principles of fraud including the methodology of fraud examinations. Topics covered include an introduction to fraud, the identification of occupational frauds, and the implications of its prevention, deterrence, detection, and investigation. Pre-requisite: ACC201 (Spring)

ACC351 Cost Accounting **3 Credits**
An in-depth study of basic cost accounting concepts and procedures. Topics include the function of cost accounting in the management process, cost accumulation systems, cost allocation methods, job order costing, process costing, standard costing and standard cost systems, budgeting, and the use of variance analysis for performance measurement and control. (Fall) Pre-requisite: ACC202

ACC435 Accounting for Governmental And Non-Profit Organizations **3 Credits**
A study of the concepts, principles, and procedures followed in accounting for governmental and other non-profit organizations. (Spring) Pre-requisite: ACC202

ACC440 Advanced Financial Accounting **3 Credits**
A study of the concepts, principles, and procedures followed in accounting for business mergers, acquisitions, combinations, and foreign operations. Also included is a discussion of accounting for partnerships. (Fall) Pre-requisite: ACC302

ACC460 Auditing I **3 Credits**
An introduction to the principles and theory of auditing, the process of examining the accounting system of an enterprise and the financial information that it produces. (Fall) Pre-requisite: ACC202

ACC465 Auditing II **3 Credits**
An advanced study of the process and procedures used in examining financial statements of an organization through the use of audit cases. This course, along with MGT499, serves as a capstone for the accounting program. (Spring) Pre-requisite: ACC460

ACC499 Accounting Internship **3 Credits**
Internship with a minimum of 16 hours each week of the semester with a public accounting firm or accounting department of a local business. The internship provides a concentrated look at how accounting operates in a real-world environment as it relates to the firm with which the student is interning. (Fall/Spring) Pre-requisites: Junior standing and approval of internship coordinator.

ART

ART151 Principles of Design **3 Credits**
This studio course covers the fundamental principles of design. Emphasis is placed on visual design: line, shape, value, texture, color, and artistic organization: harmony, balance, and rhythm. The use of these concepts in the development of effective visual expression is explored through the introduction of two-dimensional media and studio activities. (As needed)

ART152 Drawing and Composition **3 Credits**
This course is an introduction to basic drawing skills and visual organization. Emphasis is on drawing techniques with a range of media. Students are introduced to strategies designed to increase their awareness of the role of the arts in an increasingly technological society with diverse cultural and gender perspectives. (As Needed)

BIOLOGY

BIO101 Introductory Topics in Biology **4 Credits**
This course explores basic principles of biology that relate scientific literacy to the non-scientist. (Three hours of laboratory and three hours of lecture per week.) Offered Fall and Spring semesters.

BIO120 Medical Terminology (Lecture) **2 Credits**
This course provides a study of medical terminology and how it relates to the systems of the body. Emphasis is placed on the fundamentals of terminology and communication within health-related fields. Topics include the basic structure and medical words (i.e., including prefixes, suffixes, roots, and combining forms and plurals), correct pronunciation, spelling and definitions. (Fall/Spring/Summer)

BIO160 Human Biology **3 Credits**
A course designed to provide the fundamental answers to questions about how the human body works and how variables affect its function. Included are the influences of lifestyle choices, genetics, disease, and environmental events on human biology. (As Needed)

BIO201 Concepts In Biology 1 **4 Credits**
A concept-oriented course in biology that introduces students to rudimentary principles of biological building blocks and macromolecules, cellular organization and reproduction, evolution, Mendelian

Genetics. (Three hours of laboratory and three hours of lecture per week.) This course satisfies the Natural Sciences breadth, but is intended for science majors. Offered annually in the Fall semester

BIO204 Concepts in Biology II **4 Credits**
Second semester course in introductory biology, with emphasis on the evolution and ecology of different groups of organisms. (Three hours of lecture and 3 hours of laboratory per week) Offered annually in the Spring semester.

BIO221 Human Anatomy & Physiology I (Lecture/Lab) **4 Credits**
This course is the first part of a two-course sequence designed to present students with working knowledge of chemistry, cell biology, and histology, as well as the integumentary system, skeletal system, joints, muscular system, nervous system, and the special senses of the human body. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Laboratory activities reinforce lecture materials using scientific methods and measurement, models, microscopes. (Fall/Spring/Summer)

BIO222 Human Anatomy & Physiology Ii (Lecture/Lab) **4 Credits**
This course is a continuation of the study of the structure, functions and interrelationships of human body systems. Course content will include discussion of the digestive, respiratory, genitourinary, endocrine, urinary, reproductive systems as well as the transport function of the cardiovascular and lymphatic systems. Concepts related to human growth and development, and genetics will also be addressed. In the inquiry-based laboratory portion of this course, students will investigate, through hands-on and simulated laboratory experiences. (Fall/Spring/Summer) Pre-requisite*:* BIO221

BIO307 Ecology **4 Credits**
A survey of the basic concepts, principles and methods of ecology; the sub-discipline of biology dealing with organisms, their interactions with the physical environment and other organisms, and the results of such interactions over time. (Three hours of laboratory and three hours of lecture per week.) Prerequisites: BIO 204. Offered annually.

BIO310 Genetics **3 Credits**
Genetics is the study of heredity, studied from different, yet integrated, perspectives. The first is a more historical approach (Mendelian Genetics), the second is the heredity of environmental dynamics over time (population genetics), and the last examine genetics at a more molecular level (molecular genetics). Additionally, the class offers opportunities to examine the effects that current genetic discoveries are having on individuals, society, and decision-making. (Three hours of lecture per week.) Prerequisite: BIO 204. Offered annually.

BIO330 Advanced Topics In Biology **3 Credits**
This course allows for an in-depth exploration of a current biological topic of interest. (Three hours of lecture per week.) Prerequisites: BIO 201, 204 and at least sophomore standing. Offered Fall and Spring semesters.

BIO340 Plant Diversity **4 Credits**
A systematic survey of the divisions of photosynthetic organisms with an emphasis on evolutionary history and relationships in terms of morphology, anatomy, ecology, and reproductive diversity. Major

evolutionary trends will be addressed. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Offered as needed.

BIO349 Botany **4 Credits**
This course is a thorough, one-semester introduction to the study of plant biology, and emphasizing the structural and functional diversity of plants, fungi, and photosynthetic organisms. Morphology, anatomy, physiology, photosynthesis, growth and development will be treated in detail. (Three hours of lecture and three hours of lab per week.) Prerequisites: BIO 204. Offered as needed.

BIO353 Zoology **4 Credits**
Zoology is a systematic study of animals with emphasis on diversity, evolution, ecology and comparative physiology. The laboratory is devoted to systematic, field, and experimental studies. (Three hours of lecture and three hours of laboratory per week.) Prerequisite: BIO 204. Offered as needed.

BIO355 Animal Behavior **4 Credits**
Animal behavior is a broad discipline of biology integrating mechanisms of behavior with the ecological and evolutionary consequences of behavior. Laboratories will involve both experiments and field observations. (Three hours of laboratory and three hours of lecture per week.) Prerequisite BIO 204. Offered as needed.

BIO365 Microbiology for Health Sciences **4 Credits**
Microbiology for Health Sciences is designed to meet the requirements of students interested in careers in health sciences. The course emphasizes the interaction of microorganisms with humans and the diseases they cause. This course will enable health science students to understand disease- causing representatives of different groups of microorganisms and how these are transmitted and controlled. Students also will learn how to avoid the spread of infectious microorganisms in the hospital or clinical environment. Topics include microscopy, survey of various microbes, the immune system, food microbiology, microbial pathogens and mechanisms of disease transmission. The course is complimented by laboratory exercises in which students acquire hands-on experience in studying various aspects of microbiological applications. (Fall/Spring)

BIO366 Animal Physiology **4 Credits**
This course is an introduction to the processes by which animals function within their environment and will provide an in-depth examination of animal body systems and the environmental variables which interact with them. (Three hours of lecture and three hours of laboratory per week.) Prerequisite: BIO 204. Offered annually.

BIO380 Junior Seminar **1 Credit**
In this course, which is required of all Biology Majors, students will learn how to search for and prepare for employment, graduate school, or professional schools in the biological sciences. (Open to students with junior standing). Offered annually in the Fall semester.

BIO452 Cell Biology **3 Credits**
Cell biology is an in-depth investigation of the structural components of cells and their functions, down to the molecular level. Although the major emphasis will be on structure-function relationships common to most cells, functions of certain specialized cells, such as neurons and endocrine cells, will also be

discussed. (Three hours of lecture per week.) Prerequisites: BIO 204 and CHE 215 or CHE 220. A chemistry course at the 300-level or above is recommended. Offered in alternate years.

BIO460 Molecular Biology **4 Credits**

From medicine to criminology, to engineering of plants and animals, humans are increasingly able to manipulate DNA and its expressed protein products. This course will cover the methods behind gene cloning, restriction digest and analysis, PCR, DNA synthesis, regulation of gene expression, methods of gene delivery, and introduce students to genomics and proteomics. (Three hours of laboratory and three hours of lecture.) Prerequisite: CHE 365 Biomolecules. Offered in alternate years.

BIO466 Senior Seminar **1 Credit**

The primary purpose of this course, which is required of all senior Biology Majors, is to serve as a capstone for the Biology program. In this course, students will critically analyze and present papers drawn from primary literature. Each student will be required to carry out extensive literature review of a selected research topic in biology and complete a written paper and oral presentation on his or her topic. (Open to students with senior standing.) Offered annually in the Spring semester.

BUSINESS

BUS100 Introduction to Business **3 Credits**

This course will provide an overview of business and economics. Students will study the domestic and international environment of business. Other topics will include a study of the functions of accounting, finance, marketing, human resource management, and information management in the business enterprise. (Fall/Spring)

BUS210 Career Development **3 Credits**

The course will provide the framework for the career decision-making process. It stresses the connection between the student's chosen academic field and career objectives. Techniques explored include resume writing, interviewing skill development, and internet research. (Fall/Spring)

BUS208 Bias in the Workplace **3 Credits**

Today’s workplaces include people of different backgrounds and experiences, resulting in a very diverse and multicultural community. When diversity and inclusion is embraced and cultivated effectively these differences can empower an organization through innovation and collaboration. However, when misunderstood these differences can hinder creative breakthroughs, teamwork, productivity, morale and more. This introductory course is aimed at helping students become more aware of the different biases in the workplace including race, gender, generational, ageism and other cultural biases. Through self-examination and reflection within the context of their own experiences, students will explore the concepts of identity, privilege, and conscious and unconscious bias. Students will identify ways they can mitigate these damaging biases in their current experiences by holding themselves and their current and future organizations accountable. Class sessions will be experiential and discussion based. Readings, self-reflections, case studies, current events, and guest lectures are included in the learning experience.

BUS300 Business Internship **3 Credits**
This independent study combines academic supervision with professional employment. The student is able to test classroom business concepts from economics, accounting, management, and marketing, among others. The course can help align career goals, develop professional outlooks, and improve communication skills. (Fall/Spring) Pre-requisites: Junior standing and approval by the Business Department Chair.

BUS301 Career Development **3 Credits**
This course will provide the framework for the career decision-making process. It stresses the connection between the student's academic major and career objectives. This class teaches resume writing, interviewing, creating an internet presence, and job searching skills. Other topics related to professionalization and the transition to full-time employment may be covered at the instructor's discretion. Replaces BUS 210, which may be substituted for BUS 301. Junior/Senior standing or Dean's approval required. (Fall/Spring)

BUS310 Business Statistics **3 Credits**
This course is designed to discuss basic descriptive and inferential statistical methods using statistical software. The emphasis is on solving business-related statistical problems, including understanding the problem, identifying the proper statistical tool, using statistical software to analyze the data, understanding the output of the analysis, and formulating the conclusion to the study. (Fall/Spring) Pre-requisite: MAT121 and either CIS240 or CIS270

BUS343 Investments & Portfolio Analysis **3 Credits**
A study of stocks, bonds, and other investments, as well as security markets in general. Capital market theory is used to analyze portfolio management and investment strategy. The course examines the art as well as the science of investing. Prerequisites: BUS 341 and junior standing, or permission of instructor. Offered every other Fall semester

BUS345 Entrepreneurial Finance & Accounting **3 Credits**
This case-based course will focus on how to address the unique financial and accounting challenges faced by start-ups and established small businesses. From financing the small business and managing cash flow to developing accurate financial statements using QuickBooks – a leading accounting software package for small business – this course will better prepare the student to operate successfully in a small business environment. Prerequisite: ACC 201 and BUS 341. Offered every other Fall semester.

BUS350 Business Law I **3 Credits**
A study of the basic legal framework within which a business operates. This includes general background on the importance of law, the court system and many basic legal issues related to business as incorporated in the law of torts, contracts, sales, and commercial paper. There is also a section on criminal law as it affects business. (Fall/Spring).

BUS351 Quantitative Methods for Business & Economics **3 Credits**
This course will introduce the student to many of the more important mathematical approaches and specialized techniques which can be used in the analysis of basic business problems requiring quantitative decisions. The aim is to develop an understanding of problem-solving methods based upon

a careful discussion of problem formulation, mathematical analysis and solution procedure, utilizing numerous examples. Prerequisites: ECON 201, ACC 201, MAT 225 or BUS 310, and junior standing, or permission of instructor. Offered every third Fall semester.

BUS351 Business Law II **3 Credits**
A study of the fundamental principles governing the law of debtors and creditors, property, agency, and business organizations. (Spring) Pre-requisite: BUS250

BUS401 Foundations of Leadership **3 Credits**
This course provides learners with a broad overview of leadership concepts and practices in a variety of organizational settings. Leadership theories, processes, and best practices are analyzed and applied to case studies. Students will learn to differentiate between management and leadership, they will learn strategies for conflict resolution, and they will develop personal leadership philosophies to use in their own professional interactions.

BUS421 Strategic Marketing Management **3 Credits**
Application of marketing principles and case analysis to solving complex marketing problems. Managerial areas include product management, pricing strategies, promotion, and distribution management. Prerequisites: BUS 220, BUS 221 and BUS 331 and junior standing; or permission of instructor. Offered in alternate years, Spring semester.

BUS422 International Marketing Management **3 Credits**
A comprehensive cultural and strategic approach to international marketing. Topics covered include: analyzing environmental and cultural uniqueness among nations; effects of geography and political and economic changes on marketing activities; marketing global brands; and global trade agreements. The traditional marketing topics of target marketing, the four "P's", developing brand awareness, buyer behavior, and international distribution will be covered from an international perspective. Prerequisite: BUS 221 and junior standing. Offered in alternate years, Spring semester.

BUS451 Operations Management **3 Credits**
The course analyzes the management process applied to the design and operation of a production system, with production as a function of the business rather than as strictly a manufacturing activity. Topics include the planning, organizing, and controlling functions of management; forecasting, facility location and layout; job design and scheduling; quality control and inventory control. Prerequisite: BUS 331 and junior standing. Offered in alternate years, Spring semester.

BUS470 Management in the 21st Century **3 Credits**
This course will address the changing workplace in the 21st century. Students will read in the current business press about how organizations stay in their profit zone while retaining a customer-centric focus. Chief Executive Officers of major North Carolina corporations and leading experts in their special fields will present their ideas and share their expertise with students in a discussion format. Students will explore their ideas and techniques and discuss their findings with the visiting experts in the field as well as local business leaders. Prerequisites: Junior or senior standing, and recommendation from the B/E faculty. Offered in alternate years, Spring semester.

BUS482 Business Field Trip **3 Credits**

Nothing compares to learning on site. The business field trip integrates classroom work with on-site trips to prominent businesses to applications of concepts taught in the classroom. Students travel to businesses on organized trips to hear about the trials and tribulations from business leaders firsthand. Students conduct research on the businesses prior to the trips and then prepare experience papers after the trips. (As needed)

CHEMISTRY

CHE151 Chemistry Connections **3 Credits**

An introduction to the basic concepts of chemistry intended for students with relatively little previous experience with the field, or who need to improve basic chemical and mathematical skills before under taking CHE 210-215. Chemistry can be described as "the central science" and as such; the course will focus on the underlying concepts of chemistry, how they were discovered, and how they are applied in everyday circumstances. There will be an emphasis on the quantitative/problem solving applications of topics covered. This class cannot be taken Pass/Fail. Offered annually in the Fall semester

CHE151L Chemistry Connections Lab **1 Credit**

This laboratory experience is designed to allow for all the practical application of materials covered in CHE 151. The laboratory allows the students to experience a hands-on exploration of topics so that students connect chemistry and the world around them. This class cannot be taken Pass/Fail. Corequisite: CHE 151. Offered annually in the Fall semester.

CHE165 Introduction to Environmental Science & Analysis **3 Credits**

Introduction to the basic scientific concepts behind selected timely environmental issues. Students will be introduced to topics such as global warming, air quality issues such as smog, acid rain, ozone depletion, and ground water contamination. The class lectures will lead students through the underlying critical chemical and physical processes. This is an interdisciplinary study of the human relationship with the Earth's environment and how we study it. This class is intended to be an introduction to environmental science and it relationship to chemistry. The class was designed for students with relatively little previous experience with chemistry or environmental science. The course will focus on applying quantitative and qualitative skills to exploring environmental issues and the methods we use to explore them. Throughout the class, we will be exploring the question of "What do you know and how do you know it?"

CHE210 Essential Concepts of Chemistry (Lecture / Lab) **4 Credits**

An introduction to the basic concepts of chemistry. It includes aspects of the history of chemistry and accounts of the contributions of some of the important chemists of the past. Modern concepts considered are the structure of matter, atomic theory, chemical bonding, molecular shape, chemical reactivity, stoichiometry, thermodynamics and equilibria. Lab emphasis is on quantitative as well as qualitative methodology. Experiments are chosen to illustrate concepts from the lecture.
(Fall/Spring/Summer) Pre-requisite: MAT121

CHE215 Introduction to Structural Inorganic Chemistry **3 Credits**

(General Chemistry II) An introduction to the chemistry of inorganic compounds. It includes an introduction to coordination compounds, nuclear chemistry, complexation equilibrium, redox chemistry,

and the cosmic origins of the elements. Three hours of lecture per week. Prerequisite: CHE 210. Offered annually in the Spring semester.

CHE215L Introduction to Structural Inorganic Chemistry Lab **1 Credit**

A companion laboratory for the Introduction to Inorganic Chemistry lecture. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week. Prerequisite: CHE 210, 210L. Offered annually in the Spring semester.

CHE220 Introductory Organic Chemistry I **3 Credits**

Introduction to molecular structure, bonding, and reactivity primarily of aliphatic molecules. This course will include the study of kinetics and selected spectroscopic techniques. Three hours of lecture per week. Prerequisite: CHE 215. Offered annually in the Fall semester

CHE220L Introductory Organic Chemistry I Lab **2 Credits**

Students will apply a selection of separation and analytical techniques to problems of the resolution of mixtures and to the determination of patterns or reactivity. Students will work primarily in groups. Four hours of laboratory per week. Prerequisites: CHE 210L, and Corequisite CHE 220. Offered annually in the Fall semester

CHE315 Analytical Chemistry **4 Credits**

Mastering laboratory and instrumental techniques to obtain reliable quantitative measurements of chemical systems; the "how" and "why" of designing experimental approaches to break free of laboratory manuals. How analyses and instruments work, and how to get the most out of them. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L. Offered in alternate years, Fall semester

CHE340 Advanced Inorganic Chemistry **4 Credits**

This course offers a more sophisticated treatment of chemical periodicity, bonding (including elementary quantum mechanics), solids, organometallics, group theory and its relationship to molecular spectroscopy, inorganic acid-base reactivities, and redox/electrochemistry is developed. This course is an integrated laboratory/lecture experience allowing for the practical application of lecture material. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L. Offered in alternate years, Spring semester.

CHE350 Introductory Organic Chemistry II **3 Credits**

An integral continuation of CHE 220, using reactions and concepts to build the chemistry of aromatic systems and of carbonyl containing molecules. Three hours of lecture per week. Prerequisite: CHE 220. Offered annually in the Spring semester

CHE350L Introductory Organic Chemistry II Lab **1 Credits**

Using previously learned and new selections of techniques, students will explore reactivities along with single and sequence synthesis of molecules containing polyalkene, aromatic and carbonyl-based functional groups. Work in this lab will be primarily individual, but comparing results will be included in some experimental write-ups. Four hours of lab per week. Prerequisites: CHE 220L, Corequisite CHE 350. Offered annually in the Spring semester.

CHE365 Biochemistry I: Biomolecules **3 Credits**
An introduction to the chemistry and biochemistry of amino acids, sugars, lipids and nucleosides with selected inclusion of topics in protein, carbohydrate and membrane chemistry. Three hours of lecture per week. Prerequisite: CHE 350. Offered in alternate years, Spring semester

CHE365L Biochemistry I Lab **1 Credit**
This laboratory will focus on the application of chemical and analytical techniques to the determination of selected properties of biomolecules. Three hours of lab per week. Corequisites: CHE 365. Offered in alternate years, Spring semester

CHE345/445 Applied Topics in Chemistry **3 Credits**
These courses examine chemical issues, topics and techniques in an applied manner that is not fully addressed in the general chemistry, organic chemistry or analytical sequence. While the focus will vary with each offering, the courses emphasize detailed work with primary sources, equipment, data and specific techniques. The course will be offered singularly at the 300 or 400 level as appropriate to the topic as opposed to a split-level course. Topics range from Spectroscopic Analysis of Organic Compounds, Intermediate Techniques in Organic Chemistry, Advanced Bonding and Structure, to Advanced Topics in Environmental Analysis. Offered Fall and Spring semesters

CHE401 Thermodynamics and Kinetics **3 Credits**
Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Three hours of lecture per week. Prerequisites: CHE 215, PHY 201 or PHY 211, Corequisite MAT 222. Offered in alternate years, Spring semester

CHE401L Physical Chemistry Techniques **1 Credit**
The use of instruments to investigate the physicochemical properties of chemical systems will be studied in the laboratory. Experiments illustrating thermodynamic and kinetic principles will be performed. The relationship of physical chemical theory and practice will be developed. Three hours of lab per week. Prerequisites: CHE 315. Corequisite: CHE 401. Offered in alternate years, Spring semester

CHE410 Biochemistry II: Enzymes and Primary Metabolism **3 Credits**
An introduction to the chemistry and activity of enzymes and the application of that knowledge to the energy generating primary metabolism of glucose to carbon dioxide and water and the preparation of sugar by photosynthesis. Three hours of lecture per week. Prerequisite: CHE 365. Offered in alternate years, Spring semester

COMMUNICATION STUDIES COURSES

COM120 Communication and Culture **3 credits**
This course provides an introduction to the study and practice of becoming an effective communicator, both as a practitioner and a scholar. Students will gain an understanding for critical communication theory and will apply this knowledge toward a public project of their own design.

COM210 Public Speaking **3 credits**
The ability to speak effectively and persuasively is an important skill for personal and professional success. In this course, students will study speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience, and subject. Students will develop greater proficiency in one-on-one conversations, facilitative roles, argumentation, "elevator speeches," and other forms of public speaking.

COM223 Sports Reporting **3 credits**
A survey of sports reporting/media including coverage, writing styles and practices as they apply to sports writing. An understanding and knowledge of how sports are covered along with the dynamics of how to report, economics, interviews, rules, etc. Students will read sports-related publications and also cover one sport on campus. Introduction to sports information directors and colleges.

COM226 Equine Journalism **3 credits**
Equine journalism is intended to combine a student's understanding of equine knowledge, horsemanship and interest in the media/communications fields that are applicable to the horse industry and possible career emphasis. Students will use their first-hand experience of care and teams do develop written narratives that could be used for magazine and newspaper interest. The course will also include an examination of horse magazines and current equine journalistic style and coverage.

COM227 Topics in Communications **3 credits**
These courses examine problems in Communication studies. While the focus varies for each offering, the courses emphasize detailed work with relevant ideas in a broad range of theory and practice. Topics include: Introduction to Journalism, Writing for the Media, Introduction to Public Relations, and Introduction to Social Media Practicum. Prerequisites: COM 101 and 122.

COM228 Sports Journalism **3 credits**
This course covers the principles and practices of sports journalism, focusing on in-depth analysis, storytelling, and multimedia reporting. Students will learn to craft compelling narratives, conduct interviews, and produce content for various media platforms. The course emphasizes how sports journalism shapes public perception by exploring cultural, ethical, and societal issues in sports. Through hands-on assignments, students will gain skills in both traditional reporting and digital media, preparing for careers in sports writing and media production.

COM232 Introduction to Mass Communications **3 credits**
This beginning course will explore, discover and develop the fundamentals of what mass communication is about, along with parallel applications and resources: when/where/how it began and the extensions of diverse media forms: books, print journalism, digital and broadcast, economics, constitutional/legal ramifications and the practice of convergence as it applies to all channels/formats.

COM272 Interpersonal Communications **3 credits**
Survey of psychological, environmental, cultural and socioeconomic variables that influence communications including speech and public awareness of message transactions. Exploration of

appropriate theory and practice for both public and private sphere interactions. Emphasis on classroom participation in order to strengthen communication skills related to interpersonal communication. This course includes a culminating individual media project in order to apply the discussion and text-based learning.

COM327 Advanced Topics in Communications 3 credits
This course builds on students' experience in COM 227 Topics in Communications. Ideas and issues are examined in depth and the development of student-driven Communications information is emphasized. The topics of this introduction to a social media practicum will vary to allow students the opportunity to learn about a specialty area of journalism, such as sports journalism, international relations, economics, etc. Students will be introduced to the literature/periodicals of the topic and expected to report and write articles on the selected topic. Dialogue and papers will dominate. Prerequisite: One of the following: COM 227 Topics in Communications, COM 223 Sports Reporting, COM 226 Equine Journalism. Topics include Investigative Reporting, Sports Journalism, Politics, Business, and Social Media.

COM346 Media Law and Ethics 3 credits
Legal and ethics-based study of court rulings and other issues that concern media practitioners, especially with respect to censorship, obscenity, libel, copyright, privacy, intellectual property rights and First Amendment rights and responsibilities.

COM454 Communications Practicum 1-3 credits
Supervised field experience working in the campus media.

COM460 Contemporary Communications Practices 3 credits
This advanced course takes contemporary issues and examines them through theory and practice in Communications fields. The course is research oriented, asking students to investigate topics thoroughly through professional journals and other relevant materials. Prerequisite: Junior or Senior standing, or permission of instructor**.**

COM470 Senior Seminar in Communications 3 credits
Required of all majors and minors. Taken in the fall of senior year. This research course consists of either a thesis or a capstone project. Students complete individual projects while meeting as a class to develop critical evaluations of the work. The seminar allows students to focus on a wide range of communication areas including PR, social media, writing, editing, and advertising.

COLLEGE SUCCESS SKILLS

CSS100 Foundations of College Success **1 Credit**
This course provides an introduction to college-level coursework and the academic rigor that students can expect in a university setting. Students will learn critical thinking, communication, and study skills, and gain an understanding of the importance of time management and self-discipline. They will also explore strategies for academic success, including effective notetaking, test-taking, and goal setting. This course promotes the understanding of students' individual learning styles, how to make wise choices, and how to reduce the stress of being away from home for the first time. Further, this course focuses on the student from a holistic perspective including academia, sports, and self-care management.

CSS101 College Success Skills **1 Credit**
This course is designed to increase the student's success in college by improving his/her learning skills, personal management techniques and resources needed to reach educational objectives. *Designed for Fresh Start program.

CSS102 College Success Skills II **1 Credit**
This intervention is designed to help students increase their academic potential, develop an educational plan, and learn and apply strategies for success in college. Students will complete consistent attendance in regular meetings and make satisfactory academic progress throughout the semester. A first-year student earning less than or equal to a 1.0 GPA after his or her first semester must enroll in CSS102 College Success Skills II during their second semester. Offered as needed.

FYE101 Student Life Skills **3 Credits**
This course is designed to orient students to college life while supporting the student's transition to become successful and engaged in college programs /academic success while balancing their curricular and extracurricular activities. The course introduces the proper use and development of study habits, making and achieving SMART goals, mastering self-management, and taking personal responsibility for their own success. This course promotes the understanding of students' individual learning styles, how to make wise choices, and how to reduce the stress of being away from home for the first time. Further, this course focuses on the student from a holistic perspective including academia, sports and self-care management. The goals of the course are: 1) to provide first-year students with an introduction to college life to help them build a firm foundation for a strong future of learning, 2) to help students understand their purpose and how to reach their goals through a variety of in class assessments and activities, 3) to support the successful academic and social transition of new students, 4) to connect students to the University with a sense of belonging, and 5) to create engaging curricular and co-curricular opportunities for first-year students.

COMPUTER INFORMATION SYSTEMS

CIS101 Introduction to Computer Information Systems **3 Credits**
To develop basic skills with several Microsoft Office programs in a Windows network environment. Emphasis is on file management, electronic communications, researching on the Internet, writing basic spreadsheet formulas, table design, graphing, developing simple slide presentations, and word processing in creating reports, memo, and business letters. (Fall/Spring)

CIS240 Computer Applications in Business **3 Credits**
The student will continue developing and refining computer and research skills with a variety of Microsoft Office technology programs. Emphasis is on basic as well as more advanced Excel optimization tools for business decision making, mail merging, basic querying techniques using MS Access databases, as well as more advanced PowerPoint tools with the integration of other MS Office software programs along with an introduction to the proper use of AI. (Fall/Spring) Pre-requisite: MAT121

CIS270 Advanced Spreadsheet Applications in Business **3 Credits**
To develop advanced skills in Microsoft Excel in a Windows network environment. Emphasis is on advanced formula writing (involving over 30 financial, logical, information, math, statistical, lookup, and date functions), cell addressing modes, multi-sheet addressing techniques, data tools (such as validation, sort, filters, and pivot tables), variable length table design, graph design, and trend lines. The students will solve higher-order business related problems. (Fall/Spring) Pre-requisite: MAT121

CIS275 Intro to Data Analytics for Business Decision Management **3 Credits**
In this course, the student will develop a basic level of knowledge and the skills using Excel and related data visualization tools regarding the manipulation of large unstructured data sets, visualizing the results, and developing the insights as to how these results are used in the decision-making processing. (Fall) Pre-requisite: BUS310

CIS295 Presentation Management **3 Credits**
To develop intermediate-to-advanced level skills in several Microsoft Office programs and tools in designing and developing professional-level documents and presentation materials in both paper and electronic format. The student will develop basic-to-intermediate level skills in graphic image processing and the proper use of AI as it relates to graphic image processing. Both individual and group projects are stressed. (Fall/Spring) Pre-requisite: CIS240

CIS320 Information Systems **3 Credits**
To develop skills in managing and using information systems to support the decision-making process. Discussions will include data warehousing and data mining. Using Microsoft Access, the student will design and develop a relational database by normalizing a conceptual schema, create each table, define the relationships between the tables, create data entry forms, reports, and labels; develop advanced queries for obtaining information, develop macros for a customized menu system, and export data to Microsoft Word for mail merging and to Microsoft Excel for numerical analysis. Individual projects are stressed. (Spring) Pre-requisite: CIS240 or CIS270

CIS340 Web Design for E-Commerce **3 Credits**
This course is designed to cover major topics in creating web pages and managing a web site on the Intranet or Internet. The students will develop skills in understanding and writing html code and developing basic JavaScript routines. Web design techniques stress web marketing and E-commerce. Individual projects are stressed. (Spring) Pre-requisite: CIS295

CIS360 Data Communications in Information Systems **3 Credits**
This course is designed to cover major topics in data communications in a Windows server environment. Network concepts include topologies and components of a network system, designing the physical layout of a network, methods of accessing a WAN or the Internet, server hardware, basics of the Windows network operating system, network security, and managing the network system. (Fall) Pre-requisite: CIS240

CIS370 Digital Forensics **3 Credits**
Digital Forensics is the application of computer science and investigative procedures for a legal purpose involving the analysis of digital evidence. This introductory course combines the evidence gathering skills needed by Criminal Justice majors coupled with the technical skills needed by Computer Information Systems majors. The course is designed to meet the needs of both majors. An introduction to key technical concepts of digital forensics, labs and tools used in the digital forensics environment, collecting evidence, Windows System artifacts, anti-forensics (destroying or hiding the digital forensic path), the legal aspects of digital forensics, Internet, E-mail, and social media forensics, network forensics, mobile device forensics, and future challenges and concerns of the digital forensics community. Pre-requisite: CIS240

CIS435 Visual Basic Programming **3 Credits**
In this course students will develop skills in structured program design and coding in Visual Basic. Major areas of discussion include Task-Object-Event program design, flowcharting, screen layout and design, formula writing and algorithm development, data types, objects, conditional structures, data validation, error handling, loops, and data retrieval. (Fall) Pre-requisite: CIS320

CIS440 Database Design and SQL Programming **3 Credits**
Students will continue developing their knowledge and skills by designing a database and the different database structures. Emphasis is placed on the relational database structure and the normalization process. Students will develop SQL programs to build a custom database system. Individual projects are stressed. (Fall) Pre-requisite: CIS320

CIS455 Internship in Computer Information Systems **3 Credits**
Internship within an Information Systems field to gain on-the-job work experience. A minimum of 150 hours of work is required. Evaluation will be required of the student by the supervisor assigned, and a report and oral slide presentation that discusses' the student's learning experience. Pre-requisite: 21 credit hours in CIS courses and a completed internship application. (Fall/Spring)

CIS465 Programming Using Java **3 Credits**
In this course students will develop skills in structured program design and coding in Java. Major areas of discussion include flowcharting, formula writing and algorithm development, functions, data types and arrays, control structures, parameter passing, library functions, error handling, loops, and object-oriented design. (Fall) Pre-requisite: CIS320

CIS470 Programming Using C# **3 Credits**
A study of programming techniques that includes structured top-down modular design, source and object library development, interactive program development, programming testing, and program

documentation. The student will learn the C# programming language. Programming emphasis will be on business applications and system utilities. (Spring) Pre-requisite: CIS465

CIS490 Practicum in CIS Applications 1-3 Credits
A proposal paper must be submitted to registration to determine the acceptability of the project proposal and determine the number of credits for the practicum. Course may be taken more than once (for a maximum of 3 credits) if different subject matter is involved. Permission of the instructor is required. (As needed)

CIS499 Seminar in Information Systems 3 Credits
This course is the capstone course for the computer information systems major. Discussions will include the process of systems analysis and design, and other topics relevant in today's information systems environment. The student will apply skills developed in other information systems courses by designing and developing a realistic system (database, network, web site, etc.) using the process of systems analysis and design, or by completing several programming applications. Approval of the systems project by the professor is required. (Spring) Pre-requisite: CIS major and senior status.

COMMUNITY SERVICE

CSV200 Community Service in Humanities 3 Credits
The student will provide a minimum of 60 volunteer hours of community service in the area of humanities to a local non-profit organization. The emphasis of the community service is to either apply skills or develop new skills in the areas of humanities. NO PAYMENT IS MADE TO STUDENT for these hours. All service hours must occur during the registered term. The instructor must approve the project proposal before the student may register for this course. (Fall/Spring)

CSV201 Community Service in Social Science 3 Credits
The student will provide a minimum of 60 volunteer hours of community service in the area of social science to a local non-profit organization. The emphasis of the community service is to either apply skills or develop new skills in the areas of social science. NO PAYMENT IS MADE TO STUDENT for these hours. All service hours must occur during the registered term. The instructor must approve the project proposal before the student may register for this course. (Fall/Spring)

CSV202 Community Service in Natural Science 3 Credits
The student will provide a minimum of 60 volunteer hours of community service in the area of science to a local non-profit organization. The emphasis of the community service is to either apply skills or develop new skills in the areas of science. NO PAYMENT IS MADE TO STUDENT for these hours. All service hours must occur during the registered term. The instructor must approve the project proposal before the student may register for this course. (Fall/Spring)

CREATIVE WRITING COURSES

CW 221 Introduction to Creative Writing **3 credits**
Students will study models of traditional and experimental poetry, fiction, creative nonfiction, and drama as they develop their own voices and styles through various writing exercises. Students will also learn the core vocabulary within each genre. (Required for the English and Creative Writing major.) Offered annually in the Fall semester

CW 220 Topics in Creative Writing **1.5 credits**
The CW Topics course provides students with an opportunity for in-depth exploration of one or more specialized areas within the genres of poetry, fiction, drama, and creative nonfiction. A workshop setting will allow students to produce work of their own in each area. Sample topics may include: Light Verse, Japanese Poetic Forms, Science Fiction, Fantasy, One Act Plays, Children's Theatre, Travel Writing, Memoir. Students may repeat this course to cover different topics. Offered annually in the Spring semester

CW Creative Writing Practicum **1-3 credits**
Students have the opportunity to experience hands-on aspects of the writing world through a variety of possible practica options:

CW 351 Fortner Writers' Forum Director **1 credit**
The student director of the Fortner Writers' Forum is responsible for hosting each Thursday night's forum: dinner with invited writer, set-up, introductions, and breakdown. Prerequisite: consent of Forum advisor. (A maximum of 2 credits may be earned.) Offered Fall and Spring semesters

CW 352 University Press Practicum **2 credits**
An intern will work closely with the St. Andrews Press Director to learn all aspects of a small press operations, such as submissions, editing, proofreading, telephone orders, cover design, and other activities. Prerequisite: consent of Press Director. Offered as needed

CW 353 *Gravity Hill* Editor **3 credits**
The editor of *Gravity Hill* is responsible for overseeing all aspects of the literary journal: call for submissions, reading all submissions for rejection or acceptance, layout, editing, proofreading, cover design, and promotion. Prerequisite: CW or English major and consent of Gravity Hill faculty advisor. Offered annually in the Spring semester.

CW 413 Writing Poetry **3 credits**
Advanced study and practice in writing poetry. Students will explore and discover different aspects of their poetic voices through numerous workshop exercises. Prerequisite: CW 221 or consent of instructor. Offered annually in the Fall semester

CW 432 Writing Prose **3 credits**
Advanced study and practice in writing prose in a workshop setting. Students may concentrate on short fiction or creative nonfiction. Opportunities for work on longer fiction or creative nonfiction such as novella, novel or memoir will also be available within the course structure.

Prerequisite: CW 211, junior standing, or permission of instructor. Offered annually in the Spring semester.

CW 479 Thesis and Presentation 4 credits
All CW majors must submit a thesis of imaginative writing and a theory of writing. Students must also participate in an oral defense their theses before a committee of three faculty members. Prerequisite: Open only to students majoring in English and Creative Writing with a Creative Writing concentration. Offered as needed.

CW 480 Publication 1 credit
Students will learn the professional protocols for manuscript preparation and submission as well as exploring various literary journals for the publication of their work. Prerequisite: Open only to students majoring in English and Creative Writing with a Creative Writing concentration or with consent of instructor. (This course is Pass/Fail.) Offered as needed.

CRIMINAL JUSTICE MANAGEMENT

CJM101 Introduction to Criminal Justice 3 Credits
This course is a general survey of the principles, system, and process of criminal justice as well as an introduction to conceptions and definitions of crime, criminal law, and due process. There will be an examination of the organization and operation of the three basic components of the criminal justice system the police, the courts, and corrections - individually and in relationship to one another. The purpose of this course is to develop a working understanding of the criminal justice system and the three components which comprise this system. There will be an emphasis on the practical application of the functioning of the participants who comprise the police, courts, and corrections with information supplied by both the professor and participants alike. 3 lecture hours. (Fall)

CJM102 Introduction to Criminology 3 Credits
This course explores basic questions concerning human nature, human behavior, deviance, criminality, the controversies concerning determinism and free will, personal and social responsibility, and crime as deviant or normal behavior. This is a course on the nature of criminal behavior and the major theoretical perspectives that have been developed in an effort to explain why individuals break the law. This exploration includes: the study of major theoretical explanations of deviance/criminality and how those explanations shape public policy, examination of the research process and methodology used by criminologists to study crime, and the development of critical thinking skills to assess the effectiveness of society's responses to deviance and criminality through an understanding of the various factors that may lead some individuals or groups toward criminality. (Fall)

CJM 200 Introduction to Criminal Justice 3 Credits
This course is a general survey of the principles, system, and process of criminal justice as well as an introduction to conceptions and definitions of crime, criminal law, and due process. There will be an examination of the organization and operation of the three basic components of the criminal justice system: the police, the courts, and corrections - individually and in relationship to one another. The purpose of this course is to develop a working understanding of the criminal justice system and the three components which comprise this system. There will be an emphasis on the practical application of the

functioning of the participants who comprise the police, courts, and corrections with information supplied by both the professor and participants alike. 3 lecture hours (Fall)

CJM201 Criminal Law and Procedure 3 Credits
To provide an in-depth examination of the crimes and actions most encountered by the private industry and the public law enforcement officer as well as examine recent court decisions. Students will become acquainted with concepts of search and seizure, individual restraint, and limitations of personal freedom and expression. (Fall)

CJM202 Introduction to Corrections 3 Credits
To provide students with the opportunity to study and examine the history and development of corrections in America, the purpose of corrections, forms of criminal sanctions, the concepts of punishment, rehabilitation, jails, correction agencies, and prisons. Students will be exposed to the concepts of bail, probation, parole, community control, and reentry into the community. The course will examine various ideas which have influenced the field of corrections and the future of corrections. There will also be an exploration of the relationship of the Department of Corrections to other criminal justice system components such as the police and the courts. (Spring) Pre-requisite: CJM101

CJM203 Fire Scene Death Investigations & Evidence Collection 3 Credits
An introductory course to fire investigation and evidence collection that exposes the student to the exploration of the extraordinary challenges of dealing with fire death investigations and crime scenes. There is also an exploration of the scientific investigation of fire-related felony offenses and the arduous process of searching for evidence with the understanding of the destructive effects of how fire and fire department suppression operations can greatly skew the already complicated death scene. Emphasis placed upon the fire triangle, fire behavior, and combustion properties of various materials, sources of ignition, and investigative techniques for – structures, grassland, wild-land, automobiles, vehicles, ships and other types of fire investigation. The course will also focus on causes of electrical and chemical fires, explosive evaluations, laboratory operation, techniques used in fire deaths and injuries, arson as a crime, and other techniques. The legal component of the course will address State and Federal laws, and future trends in fire investigative technology and processing the procedures involving locating, identifying, collection, and presentation of fire scene evidence necessary for fire death investigations and prosecutions. (Fall)

CJM210 Topics in Forensic Science 3 Credits
This course examines specific issues and/or techniques related to solving crime. The focus will vary with each offering, and examples include Fingerprint Classification and Identification, Criminal Profiling, Police photography, Blood Spatter Analysis, Ethics in Criminal Justice, Interviewing/Interrogation Techniques, or Question Document Analysis. (Fall/Spring)

CJM 300 Introduction to Corrections 3 Credits
This course is designed to provide students with the opportunity to study and examine the history and development of corrections in America, the purpose of corrections, forms of criminal sanctions, the concepts of punishment, rehabilitation, jails, correctional agencies, and prisons. Students will be exposed to the concepts of bail, probation, parole, community control, and reentry into the community. The course will examine various ideas which have influenced the field of corrections and the future of

corrections. There will also be an exploration of the relationship of the Department of Corrections to other criminal justice system components such as the police and the courts. Pre-requisite: CJM 200

CJM301 Juvenile Delinquency 3 Credits
Upper-level course. Will examine and explain the organization, functions, and jurisdiction of juvenile agencies. The course will examine various topics in the juvenile justice system such as the juvenile court and justice system, historical development of the concept of delinquency, the special status of juveniles under the law, and special attention to juvenile justice procedural law under the Children's Code and Rules of Procedure. This course will examine juvenile delinquency and the juvenile justice system, including its legal and social history, its definitions and procedures, and an assessment of delinquency prevention and control. (Fall) Pre-requisites: CJM101 or CJM102

CJM302 Criminal Investigations 3 Credits
Expose the student to the basic and fundamental components of criminal investigation to include various aspects of interviewing, statements, interrogations provided by victims, witnesses and suspects in criminal cases. There will be an examination of various investigative practices and procedures used IN locating and apprehending suspects and preparing criminal cases for presentation to the prosecution and in criminal court proceedings. There will be an in-depth examination of the science and art of criminal investigations and gathering and analyzing evidence with a concentration on overall management of major cases. (Spring) Pre-requisites: CJM101, CJM201

CJM303 Introduction to Law Enforcement Operations 3 Credits
To provide an understanding of fundamental principles of law enforcement. Substantial chronology of policing in this country, beginning with the pre-American experience and ending with recent events is presented. This review will also consist of an examination of the original private sector bedrock companies along with a discussion regarding the part private security plays assisting law enforcement as additional eyes and ears as relates to commission of crime. Discussion is focused on wide spectrum of law enforcement agencies, identifying most important characteristics of city, state, and federal police work. Services and importance of different police activities such as patrol, traffic and criminal investigation are explained and discussed. Particular attention is paid to current issues and trends in law enforcement to include privatization of police and correctional functions. (Spring) Pre-requisites: CJM101 or CJM102

CJM305 (POL305) Constitutional Law 3 Credits
An upper-level course applicable to criminal justice management, pre-law and political science. The course examines the structure of the legal system including separation of powers and federalism issues. Topics include, but are not limited to, the powers of Congress, the powers of the Federal Judiciary, the powers of the President, and the powers reserved to the states. The course also examines various individual rights including equal protection, freedom of expression, and freedom of religion. The course provides an in-depth study of constitutional law with an emphasis on the Fourth; Fifth, Sixth, Eighth and Fourteenth Amendments to the United States Constitution, as these govern police and court procedures and the rights of citizens. The course will also focus on the role of the Supreme Court and constitutional law as it applies to law enforcement and civil rights. (Fall)

CJM307 Emergency Planning in Law Enforcement and Private Sector 3 Credits
This course will cover topics such as risk identification and assessment of multi-hazards whether natural or man-made, violence in the workplace, development of crisis and disaster incident management programs and business/agency continuation planning. (Summer/Fall) Pre-requisite: CJM201

CJM401 Advanced Issues in Criminal Justice Management 3 Credits
This capstone course will examine state-of-the-art (best practice) methodologies, strategies and approaches relevant to the acquisition of skills, competencies and conceptual (big picture) expertise necessary for successful and effective security management. This course will emphasize qualitative and quantitative (analytical) approaches relevant to accurate forecasting, identification, and assessment of security related issues, and concerns in multi-national environments using problem-based learning as the primary instructional strategy. (Fall) Pre-requisite: CJM303

CJM402 Writing for Criminal Justice Management 3 Credits
The report writing course is designed to teach criminal justice students how to write quality police reports. This course will build on all the existing basic skills students possess and draw on these skills to introduce the students to how to write law enforcement incident reports. The course will demonstrate to the students how a law enforcement incident report can be written properly. This course will provide concentration on three of the major elements of incident report writing which are specificity, clarity and organization. Once these elements are properly learned the student will experience the ease of writing a law enforcement incident report. The specificity and clarity portion will be taught using examples from real reports. The course will use the "Timeline Model" which will enable the student to organize the report with little effort. The "Timeline Model" is an easily learned, step-by-step process to police report writing which is designed to produce a perfect report the first time. (Spring) Pre-requisite: CJM101

CJM403 Criminal Evidence 3 Credits
This course is designed to examine the rules of evidence applied in criminal investigation and criminal court with a discussion of relevant issues and legal standards. The course further provides an introduction to criminal procedures such as arrest, search and seizure, use of force and handling evidence. Topics include the legal use and degree of force, right of suspects and arrested persons, types of evidence, admissibility, proof and competence of evidence as related to criminal law and recent court decisions. The rules of evidence applied in criminal investigation and criminal court will be examined along with a discussion of relevant issues and legal standards. (Spring) Pre-requisite: CJM101 and CJM303

CJM404 Criminal Justice Administration and Management 3 Credits
An upper-level course which provides students with an opportunity to study the importance of organizational planning, quality decision-making, and human resource management encountered by law enforcement officials who are occupying the position of mid-level and upper-level managers and administrators. The course will also examine the issues, challenges, and opportunities encountered in the public sector along with the methods and procedures necessary for managing in the public arena. (Spring) Pre-requisites: CJM101 and CJM303

CJM410 Crime Scene Investigation and Evidence Collection 3 Credits
An advanced course in identification and proper collection of physical evidence from a crime scene. Students will learn what types of collection containers are best suited to specific forms of evidence, so as

to avoid possible contamination, and what alternatives may be available in the absence of a full crime-scene kit. The class covers the importance of 1) maintaining a chain of custody, 2) careful observation and recording of crime scenes, and 3) ordering the appropriate analytical tests. Students will further develop their understanding of legal issues related to collection, handling, and interpretation of evidence; issues and concepts related to eyewitness identification and testimony, such as the perception of events and retrieval of information from memory; and will learn how to search for witnesses and to develop suspects. (Fall/Spring)

CJM495 Criminal Justice Management Internship 3 Credits
This independent study combines academic supervision with professional employment. It is a structured work experience in a specialized field in a Law Enforcement Agency. The internship course focuses on hands-on experience with a Law Enforcement Agency in the field of law enforcement. It aims at the application and practice of theoretical concepts and the expanding and enriching of the student's work qualifications, skills, experience and marketability in the law enforcement field via exposure to personnel working in the field and actual real-world experiences. Through superior work performance, the student may use the internship course to enhance career placement potential. (Fall/Spring)

PLW499 LSAT Prep 3 Credits
The course is structured to assist the student in preparing for the LSAT exam by utilizing business case studies and social studies examples to further develop problem solving and analytical skills. An emphasis is placed on clear, concise writing and expression of strategic thinking and planning. Practice tests and instruction in test taking skills are intended to improve student performance on the Law School entrance examination. (As Needed)

ECONOMICS

ECO241 Microeconomics 3 Credits
The study of how markets work. Understanding the economic way of thinking will enable the citizen to make more intelligent decisions in the marketplace and the voting booth. Topics include demand, supply, the market process, price setting, profit, comparative advantage, the distribution of income, and externalities. (Fall/Spring)

ECO242 Macroeconomics 3 Credits
The study of economic growth, inflation, unemployment, and the business cycle. Learn why some countries are rich while others are poor as well as the causes of inflation, recession, and unemployment. Additional topics include the financial market, money and banking, the international economy, monetary policy, and fiscal policy. (Fall/Spring) Pre-requisite: ECO241

ECO300 Money & Banking 3 Credits
Money is an important determinant of economic activity. The supply of money influences the inflation rate, interest rates, the business cycle, and exchange rates. Banks and the Federal Reserve play significant roles in the process of creating money. Banks are also important financial intermediaries. Topics include the bond market, money supply process, central banking, the foreign exchange market, and monetary policy. (Spring) Pre-requisites: ECO241, ECO242

ECO305 Labor Economics **3 Credits**
The course deals with labor markets, the arrangement under which firms demand workers and the workers supply their labor. Labor is demanded because of its productivity in producing goods and services. Labor is supplied for monetary as well as non-monetary reasons, such as stability of employment, job safety, and opportunity for advancement. Special course attention is given to recent developments which affect the market, including technology, international competitiveness, minimum wage legislation, union activities, income distribution and ethical issues. Pre-requisites: ECO241, ECO242

ECO310 Capitalism **3 Credits**
This course will consider the morality of capitalism. Students will study capitalism broadly as an economy, based on private property rights and markets, a process of technological progress, and a culture. Students will also encounter various critiques of and alternatives to capitalism. (Summer) Pre-requisites: ECO241

ECON333 Money, Banking & Financial Institutions **3 Credits**
The course surveys money, the payments system, financial instruments, the determination of interest rates, the principal financial institutions and markets, the regulatory institutions, and the roles of governmental regulation. Prerequisite: ECON 202 and junior standing. Offered every third Spring semester.

ECO451 International Trade & Finance **3 Credits**
Trade creates wealth. Topics include comparative advantages, the gains and losses from trade, barriers to trade, arguments for and against free trade, immigration, the balance of payments, exchange rates, and monetary arrangements. (Fall) Pre-requisites: ECO241, ECO242

EDUCATION

EDU220 Child and Adolescent Development **3 credits**
This course covers the cognitive, emotional, social, physical, and moral development of children from infancy through adolescence. Basic theories of developmental psychology, the role of biology vs. environment, and the role of scientifically derived information as applied to children's development will be explored. Prerequisite: PSY 101. Offered annually during Fall and Spring Semester.

EDU232 Integrating Movement in the Classroom **3 credits**
An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades K-6. Emphasis is placed on teaching fundamental motor skills and promoting personal fitness through a variety of activities including dance, tumbling, human movement and games. Students will also examine methods for developing positive attitudes, behaviors, and concepts for living healthy lives. Offered annually in the Fall and Spring Semester

EDU236 Technology for Educators **3 credits**
This course introduces students to using technology-based tools to facilitate teaching strategies in order to meet curriculum goals and manage instruction. Emphasis is placed on computer productivity tools (e.g., MS Office, Google Docs); multimedia design and production (e.g., digital video storytelling,

interactive presentations); web-based research and communication (e.g., open & academic database) and other educational software. Required for all teacher education majors. Offered annually in the Fall and Spring Semester

EDU240 Math for Teaching and Learning 3 credits
This course is an introduction to the content, language and processes that are the central focus for K-12 integrated approach to mathematical concepts. Participants will explore mathematics skills such as number sense and concepts, algebra, geometry, probability, statistics and basic data interpretation. Offered annually in the Fall and Spring Semester

EDU250 Education, Culture & Diversity 3 credits
An introduction to the teaching profession, history of education, school structure and organization, the role of federal, state and local agencies, philosophies of education and their application, as well as current issues and trends. Topics addressed include professional and multicultural issues, school governance, finance, reform movements, and school law. Offered Fall and Spring semesters

EDU302 Research and Analysis of Teaching Middle and Secondary Learners 3 credits
The purpose of this course is to prepare teacher candidates who plan to teach a unique group of learners, middle and secondary students. There will be emphasis on researching the learning preferences and perspectives of the middle and secondary grade students. Learning and understanding theories of learning for adolescents is paramount. Focus will be on but not limited to the following topics: learning and retention, motivation, fostering creativity, struggling students and gifted students, classroom management and control, and brain research as it applies to adolescent students. Assessment, progress monitoring, informal assessment, and the impact of high-stakes testing on middle school and secondary school students will be an important component of study during the course. Prerequisite: EDU 324 and EDU 310 or have permission from the Department Chair.

EDU303 Integrated Content Methods for Middle/Secondary Grades 6 credits
This innovative approach to methodology at the secondary level is designed to prepare future teachers to plan effect instruction using an integrated approach to teaching. This is a 6-hour course that will include a required school based and middle school interactive component. Participants will focus on how to design instruction using rigor and interactive processes which help diverse learners meet core standards while learning career skills (communication, collaboration, critical thinking and creative problem solving). Field experience required. Pre-requisite EDU 324 and EDU 310 or have permission from the Department Chair.

EDU304 The Secondary School: Exploring the American High School 3 credits
This course provides students preparing to teach at the high school level with knowledge regarding the development of the high school process and reform movements. It also allows student the opportunity to explore the variety of scheduling and curriculum paths offered in American Public Schools. Students will engage in a global comparative analysis project of high school systems. Pre: EDU 220, EDU 324, EDU 310 or have permission from the Department Chair.

EDU310 Curriculum and Instruction **3 credits**
This course is designed to teach students to develop instructional goals, plan learner-centered instructional activities, select appropriate instructional materials, and develop, evaluate and revise instructional plans. Students will also learn to design curriculum. Required for all teacher education majors. Pre-requisite: EDU 324. Offered annually in the Fall and Spring Semester

EDU311 Digital Learning Applications **3 credits**
This course is designed to teach pre-service teachers how to engage k-12 students in the learning process using digital tools. Using and applying the principles of Universal Design for Learning (UDL), integrating content-based standards, developing the knowledge and skills to effectively utilize technology in the classroom, and applying that knowledge and skill toward effective and appropriate instructional design to reduce barriers for learning in the classroom. Prerequisites: EDU 236 and EDU 310. Offered annually in the Fall and Spring Semester

EDU319 Literature for Children & Youth **3 credits**
This course is an examination of literature appropriate for ages preschool through adolescence. Students learn to critique and select literature for classroom enrichment and for unit and interdisciplinary studies. Students will learn how to select high-quality children's literature to serve classrooms with diverse student populations. Learning how to plan for literature studies, integrate technology, meet the needs of English language learners, and assess the responses to literature. Offered annually in the Fall and Spring Semester

EDU324 Educational Psychology **3 credits**
This course is designed to provide a theoretical background for understanding learning motivation and classroom management. Major theories of learning are examined and connected with instructional planning and student study. Research on motivation is presented to assist pre-service teachers in creating environments that are supportive of self-direction and promote life-long learning. Classroom management models connected with behaviorist, social learning theory and cognitive learning theory will be critiqued toward the end of helping novice teachers to develop approaches to classroom management which are consistent with student-centered learning. Prerequisite: PSY 101 or EDU 220. Offered annually in the Fall and Spring Semester

EDU328 Assessment and Evaluation **3 credits**
This course is designed to introduce students to basic concepts in educational measurement, utilizing measurement in instruction, construction of teacher-made tests and other classroom assessments, such as portfolio and performance assessment. It also provides the students with a framework for interpreting test scores. Offered annually in the Fall and Spring Semester

EDU332 Language and Literacy **3 credits**
This course is designed as an introduction to reading theory and instructional methods. Examine a variety of approaches to teaching reading. Simulation activities allow students to explore and critique current instructional practices and techniques. Prerequisite: EDU 310 Offered annually in the Fall and Spring Semester

EDU336 Foundations of Teaching ESOL 3 credits
This course is designed to be an introduction to the issues, principles, and practices of teaching ESOL (English to Speakers of Other Languages). The goal is to develop the foundations of knowledge to prepare educators to understand the concepts of teaching second language acquisition. The following areas will be addressed in the course: linguistics, effective strategies/methods and curriculum to reach linguistically and culturally diverse students, multicultural education, linguistic and cultural issues in the area of assessment. The course will address the FDOE Consent Decree and the implications it has for students and teachers. Offered annually in the Fall and Spring Semester

EDU338 Reading and Language Arts 3 credits
This course is an examination of literature appropriate for preschool through adolescence. Designed to be a second part in the continuation of study into reading theory and instructional methods, it examines a variety of approaches to the teaching of reading and will focus on knowledge and methods for teaching literacy comprehension, and the comprehensive nature of language arts (including writing) in elementary school. Prerequisite: EDU 310. Offered annually in the Fall and Spring Semester

EDU339 Teaching Social Studies in the Elementary School 3 credits
Explores the teaching of social studies within the context of an increasingly complex and global society. The course includes an overview of national and state social studies curriculum guidelines and a survey of the activities, materials and methods to effectively teach history, geography, civics, politics, economics, sociology and anthropology in grades K - 6. Prerequisite: EDU 310. Offered annually in the Fall and Spring Semester

EDU340 Field Studies 1 1 credit
This course provides the teacher candidate with hands-on experiences in local public or private school settings. Candidates work with classroom teachers to practice and develop skills to demonstrate the Florida Uniform Core Curricula (UCC), Florida reading endorsement competencies, ESOL competencies, and professional dispositions. Candidates will work with diverse populations of students in a variety of school settings including but not limited to high poverty, urban, and rural school environments. Students spend a minimum of 40 hours in the classroom. Corequisite: EDU 341 and 342. Offered in the Fall and Spring Semester

EDU341 Teaching Science in the Elementary School 3 credits
The course presents a survey of the activities, materials, and methods to effectively teach life, earth, and physical science in grades K-6. Emphasis is placed on designing, selecting, implementing and evaluating science learning experiences. Prerequisite: EDU 310. Offered annually in the Fall and Spring Semester

EDU342 Teaching Mathematics in the Elementary School 3 credits
The course presents a survey of activities, materials, and methods to effectively teach mathematics in grades K-6. Emphasis is placed on methods for helping students learn mathematical concepts, skills and problem-solving techniques. Prerequisite: EDU 310. Offered annually in the Fall and Spring Semester

EDU344 Classroom Management 3 credits
Strategies and techniques for setting up the classroom environment, designing and implementing processes and procedures and addressing day-to-day administrative tasks are addressed in a practical

manner. Participants will complete the course with an electronic toolbox directly related to classroom management. This course is offered Fall and Spring Semesters.

EDU352 Teachers as Leaders 3 credits

Teachers realize early in their career that being a successful educator is more complex than designing lesson plans, presenting curriculum and assessing student learning. This course is designed to help teachers develop awareness of the variety of roles they will fulfill as a teaching professional. It will help them build skills in following protocol, engaging in professional learning communities and building effective relationships with stakeholders. Participants will explore the multi-faceted components of their role as a professional educator. They will investigate methods for working effectively within systems both at the school level and as a district employee. The course will offer all participants an opportunity to seek resources at local, state, and federal levels and will help them learn to navigate the complexities of a bureaucratic system. Participants will demonstrate skills in planning for engagement with policymaking, process development, and relationship building with colleagues, service agencies, school communities, and parents. They will create plans for professional growth and set goals for successfully moving from beginning teacher status to experienced professional. Participant reflections will address engagement in the process of mentoring others and how to help build and sustain quality professional learning communities. Instruction for this course will be focused on helping teachers develop skills for collegial collaboration, effective relationship building with organizational stakeholders, and advocacy for students and the teaching profession. They will gain practical experience through course assignments and apply new information within the context of their current employment situation. They will demonstrate understanding of school funding as it applies to a classroom teacher. Offered annually in the Fall and Spring Semester

EDU355 The Exceptional Child 3 credits

This course introduces the student to the exceptional child. Mental Retardation, Behavior Disorders, Learning Disabilities, Communication Disorders, Autism, Hearing Impairments, Visual Impairments, Physical and Health Disorders and the Gifted and Talented are discussed. Effective classroom and behavioral management techniques are explored, along with the educator's legal and ethical responsibility to exceptional children, working under state and federal guidelines. Ways to adapt the regular classroom environment, expectations, and requirements to appropriately meet the needs of mainstream students are also discussed. Prerequisites: PSY 101and EDU 220 Offered annually in the Fall and Spring Semester

EDU365 Fine Arts in the Elementary School 3 credits

Appropriate concepts, methods, and materials for integrating the arts (dance, drama, music, visual art) through the elementary school curriculum will be explored as students acquire skills appropriate to developmental age and core curricular concepts through an interdisciplinary design of instruction. A focus will be placed on using the theory of multiple intelligences to increase student capacity and achieve academic success in all disciplines. Offered annually in the Fall and Spring Semester

EDU384 Field Studies 2 1 credit

This course provides the teacher candidate with hands-on experiences in local public or private school settings. Candidates work with classroom teachers to practice and develop skills to demonstrate the Florida Uniform Core Curricula (UCC), Florida reading endorsement competencies, ESOL competencies, and professional dispositions. Candidates will work with diverse populations of students

in a variety of school settings including but not limited to high poverty, urban, and rural school environments. Students spend a minimum of 40 hours in the classroom. Corequisite: EDU 332, EDU, 336, and EDU 339. Offered annually in the Fall and Spring Semester

EDU408 ESOL Issues and Practice 3 credits
This course is designed to build on the foundational course in Teaching English to Speakers of Other Languages. The goal of this course is to link the theory and practice for effective teaching of English Language Learning students. The course will focus on second language acquisition theory and methods, connecting learning objectives with content, materials, and assessment for English language learners (ELLs). Offered in the Fall and Spring Semester

EDU410 Field Studies 3 1 credit
This course provides the teacher candidate with hands-on experiences in local public or private school settings. Candidates work with classroom teachers to practice and develop skills to demonstrate the Florida Uniform Core Curricula (UCC), Florida reading endorsement competencies, ESOL competencies, and professional dispositions. Candidates will work with diverse populations of students in a variety of school settings including but not limited to high poverty, urban, and rural school environments. Students spend a minimum of 40 hours in the classroom. Corequisite: EDU 338 and EDU 408. Offered in the Fall and Spring Semester

EDU423 Student Teaching 10 credits
Students are placed in a K - 6 school setting under the direction and supervision of an institutional supervisor and a school Cooperating Teacher. The course requires the teacher candidate to demonstrate competency of the Florida Educator Accomplished Practices (FEAPs) during the semester long full-time internship. The candidate utilizes skills to work with students in large groups, small groups, and individual settings to connect aspects of literacy, math, and other content area instruction. Prerequisite: This course requires completion of all other courses required for the BA in Elementary Education Program with a grade of C or better and verification of a passing score on the Professional Education and Subject Area Exam portions of the Florida Teachers Competency Examination. This course is offered in the Fall and Spring Semester.

EDU425 Student Teaching Senior Seminar 2 credits
This seminar course is for student teachers to reflect on their experiences in the classroom that impact student learning and development. Topics addressed in the seminar include classroom management, evaluation of instruction, technology, planning and instruction. This course is designed to help, encourage, and support the student teacher with the transition into the world of work and/or graduate school. Taken concurrently with EDU 423. This course is offered in the Fall and Spring Semesters.

HPE315 Skill Analysis-Individual Sports Methods 3 credits
In this course students will examine teaching methods, resources, relevant materials and strategies of teaching physical education content of individual sports for students in the elementary, middle and secondary grade levels. Students will examine best methods of designing appropriate lesson plans that assist students in developing necessary skills so they can comfortably and competently participate in a variety of games and activities for competitive and lifelong enjoyment. Designing and implementing appropriate movement options for disabled individuals will be included in lesson plan development. Prerequisites for this course include: acceptance into the Education department as a Physical Education

major, successfully completed BIO 221 and EDU 310 or have permission from the Department Chair. Field experience required in this course.

HPE316 Skill Analysis – Team Sports Methods 3 credits
In this course students will examine teaching methods, resources, relevant materials and strategies of teaching physical education content of team sports for students in the elementary, middle and secondary grade levels. Students will examine best methods of designing appropriate lesson plans that assist students in developing necessary skills so they can comfortably and competently participate in a variety of games and activities for competitive and lifelong enjoyment. Designing and implementing appropriate movement options for disabled individuals will be included in lesson plan development. Prerequisites for this course include: acceptance into the Education department as a Physical Education major, successfully passed BIO 221 HPE 315 and EDU 310 or have permission from the Department Chair. Field experience required in this course.

HPE328 K-12 Healthful Living & Physical Education 3 credits
Methods for the Physical Education Teacher
This course is an examination of the materials and instructional strategies appropriate for teaching physical education and health in grades 7- 12. Emphasis is placed on teaching the skills and behaviors that promote physical fitness, lifetime activities, and a healthy lifestyle. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: EDU 310 or have permission from the Department Chair.

HPE234 Adapted Physical Education, Sport and Recreation 3 credits
This course will provide information regarding needs, characters and trends in physical education, recreation and sporting activities to people with disabilities. Introduction in application of methods for adapting activities and programs to accommodate people with disabilities. This course will examine effective strategies and field experiences. Must have permission from the Department Chair.

HPE370 Health Methods K-12 3 credits
This course is designed as an instructional methods course to teach health Education to our teacher candidates. The course addresses theoretical concepts, knowledge, skills and dispositions of a professional health educator. The health educator will learn how to plan and coordinate a school health program. Candidates will also be able to assess individual, and community needs and also serve as an advocate for health education. Prerequisite: EDU 310 or have permission from the Department Chair.

HPE402 Exercise Physiology 3 credits
Covers the theoretical foundations of this sub-discipline of physiology by studying ways in which the body functionally responds, adjusts, and adapts to exercise in an effort to maintain “homeostasis.” Lecture combined with laboratory. Prerequisite: BIO 221, Human Anatomy and Physiology I or have permission from the Department Chair.

SPD301 Building Collaborations in General Education Classrooms 3 credits
This course is designed to introduce pre-service special education teachers to the concept of ‘inclusive education.’ Participants will explore the foundational principles of co-teaching in the general education classroom, observe the concept in a practicum experience and conduct research using the APA format. Participants will work in conjunction with general education pre-service teachers at the elementary and

secondary level to design effective units of study. Pre-service teachers will explore and experience the concept of collaborative planning and teaching through a combination of observation and practice teaching within the LEA (local education agency). Pre-requisite: EDU 355 or have permission from the Department Chair.

SPD302 Learners with Mild Disabilities: Theory and Application in the General Education Classroom **3 credits**

This course examines the characteristics of students with mild disabilities and provides examples of the best teaching practices for inclusive education, behavior management, social skill instruction, and modifying classroom instruction specific to students with hidden and mild disabilities, including learning disabilities, mild intellectual disabilities and emotional disturbances. Prerequisite: EDU 355 or have permission from the Department Chair.

SPD303 Assessment Methods and Individual Education Programming **3 credits**

This course is designed to help pre-service special education teachers develop an understanding and basic skills in choosing and administering diagnostic assessments. Participants will explore current psycho-social inventories and other means for identifying specific learning issues for the purposes of providing Individual Education Plans. Pre-service special education teachers will observe and interview professionals in the field of education who routinely work with P-12 learners and administer assessments. The second aspect of this course is designed to help pre-service special education teachers unravel the complexities of the Individual Education Plan development and implementation process. Participants will explore the basic components, engage in observations of IEP team meetings and interview students with IEPs. An examination of the rights and privileges of parents in the planning process and how Special Educators can develop an environment of partnership and community between parents, students and school personnel will prepare pre-service special education teachers to conduct effective meetings using a learner centered approach. Pre-requisite: EDU 355 or have permission from the Department Chair.

SPD305 Multisensory Teaching of Reading to Students with Disabilities **3 credits**

In this course, participants will develop skills for diagnosis of reading difficulties in students with disabilities. Participants will use a field-based practicum to complete a case study and recommend methods and materials for meeting the language learning needs of students. They will develop a portfolio of resources and strategies to serve the learning needs of struggling readers grades P-12. Pre-requisite: EDU 355 or have permission from the Department Chair.

SPD310 Introduction, Trends and Issues in Gifted Education **3 credits**

This course is designed as an introduction to the history, politics and concepts surrounding gifted education. Participants will explore how local school districts serve students identified as academically and intellectually gifted. Research and writing are strongly emphasized in this course. This online course is offered only in conjunction with SPD 312, and SPD315 to licensed teachers or undergraduate students in teacher education programs that have completed all other major requirements or have permission from the Department Chair.

SPD312 Methods and Materials for Gifted Education **3 credits**

This course is designed to help future teachers examine the characteristics of gifted students and presents methods of modeling the classroom curriculum to meet the needs of these gifted students. The

course will explore the most current insights regarding the characteristics of gifted learners and the pedagogy needed to meet their particular learning needs. The course will use, in part, a case study approach to examine the general ideas and concepts presented. Continued from previous course work – there will be discussions on intelligences, in-depth exploration of problem-based approach and its implications for learning. Focus is given to authentic and performance-based assessment and special attention will be paid to non-traditional gifted students, including students from cultural minorities, students with outstanding intellectual gifts, and gifted girls and the dually identified students. This online course is offered only in conjunction with SPD 310, SPD 314, and SPD 315 to licensed teachers or undergraduate students in teacher education programs that have completed all other major requirements or have permission from the Department Chair.

SPD314 Differentiating Instruction for Learners with Special Needs 3 credits
This course provides a theoretical, research-based framework and practical ideas for writing, implementing, and adapting curriculum for learners with special needs in a standards-based era. Participants are introduced to various curriculum theories, the Integrated Curriculum Model, and a process for curriculum design and development. Specific core subject areas and non-core subject areas (including thinking skills, creativity, leadership, and the arts) are addressed with practical examples and connections to standards with adaptations for both disabled and gifted learners. At-risk populations, connections to technology, interdisciplinary approaches, assessment options, and instructional and classroom management strategies are also explored. The course will provide pre-service teachers with resources teachers need to make informed decisions concerning their students with learning or behavior problems. Many classroom-tested strategies, including activities and games will be created and used during practicum experiences. Observation and demonstration lessons will help students identify strategies to address the specific learning needs of dually identified students also. This course is a part of the special education and middle grades education pedagogical requirements. Pre-requisites: EDU 310, EDU 324, and EDU 355 or have permission from the Department Chair.

SPD315 Critical Thinking and Problem Solving 3 credits
This course explores the idea of lateral and creative thinking. It is designed to help future and in-service teachers learn and teach skills of creative problem solving and creative thinking processes. Using the works of Edward De Bono, Paul Torrance, Eric Gregorc and Mortimer Adler, participants will design learning activities to help students meet the four C's for 21st century thinking (collaboration, communication, creative problem solving and critical thinking.) This online course is offered only in conjunction with SPD 310, SPD 312, and SPD 314 to licensed teachers or undergraduate students in teacher education programs that have completed all other major requirements or have permission from the Department Chair.

SPD 320 Math for Special Learners 3 Credits
This course is a required course for Special Education majors. Participants will examine current research in mathematics instruction for students with learning disabilities. It will be focused on the state mathematical standards used to deliver instruction in the area of mathematics to learners with exceptional learning needs. Participants examine and analyze strategies that support learner development, learner differences, content knowledge, and application of content, assessment, planning instruction, and professional practices. This course requires field experience that will be used as part of the course evaluation. Prerequisites: EDU 324, EDU 355, and EDU 310 or have permission from the Department Chair.

ENGLISH

ENG105 Critical Thinking and Reasoning **3 Credits**
Enhances the student's skills in text analysis and critical thinking. The development of a working college-level vocabulary and techniques in reading different types of printed material as well as improving reading speed and comprehension are important for college success. Critical thinking skills such as distinguishing between fact and opinion, questioning assumptions, solving problems, and critically analyzing issues will be presented. (As Needed)

ENG110 Literacy Skills **3 Credits**
This course prepares students to succeed in college-level courses by improving Reading Comprehension, Critical Thinking, and Writing skills. Students will develop the skills necessary to read and interpret texts through close reading, they will learn to evaluate and analyze texts critically through advanced literacy techniques, and they will transfer these skills to their own writing as they focus on grammar, mechanics, and vocabulary in constructing thoughtful, organized paragraphs and short essays. This integrated course will be structured to maintain a balance between reading and writing while integrating critical thinking skills throughout. Key components may include close reading of weekly assignments, both in-class and external writing assignments, class discussions, and writing workshops and peer-review sessions. *This course may be used as a tailored elective. (Fall/Spring)

ENG111 English Composition I **3 Credits**
This course is designed to enhance the student's thinking and writing skills, particularly with regard to argumentative prose. The goal is to prepare the student not only for success in academic writing but also for effective participation in and critical understanding of the public and professional discourses of the "real" world beyond school. Students will analyze audience and situations to craft appropriately effective prose. The class involves frequent intensive practice, meaningful discussion, and purposeful writing. (Fall/Spring) Pre-requisite: ENG110 or Placement-See Testing, page 111.

ENG112 English Composition II **3 Credits**
This course continues to develop the students' thinking and writing skills by emphasizing academically credible research and documented written papers. Techniques in quoting and paraphrasing source material, formatting in APA style, and synthesizing information from several sources into directed viewpoints are intensely practiced and applied in a variety of academic and non-academic cases. As the last course in the composition sequence, all skill levels will be evaluated and additional activities with tutored instruction may be assigned on an individual basis. (Fall/Spring) Pre-requisite: ENG111

ENG200 Creative Writing **3 Credits**
Designed to emphasize the importance of an individual expression through the use of language. The student is encouraged to develop skill and confidence in an effective personal style of writing ranging from realistic communication to imaginative fiction. All assignments will be completed on a designated word processor. May be repeated. (Spring-Odd Year) Pre-requisite: ENG112

ENG201 Introduction to Literature **3 Credits**
English 201 provides students with insight into literature as artistic expression. The course explores literature across genres, time periods, and cultures, focusing on developing students' critical reading, thinking, and writing skills. Students will engage with a diverse range of texts, including fiction, poetry,

drama, and non-fiction, to examine the ways in which literature reflects and shapes human experience. Through close reading, analytical writing, and class discussions, students will gain a deeper appreciation of the literary arts and the tools to interpret and analyze complex texts. This course will also offer practical applications of literary theory and research. (As Needed)

ENG208 Special Topics in Literature 1-3 Credits
Students in this course will analyze a body of literature focusing on a particular author, genre, theme, or time period. Topics will vary. Course may be repeated for up to 6 hours credit as long as the topic varies. Course may be offered for 1-3 credit hours at the Dean's discretion. Pre-requisite: ENG 111 or instructor approval.

ENG215 Critical Approaches to American Literature 3 Credits
This course will use various critical views and approaches to uncover deeper meanings and personal insights discovered in the works studied. (Spring)

ENG220 Introduction to Shakespeare 3 credits
A study of representative plays from the principle genres in which Shakespeare wrote – comedy, tragedy, history, and romance – along with a sampling of his poetry. Students will examine Shakespeare's dramatic works both as artifacts of performance and as texts to be read, while considering the cultural, theatrical, and publishing milieu from which the plays emerged. Offered every other year in the Spring semester.

ENG230 Media Writing 3 Credits
This course develops the written forms used in professional writing situations and includes the rhetorical analysis of audience; situation and message adaptation strategies; as well as practice in news, feature, advertising, public relations, broadcast and script writing. Emphasis is placed on the common techniques of various writing areas.
(Fall-Even Year) Pre-requisite: ENG112

ENG240 Technical Writing 3 Credits
An introduction to the format, writing style, content, and organization common to technical writing as it is practiced in the technical publishing industry. In this course, students write a number of short writing projects in which they practice headings, lists, documentations, tables, highlighting, and other formatting and styles common to technical writing. (Fall-Odd Year) Pre-requisite: ENG112

ENG241 Survey of African American Literature 3 credits
This course will offer a survey beginning with the earliest African American writers and continuing through contemporary works and scholarship. Selected African American fiction, drama, poetry, and essays will be studied in cultural and historical contexts. Writers studied may include Wheatley, Douglass, Harper, Chesnutt, Larsen, Hughes, Hansberry, Ellison, Morrison, and Gaines, among others. Offered every three years.

ENG250 Legal Writing 3 Credits
This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal

research and writing assignments using techniques covered in this course. (Spring-Even Year) Pre-requisite: ENG112

ENG278 Intro. to Critical Analysis and Literary Theory 3 credits
Literary theory roughly refers to the debate over the nature and function of reading and writing; it is a shared commitment to understanding how language and other systems of signs provide frameworks which determine how we read, and more generally, how we make sense of experience, construct our own identity, and produce meaning in the world. This course will require reading a substantial amount of conceptually complicated texts, writing in a variety of discourse modes, and developing one or several theoretical approaches to literature. Offered in alternate years in the Spring semester.

ENG 279 Topics in Multicultural Literature 3 credits
A study of representative texts from an ethnic, racial, linguistic, or national literary tradition that has been historically marginalized within Anglophone or Western culture. Possible topics include Contemporary Black Writers, Latine Literature, The Harlem Renaissance, Asian American Literature, Postcolonial Studies, and Native American Literature. Offered every other year in the Fall Semester.

ENG280 Foundations of Rhetoric 3 Credits
This course teaches students to craft and critique messages that influence. Building on rhetorical skills developed in English Composition, this course enhances skills in thinking, speaking, and writing critically and helps students frame and express messages on the interpersonal, group, and public level. (Fall/Spring) Pre-requisite: ENG112

ENG 281 Children's Literature 3 credits
An introduction to the vibrant range of literature and film for children and adolescents: fairy tales, novels, poetry, picture books, illustrated texts, and animated movies. The course will focus primarily on British and American texts from the last 150 years. Offered in alternate years.

ENG 282 Introduction to Pound Studies 1.5 credits
A study of the person, philosophy, poetry and criticism of Ezra Pound, "The Father of Modern Poetry," the course will utilize Hugh Kenner's *The Pound Era* and *Pound's Selected Poems* as primary texts. One research paper will be required, along with outside readings.

ENG283/383 Topics in British Literature 3 credits
Students in this course will read and discuss a selection of texts organized around a particular genre, cultural development, or subject of critical interest within the field of British literature. An emphasis will be placed on both the historicity and the formal qualities of literary works, while the subject matter may range across traditional period boundaries. Possible topics include Gothic Horror, Literature and the Invention of Race, The Rise of the Novel, Literature and Book History, and Fictions of Empire. Offered annually.

ENG308 Victorian Literature 3 credits
A study of the poetry of Tennyson, Browning and the pre-Raphaelites and of selected prose writings of Thomas Carlyle, Matthew Arnold and Charles Dickens, George Eliot, and Thomas Hardy. Special attention will be given to the continuing human problems which these authors addressed in the Victorian world. Prerequisite: ENG 211 or junior standing. Offered in alternate years, Spring semester.

ENG311 The American Renaissance **3 credits**
A study of the literature of the American Renaissance with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: ENG 200 or junior standing. Offered in alternate years.

ENG317 Literature of the Romantic Period **3 credits**
A study of the chief poets and critics of English Romanticism. Prerequisite: ENG 210 or junior standing. Offered in alternate years, Fall semester.

ENG321 Special Topics in Shakespeare **3 credits**
In this upper-level course, students will explore an important critical problem or a specific area of focus in Shakespeare studies. Possible topics include Shakespeare in Film, Restoration Adaptations of Shakespeare, Shakespeare's Theatrical Rivals, Revenge Tragedy, Sex and Gender in Shakespeare, Plays as Books in Renaissance England, and Shakespeare's Henriad. Offered every three years. Prerequisite: ENG 220 or junior standing.

ENG325 Medieval Literature **3 credits**
This course will offer students the opportunity to explore the literature of the High Middle Ages. Readings will include selections from Chaucer's Canterbury Tales, medieval drama, the legends of King Arthur, lyric poetry of love and faith, and the works of medieval women mystics. Prerequisite: LIT 210 or ENG 210 or junior standing. Offered in alternate years, Fall semester.

ENG330 Writing and Communicating Professionally **3 Credits**
Students will study and practice the various types of communication typically found in professional and administrative settings. Using problem-solving approaches and rhetorical strategies, students will analyze communication needs and design effective and appropriate professional responses. (Fall/Spring) Pre-requisite: ENG112

ENG340 T.S. Eliot **3 credits**
A detailed study of the plays and poems of this 20th century mover and shaker. Eliot's social and literary commentary will also be examined. Prerequisites: ENG 209 or ENG 250, or permission of the instructor. Offered every three years.

ENG359 Renaissance Literature **3 credits**
Students will explore the works of the major English poets and dramatists of the late 16th and early 17th centuries, excluding Shakespeare. Themes such as the triumph and tragedy of marriage, the quest for love and faith, the delights of the simple life, and the role of the poet as a courtier, lover, visionary, and satirist will help focus discussions of works by Spenser, Sidney, Webster, Jonson, Donne, Herbert, and Marvell. Prerequisite: English 211 or junior standing. Offered in alternate years, Spring semester.

ENG362 Saints and Heroes of the Middle Ages **3 credits**
An introduction to some of the major epic cycles and legends of the Middle Ages and their iconography as reflected in works of art in Tyrolean castles, churches, and museums. Readings will include The Niebelungenlied, Tristan, Ywain, The Song of Roland, and Sir Gawain and the Green Knight.

ENG372 Myth and Agro-Archaeology **3 credits**
An academic and field study of mythology and agriculture as the roots of culture, government, and the fine arts.

ENG377 Whitman/Dickinson **3 credits**
Perhaps no two writers have so dominated and changed the course of the 19th century of American letters as Walt Whitman and Emily Dickinson. Often juxtaposed, Whitman and Dickinson seem to provide perfect foils for the work of each other. This course will take up these two poets as sites of contending practices of prosody and vision. Our investigation will focus primarily upon their poetry, but we also make brief forays into their unique biographical histories, approaches to prosody, and ranges of critical interpretation. There will be a variety of discourse opportunities, including journal work, creative expression, and expository writing. Prerequisite: ENG 209 or junior standing. Offered in alternate years.

ENG 378 Southern Literature **3 credits**
A study of the writers and literary traditions of the American South from the colonial period to the present, but with special emphasis on the twentieth century. Authors might include Byrd, Jefferson, Poe, Kennedy, Chestnut, Jacobs, Chopin, Glasgow, Chesnutt, Faulkner, Caldwell, Warren, Wolfe, Percy, Hurston, O'Connor, Welty, Styron, Walker, Betts, Smith, and others. Prerequisite: ENG 209, Junior standing or permission of instructor. Offered every three years.

ENG 379 Women Writers **3 credits**
A study of women's writings within a variety of cultures, historical periods, and literary traditions. Prerequisite: Junior standing or permission of instructor. Offered every three years.

ENG401 Milton **3 credits**
Intensive reading of Milton's poetry with major emphasis on Paradise Lost, Paradise Regained and Samson Agonistes. Collateral readings from the prose. Prerequisite: ENG 211 or junior standing. Offered in alternate years, Fall semester.

ENG420 Publication Design and Editing **3 Credits**
This course examines the theoretical basis and practical applications of the editing process. It includes document design principles, publishing software applications, and mediating the writer-reader relationship. Heuristics for analyzing the verbal and visual characteristics of a text are also covered and applied in technical and professional writing. (Fall) Pre-requisite: ENG330

ENG497 Academic Honors **3 credits**
Open by invitation of the faculty only. Exceptional work done by the student, working independently under faculty supervision, in traditional, comprehensive, systematic research over an extended period of time resulting in a senior thesis or project of high merit. Offered as needed

ENG498 Internship **3 Credits**
The Internship provides structured work experience in a corporate communication environment within an organization. Students are able to experience a wide variety of activities that are needed in today's corporate communication environment. The internship provides relevant experience which can be useful in a future career. Pre-requisite: Junior standing and approval of the internship advisor. (Fall) Pre-requisite: Junior standing and approval of the internship advisor

ENG499 Seminar in Corporate Communication 3 Credits
The capstone course integrates the student's academic experience and directs it toward a comprehensive analysis of the corporate communication field. Students will use their acquired skills to research and present a variety of topics in the field and demonstrate their skills through various case studies and projects. Pre-requisite: Senior standing or instructor approval.

EQUINE STUDIES COURSES

EQ246 Introduction to Management of Equine Operations 3 credits
This class is designed to give the non-business major and the non-equine business major insights into the various career paths within the horse industry as well as the experience and educational requirements. The class is required for Therapeutic Horsemanship majors and available for students in other majors who will not take business courses but want an overview of equine business. The course will cover basic principles of management and organization, record keeping systems, marketing, liability and contracts and financial management. Students will write a prospectus and develop a business plan for a business they hope to enter into in the future. Prerequisite: EQ 255 or permission of instructor Offered annually in the Fall semester Note: This course does not count toward the major in Equine Business Management

EQ248 Basic Riding Instructor Skills 1.5 credits
This course will cover the fundamentals of preparing, organizing and teaching riding lessons. Safety, lesson plans, ring skills, class control and the qualities needed to be an effective instructor will be covered. The goal of this semester course is to lay a foundation for teaching able-bodied beginner riders individually and in groups. The emphasis will be on safety and progressive development of teaching skills. Through task analysis and problem solving the student will develop lesson plans, learn to evaluate and adjust to different situations in an effective and professional manner, and learn different techniques of expressing themselves to the riders. Offered Fall and Spring semesters

EQ249 History and Theory of Modern Riding 3 credits
This course will provide the student with a historical overview of equestrian sports. The class will study the history of educated riding, the development of forward riding from Caprilli to George Morris, the development of modern dressage, and the history and origins of western sports. Pre-requisite: PE 262 and sophomore standing or permission of instructor. Offered annually in the Fall semester

EQ255 Equine Facility Operations 3 credits
This class is an introduction to the multiple aspects of stable management as practiced by the individual owner as well as a multiple horse facility. This course will provide you with much of the background information a stable manager needs and will afford you the opportunity to be introduced to the necessary skills and begin to become proficient at performing them both in theory and practical application. Offered fall and spring semesters

EQ256 Introduction to Horse Care 1 credit
This class is designed to immerse the student in the challenges, routines, skills, physical labor, and keenness and sensitivity of eye that are parts of becoming a good stable manager. Students will be responsible for the care of one or more horses. Students will learn and have opportunity to practice the skills needed to become a stable manager. Offered fall and spring semesters

EQ257 Basic Riding Instruction Skills Practicum 1 credit
This course provides an introductory level opportunity for the application of skills and techniques developed in the Basic Teaching Skills for Riding course. The student will assist an instructor to develop their practical skills and stimulate their awareness and response to issues involving safety. Prerequisite: EQ 248. Offered Fall and Spring semesters

EQ275 – Riding Instruction Practicum 1 to 3 credits
This course is designed for the students who wish to continue developing their skills as a riding instructor. The student will be assigned to a weekly riding class to serve as an active teaching assistant. Teaching skills will be evaluated following Certified Horsemanship Association (CHA) standards. Special Conditions: Permission of Instructor. Must have attained Hackers rank and completed EQ 248 & EQ 257 Offered infrequently.

EQ280 Natural Horsemanship 2 credits
This course studies the philosophy and theory behind Natural Horsemanship. The student will study the methods and techniques used primarily in Natural Horsemanship. Parelli will be the primary focus of the class although other practitioners will be studied. The class combines theory with practical application. A fee is required for this course. Students are expected to purchase their own equipment. Offered annually in the Spring semester

EQ340 Equine Business Management 3 credits
This class is designed to give the student insights into the various career paths within the horse industry and their experience and educational requirements. Principals of management, record keeping systems, liability and contracts and developing a business plan will be considered in class discussions. Students will write a prospectus and develop a detailed business plan for a business they hope to enter into in the future. The class requires all students to use Excel spreadsheets for forecasting and planning. Prerequisites: EQ 255 and ACC 201 junior standing. Offered annually in the Spring semester

EQ342 Form to Function: Principles of Horse Judging 3 credits
The purpose of this class is to enable the student to develop a strong theoretical grasp of the principles of horse construction and action. This knowledge will enable the student to evaluate the horse in terms of how his structure predisposes him to success in various athletic pursuits. The student will study the particular rules, practices, and current criteria in judging the horse on the line and in performance. The theoretical knowledge will be put to practical tests at horse shows. Students will assess the responsibilities of judging and the qualities one must have to be a competent judge. Prerequisites: Junior standing. Offered annually in the Fall semester

EQ350 Horse Science – Anatomy & Physiology 3 credits
The principal learning outcome in this course is for the student to acquire a thorough working knowledge of the horse's functional anatomy & physiology. Special emphasis will be given to the musculoskeletal, digestive, respiratory, circulatory & nervous systems of the horse, as well as a brief review of equine evolution. The student will be able to relate the study of equine anatomy & physiology to horse husbandry theories & practice. In addition, the student will develop problem-solving skills in regard to presentations of common equine diseases & the therapeutic options available for treatment. Prerequisite: EQ 255, EQ 256 or permission of instructor Offered annually in the Fall semester

EQ375 Adv. Riding Instruction Practicum 1 to 3 credits
This course is designed for students who wish to continue developing their skills as a riding instructor. The student will be assigned to a weekly riding class to serve as an active teaching assistant. Teaching skills will be evaluated according to the Certified Horsemanship Association (CHA) standards. **Special Conditions Offered infrequently: Permission of Instructor. Must have attained Hackers rank and completed EQ 248 & EQ 257**

EQ415 Current Therapies in Equine Internal Medicine 3 credits
This course will acquaint the student with a detailed overview of current equine internal medicine disorders, with practical aspects of diagnosis & therapeutic management. Understanding basic equine pathophysiologic mechanics is essential in the management of complex disease processes & will be reviewed for a better comprehension of the equine medical disease process. The class will be structured to address specific diseases along system-based lines to include respiratory, gastro-intestinal, urinary, hepatic, cardiac, ophthalmology, & neurological disorders. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing Offered in alternate years, Fall semester

EQ416 Introduction to Equine Clinical Pharmacology 3 credits
The principle goal in this course is for the student to acquire a working knowledge of commonly employed pharmaceuticals that are used in the medical treatment of horses. Classifications of drugs, misuse of over-the-counter medications, mechanism of actions, as well as side effects, will be studied. General principles such as drug absorption, distribution, metabolism, therapeutic index and interactions will also be discussed. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing Offered in alternate years, Spring semester

EQ417 Equine Orthopedic Lameness 3 credits
The purpose of this course is to acquaint the equestrian student with an organizational, scientific approach to the diagnosis, treatment and athletic management of equine lameness. This will be accomplished in three separate sections of the course. The course will be equally divided between lectures and labs. During the initial section, orthopedic anatomy and equine biomechanics will be reviewed. In the second section, we'll combine anatomy and biomechanics with the art of insightful observation of the horse on the flat and under saddle. The final section will incorporate discussion of the latest scientific technology for diagnosis, as well as common dysfunctions, etiology and prognosis interrelated to the competitive implications for the best management of the athletic horse. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing. Offered in alternate years, Spring semester

EQ420 Equine Nutrition 3 credits
The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the equine gastrointestinal anatomy and physiology as related to the process of digestion, absorption, and utilization of nutrients. Special emphasis will be placed on lipids, carbohydrates, proteins, vitamins and minerals and their relationships in feed concentrates and in forage. Different aspects of nutritional requirements and deficiencies will also be discussed. The student will be able to apply the basic principles of equine nutrition in order to develop and balance a feed rationing program for horses at any stage of life and athletic capacity. Prerequisites: EQ 255, EQ256 and EQ 350 or permission of instructor Offered in alternate years, Fall semester

EQ422 Horse Science – Reproduction **3 credits**
The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the equine reproductive anatomy & physiology, equine neonatology & introductory concepts in equine genetics. Reproduction labs will emphasis mare & stallion reproductive evaluation & readiness for breeding. The student will be able to relate the study of equine reproduction & genetics to current breeding husbandry & management techniques. In addition, the student will develop problem-solving skills in regard to presentations of common equine reproductive problems encountered & the therapeutic options available for treatment. Prerequisite: EQ 350, EQ 255, EQ 256 or permission of instructor Offered annually in the Spring semester.

EQ225/325/425 – Topics in EQ **3 credits**
These courses examine topics in the equine studies disciplines that are only introduced when a significant number of students show a specific interest. Examples include such topics as ANRC rated rider testing, Riding Instructor Teaching Techniques, horse judging, event management, coaching, showing or schooling hunters and training green horses. Prerequisites: depends on the content of the course or Permission of the Instructor. Offered infrequently and may require extra fees.

FITNESS AND HEALTH

FES180 Fit for Life **3 Credits**
Teaches students to examine their wellness-related behaviors and how to incorporate fitness and wellness into their daily lives. The course covers up-to-date information on health-related components, as well as nutrition, stress, substance abuse, chronic disease, injury prevention and personal safety. The course is intended to present practical advice students need to make connections and apply scientific information to their own lives. *This course can be utilized as a social science elective, science elective or tailored elective. (Spring)

FINANCE

FIN150 Personal Financial Management **3 Credits**
The course is designed to introduce the need for personal financial planning. The student will be exposed to analytical techniques relating to decision making in purchasing, insuring, investing, and planning for retirement. (Fall/Spring) Pre-requisite: MAT121

FIN360 Principles of Finance **3 Credits**
A basic introduction to the decision-making tools of the financial manager; including a study of ratio analysis, asset and liability management, dividend and financial policies, obtaining short- and long-term funds from the money and capital markets and comparisons of various types of capital structures. The course also introduces the subject of capital budgeting and alternative uses of present value theory. (Fall/Spring) Pre-requisites: ACC202, ECO241

FIN400 Corporate Finance **3 Credits**
An analytical examination of capital budgeting and finance and other issues in corporate finance as demonstrated through case study analysis. Primary emphasis is placed on valuation of corporate assets

and liabilities, financing and refinancing decisions, working capital, dividend issues, and other current topics. (Fall/Spring) Pre-requisite: FIN360

FIN470 Managing Financial Institutions **3 Credits**
Differentiates various types of financial institutions on the basis of funding source, product lines, and regulatory constraints and analyzes the strategic management of each. A particular focus is the interaction of the market forces with the management of various institution types. The student will be exposed to analytical techniques relating to financial institution decision-making and gain an appreciation for factors which contribute to the continuing consolidation and integration of the industry. (Spring) Pre-requisite: FIN360

FIN480 Finance Seminar **3 Credits**
Designed to evaluate the student's overall ability as a finance major. Students will use their pre-requisite course work in economics and finance to research special topics in economic and financial analysis. Research results will be presented in written and oral form. This course together with MGT499 serves as a capstone. (Spring) Pre-requisite: FIN360 and Senior Standing

FIN490 Investments **3 Credits**
Principles and methods of investing in securities of business and government. The course stresses determination of investor needs; formulation of investment goals and policies; types of investment media; securities analysis and investment decision-making. Financial market behavior, procedures of the securities industry, investment banking, business-condition analysis and industry outlooks are some of the subjects related to a profitable investment program. (Fall) Pre-requisite: FIN360

FIN495 Finance Internship **3 Credits**
Students are individually assigned to an operating financial business firm to gain insight into the area of career interest. Periodic reports and conferences required. (Fall/Spring) Pre-requisite: FIN360 and Junior Standing

FORENSIC SCIENCE COURSES

FOR201 Introduction to Forensic Science **4 credits**
This course will emphasize scientific investigation of crime. Students will become both detective and criminalist as they learn how to secure a crime scene and collect and analyze physical evidence. Students will learn how to: 1) do blood typing and DNA analysis, 2) analyze blood splatter patterns, 3) analyze hair and fiber samples, 4) find and lift latent fingerprints and compare to established database, 5) identify the source of ink samples from handwritten notes, and 6) develop a psychological profile of the criminal. Using actual cases, the class will review forensic analysis of soil samples, bite marks, ballistics, and toxicology. Students will learn how to apply various mathematical and statistical tools to make judgments regarding the weight of the evidence, and to either identify or eliminate suspects. Legal issues such as insanity defense, the reliability of eyewitnesses, and the utility and accuracy of lie detectors will be examined. Offered annually in the Fall semester

FOR202 Introduction to Forensic Science II **3 credits**
Using actual cases, this class will review forensic analysis of soil samples, bite marks, ballistics, and toxicology. Students will learn how to apply various mathematical and statistical tools to make

judgments regarding the weight of evidence, and to either identify or eliminate suspects. Legal issues such as the insanity defense, the reliability of eyewitnesses, and the utility and accuracy of lie detectors will be examined. Offered annually in the spring semester. Three hours of lecture per week. Prerequisite: FOR 201

FOR210 Topics in Forensic Science 2 credits

These courses examine specific issues and/or techniques related to solving crime. The focus will vary with each offering and examples include Fingerprint Classification and Identification, Criminal Profiling, Police Photography, Blood Spatter Analysis, Ethics in Criminal Justice, Interviewing/Interrogation Techniques, or Question Document Analysis. Prerequisite: FOR 201. Offered annually in the Spring semester

FOR401 Crime Scene Investigation/Evidence Collection 3 credits

Advanced course in identification and proper collection of physical evidence from a crime scene. Students will learn what types of collection containers are best suited to specific forms of evidence, so as to avoid possible contamination, and what alternatives may be available in the absence of a full crime-scene kit. The class will cover the importance of: 1) maintaining a chain of custody, 2) careful observation and recording of crime scenes, and 3) ordering the appropriate analytical tests. Students will further develop their understanding of legal issues related to collection, handling, and interpretation of evidence; issues and concepts related to eyewitness identification and testimony, such as the perception of events and retrieval of information from memory; and will learn how to search for witnesses and to develop suspects. Prerequisite: FOR 201 and upper level standing or consent of instructor. Offered in alternate years, Spring semester

FOR402 Microanalysis of Trace Evidence 4 credits

Advanced course in the identification and analysis of physical evidence previously recovered from a crime scene. Students will learn what types of analysis is best suited to specific forms of evidence. The class will cover: 1) the importance of maintaining a chain of custody and proper documentation, 2) how the different major types of analysis are performed and how to choose the proper technique for the evidence, 3) the theory behind the techniques, and 4) how to discuss the accuracy and precision of the technique in relationship to such information as population statistics. Prerequisite: FOR 201 and upper level standing or consent of instructor. Offered in alternate years, Spring semester

FOR403 Microanalysis of Trace Evidence II 4 credits

A continuation of the first course in microanalysis of trace evidence. This course will consist of an in-depth study of analytical techniques including theory and application, accuracy and precision of instrumentation and decision making about which techniques and instruments apply to particular sets of trace evidence. Three hours of lecture and three hours of laboratory per week. Prerequisite: FOR 210 and FOR 401 and upper level standing or consent of instructor. Offered in alternate years, Spring semester.

HEALTH SERVICES ADMINISTRATION

HSA100 Principles of Health Services Administration 3 Credits
This course will present an overview of the American health care system including the social, political and economic forces that shape the industry. Moreover, the course will introduce the student to the many subsystems and how these different systems work together to produce today's modern-day health care system. (Fall/Spring)

HSA119 Computer Applications in Healthcare 3 Credits
The course presents computer applications found in health care situations, basic principles and mechanics of electronic health record (HER), software applications for health care, health care security and data quality. This course will also include definitions, electronic data collection, storage, electronic health records, personal health records, and secure computer-based patient record systems. Topics will also include basic computer applications used in medical offices, hospitals and nursing homes. (Fall/Spring)

HSA126 Accounting for Healthcare 3 Credits
This course will present an overview of accounting and financial activities relevant to a healthcare facility. Topics will include an introduction to healthcare accounting, basic financial statement preparation and analysis including budgets, and recording transactions in a healthcare environment. (Fall/Spring)

HSA200 Legal Aspect of Healthcare Administration 3 Credits
The course will provide an overview of health law issues that impact the business of health care and those who manage it. Topics will include local, state and federal law and health care policies. Students explore the rights and responsibilities of providers, employers, payers and patients in healthcare context. Students will also develop an understanding of substantive law, legal decision making and the relationship between legal and ethical principles. Case studies, virtual lab assignments and/or simulations support experiential learning. (Fall/Spring)

HSA210 Cultural Competency in Healthcare Administration 3 Credits
This course will discuss the concepts of culture, how it changes and influences everyday life, health disparities and best practices for enhancing cultural competencies in health care organizations and systems. The course will also examine organizational structures and processes that should incorporate cultural competence and students will explore how all professional roles in health care settings (providers and administrators) should address service adjustments and measure effectiveness of care and quality of health outcomes across multi-cultural populations. Topics will include implications of the changing demographics and their impact on healthcare; diversity and health administration; health disparities and social determinants of health, and culturally appropriate communication and increasing diversity and the impact on healthcare administration. (Fall/Spring)

HSA225 Ethics in Healthcare 3 Credits
This course will explore ethical behavior in various health care settings. Students will analyze decision-making models, theories, and professional obligations and apply them to their roles as health care administrators. (Fall/Spring)

HSA301 Healthcare Setting Analysis **3 Credits**
This course will present various approaches to the operation and quality management of healthcare organizations. The course will also describe educational and social marketing applications in continuous quality improvement, assessment and process improvement research in health care settings. Topics addressed will include management processes in healthcare, client education, analysis of healthcare structures and systems. Junior standing or permission of instructor required. (Fall/Spring) Prerequisite: HSA100.

HSA310 Research Methods in Healthcare **3 Credits**
The course will present an overview of the scientific process and elements required to conduct health services research. The course will provide a step-by-step guide to conducting independent work on scholarly projects through the use of clear language and practical examples. This course will provide a foundation for healthcare professionals in reference to research methodologies used to create evidence-based practices, health care policies and programs. (Fall/Spring) Prerequisites: HSA100, MAT225.

HSA315 Public Policy in Healthcare **3 Credits**
This course will present health policy in the U.S. Topics include the evolution of the U.S. health care system, policy development, role of government in financing and maintaining quality healthcare, current health policy issues and impact on patients and healthcare delivery. (Fall/Spring) Prerequisites: HSA100.

HSA337 Healthcare Finance **3 Credits**
This course will present an overview of the financial management of health care organizations. This course will introduce students to the current financial environment in which health care organizations operate and the fundamentals of financial planning, with an emphasis on concepts that are critical to managing, planning and decision making. (Fall/Spring) Prerequisites: HSA100, HSA126, MAT225.

HSA340 Global Public Health **3 Credits**
Low-income countries bear a disproportionate burden of disease globally and the gap is growing. This course examines major global health challenges, programs and policies. Students will analyze current and emerging global health priorities and threats, including infectious diseases, maternal mortality, child under-nutrition, mental health, poverty, gender and chronic diseases. Health threats can severely influence economic, social and political development. While understanding problems and their determinants is an important first, 'global public health' focuses on developing effective and appropriate solutions at the global, regional and local levels. The course will also examine how social and technical innovations provide new opportunities to address these challenges. (Fall/Spring) Prerequisite: HSA100

HSA345 Introduction to Health Disparities **3 Credits**
This course will provide students with a broad overview of the contributing factors for health disparities in the United States. The course will examine relevant historical issues, theories and empirical data, emphasizing critical analysis and application of knowledge. Students will gain a better understanding of research on health disparities and interventions to promote health equity through a combination of readings, lectures, reflection papers, in-class exercises, and research assignments. Disparities will be discussed relative to race/ethnicity, gender, income and sexual orientation. (Fall/Spring) Prerequisites: HSA100, HSA210

HSA366 Healthcare Communication **3 Credits**
This course will provide a broad introduction to physician-patient communication, mass communication, health journalism, corporate communication, communication by non-profit health organizations and government health agencies and public health education campaigns. The course will also examine a variety of theories used in health communication and explore such national health issues as health disparities, health literacy, patient safety and health care reform. (Spring) Prerequisite: HSA100, ENG280.

HSA370 Healthcare Marketing **3 Credits**
The course will present principles and functions of marketing by focusing on unique aspects of marketing fee-for-service and managed care services. Topics will include consumers of health services, organizations that purchase health care for employees, insurance companies that provide health care and ethical issues of marketing health care services. (Spring) Prerequisite: HSA100, MGT250.

HSA395 Mental Health & Society **3 Credits**
What role does society play in mental health? Is mental health a public health issue? In this course we will examine the concepts of mental health disorders from a variety of perspectives within a social context. Students will explore the incidence and prevalence of mental illnesses in the U.S., the social consequences of mental illness, such as stigma, marginalization, and isolation, barriers to care and strategies for treatment and resolution of mental health issues and illnesses. Students will also examine the role of social factors in the etiology and treatment of issues intertwined with mental health. (Fall/Spring) Prerequisite: HSA100

HSA410 Seminar in HSA **1 Credit**
This is an advanced course in health services to further develop analytic and decision-making skills regarding specific issues and problems. Students will integrate and apply content from previous courses, (including finance, management, policy and quality analysis) to analyze and solve health service problems by defining issues and goals, identifying methodologies to address concerns, analyzing information and developing and defining conclusions and recommendations. Topics will vary from semester to semester and may include public health, population health, and medical product development. (Fall/Spring) Senior standing

HSA415 Leadership in Healthcare Organization **3 Credits**
The course will introduce a broad range of concepts, theories and practices important for a basic understanding of leadership and its application to the field of healthcare services. Topics will focus on various styles and approaches to effective leadership. The course will also examine leadership principles to realistic situations and problems such as quality and productivity. It will examine the role of leadership in achievement of organizational goals. (Fall) Prerequisites: Senior standing and HSA301, MGT312, MGT412

HSA420 Healthcare Management **3 Credits**
This course will provide an overview of how health care institutions are organized and governed, the role of management staff, physicians, nurses and other clinical and support staff in these organizations. This course will also provide a framework for addressing management problems in health care organizations. The application of management theory, concepts and principles as these relate to health

care organizations. Case studies are utilized to analyze the practical application of management concepts and principles. (Spring) Prerequisites: HSA415, MGT312, MGT412

HSA450 Risk Management in Healthcare **3 Credits**
The course will explore the process of developing and maintaining risk management programs in health care. Topics will include how an organization identifies, assesses, and reduces risk to patients, visitors, staff, and institutional assets. The course will also present resources to organize and devise a strategic approach to risk management. (Fall) Prerequisites: HSA301, MGT312, MGT412.

HSA493 HSA Capstone Project **3 Credits**
This course requires students to demonstrate knowledge learned throughout the program and apply these theories to real world issues. Students are expected to synthesize and integrate learning experiences acquired throughout their program and to evaluate research and current topics relative to their area of concentration. (Spring) Prerequisite: completion of all courses in concentration and Senior standing.

HEALTH SCIENCES

DEP200 Lifespan Development **3 Credits**
This course explores human development and examines theories and empirical studies dealing with human cognitive, social, emotional and physical development in the context of a lifespan. The course content also explores emergent and controversial topics relevant to Lifespan Development. (Fall/Spring/Summer)

HSC 254 Principles of Disease **3 Credits**
This course provides an integrated approach to the understanding of specific diseases that affect the human body. The course includes a survey of disease descriptions, etiologies, signs, symptoms, and diagnoses, as well as the treatment, prognosis, and prevention of diseases affecting different body systems. (Fall / Spring) Prerequisite: BIO221; Corequisite: BIO222

HSC290 Nutritional Concepts in Healthcare **3 Credits**
This course explores the foundation and science behind human nutrition and how the concepts of nutritional health contribute to health and well-being. Topics include nutritional requirements across the lifespan, guidelines for healthy eating, food safety, and alterations in nutrition. Nutrition related to disease processes will be discussed. (Fall/Spring)

PNU101 Exploring Professional Nursing **2 Credits**
This course introduces the development of a professional nurse. Subject matter will include nursing history, nursing theories, models of practice, various venues of practice, and roles of a professional nurse. Effective communication as a professional nurse will be addressed. (Fall/Spring)

HISTORY

HIS103 History of the United States, 1607-1877 **3 Credits**
A survey course in United States history from our European backgrounds through the Civil War period; stressing the revolutionary origins of the nation, our landed expansion, and our early economic growth. (Fall)

HIS104 History of the United States, 1877-PRESENT **3 Credits**
A survey course in United States history; stressing the development of our industrial economy in the last hundred years and America's rise to world power status in the twentieth century. (Spring)

HIS110 World History **3 Credits**
This course is a survey of major historical events and people with emphasis on how these affect the values and attitudes of the present world, regional, or local societies. (Spring)

HIS201 American History Survey I **3 credits**
Covering the period from the fifteenth century to the mid-nineteenth century, this course is an introduction to America's foundation and early growth. Students will also learn the fundamentals of historical research and interpretation. Offered annually

HIS202 American History Survey II **3 credits**
Chronologically following Survey I, students will examine American history between the Reconstruction period and the 1990s. Students will work with primary sources and practice interpretive skills. Students do not need Survey I to succeed in this course. Offered annually

HIS208 Special Topics in History **1-3 Credits**
Students will study major historical events and people from a particular region, time period, or culture. Topics will vary. The course may be repeated for up to 6 credit hours as long as the topic varies. The course may be offered for 1-3 credit hours at the Dean's discretion.

HIS209/309 North Carolina History **3 credits**
A particular interpretation of the Old North State, with its 400-year-old history described and discussed thematically. Emphasis is on understanding the cultural context—that is, the values—in which women and men have lived and are living in North Carolina. Offered annually

HIS 210 Modern Western Civilization **3 credits**
A study of western civilization with an emphasis on modern revolutions, including the English Revolution, the American Revolution, the French Revolution, the Russian Revolution of 1917, and the Nazi Revolution. Attention will be given to revolutionary backgrounds and to historical perspectives and interpretations. Offered infrequently

HIS215/315 Topics in European History **3 credits**
These courses examine problems in European history not fully addressed in other offerings. Certain topics may be offered singularly at the 200 or 300 level rather than presented as a shared, split-level course. While the focus will vary with each offering, the courses will feature detailed work with primary

sources. Topics range in time from the medieval period to the modern and include women's history. European revelations, country-specific histories, ethnic, religious, and political history.

HIS214/314 Topics in American History **3 credits**
These courses examine problems in American history not fully addressed in the survey courses. Certain topics may be offered singularly at the 200 or 300 level rather than presented in a split course. While the focus will vary with each offering, the courses emphasize detailed work with primary sources. Topics range in time from colonial to modern America and include Race in Early America, US Women's History, Jacksonian America, the US South, Colonial America, Historically Bad Behavior, the New South, and Nineteenth Century America. Offered every semester

HIS225 Introduction to Public History **3 credits**
This course demonstrates how history intersects with public life. Students will also consider the place of public history in the discipline. The class explores applying historical knowledge in the conservation and representation of the past. Issues include cultural preservation, historical anthropology and archaeology, historical preservation, and the business of public history. Offered annually in the Spring semester

HIS248 African American History Survey **3 credits**
This course offers a study of African Americans from the colonial period to the Civil Rights era. Students will pay special attention to the development of African American identity, culture, and the quest for freedom and equality. Topics include the slave trade, slavery, the Civil War, Reconstruction, the Jim Crow era and the Civil Rights Movement. Offered every three years

HIS335 United States Slavery **3 credits**
This course offers students the opportunity to develop an understanding of American slavery from the early trans-Atlantic trade to the end of slavery during the Civil War. Primary and secondary source materials offer the chance to analyze slavery as it changed over time and region. Topics include: race and slavery, the slave community, plantation agriculture, slave resistance, and the politics of slavery. Offered every three years

HIS325 Junior Methodology and Research Seminar in History **3 credits**
Required of all majors and minors. An introduction to the basic ways of thinking employed by practicing historians, with attention to main currents of historical interpretation through historiography. In addition, seminar members will learn research strategies in secondary and primary sources, while bringing critical, analytical reading to the discipline. Offered annually

HIS334 Civil War & Reconstruction **3 credits**
A study of the era of the American Civil War. The causes of the war, the military campaigns, and Reconstruction will be considered. Special emphasis will be given to interpretations of the era, the impact of military technology and doctrines of war on the campaigns, and the significance of Reconstruction for the South. Offered every three years

HIS345 The American Civil Rights Movement **3 credits**
Starting in the Reconstruction period and culminating in the 1960s, America's confrontation with inequality remains a central story. This course examines the origins and maturity of black Americans' efforts demanding freedom from discrimination. The course will address at least three main questions:

First, how is the movement understood in the context of the longer black freedom struggle and resistance to segregation in the South? Second, why did the movement take place when it did? Third, how does the movement fit into our understanding of social movements? Prerequisite: HIS 202 or permission from the instructor. Offered every three years

HIS353 The French Revolution and Napoleon 3 credits
A study of continental Europe between 1750 and 1850 with emphasis on the relationship between ideas and institutional change. The Enlightenment of the Eighteenth Century, its origins and its impact, will be considered, as will the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe in the first half of the Nineteenth Century. Offered in alternate years

HIS355 The Turn of the Century & World War I 3 credits
A study of the developments in Europe from the 1880s until 1920 with emphasis on the impact of science, technology, and industrialization on the turn of the century decades. Consideration will be given to the causes of World War I, the military campaigns of the war, and the Russian Revolution. The turn of the century decades will be interpreted as an important revolutionary era. Offered in alternate years

HIS356 The Second World War & the Holocaust, Europe 1919-1945 3 credits
A study of the backgrounds of World War II in Europe, Fascism and Nazism, the military campaigns, naval and aerial warfare, home fronts, Nazi occupation regimes, the Holocaust, resistance movements, propaganda, wartime diplomacy, the role of science, and the impact of total war on the postwar world. Offered in alternate years.

HIS357 The Second World War; Asia & the Pacific, 1919-1945 3 credits
A study of World War II in Asia and the Pacific with emphasis on the period 1937-1945. Diplomatic backgrounds of the conflict will be considered. An important feature of the course is the emergence of Japan as the leading Asian power. Asian perspectives on the war are examined. Offered in alternate years

HIS395 Academic Internship in Public History 3 credits
Students will submit an internship plan for work in a public history setting. Appropriate sites include museums, archives, state and federal historic sites, contract archaeology firms, and historic preservation businesses. This course requires departmental approval. Offered as needed

HIS410 Topics in Southern History 3 credits
This course will address themes historians deem important for understanding the American South's history. Course focus will vary with each offering. Topics range in time from the early colonial period to modern America. Special emphasis will be placed on evaluating historiographical arguments. Prerequisite: HIS 201 or 202, and one 300-level history course, also available with the permission of the instructor. Offered every three years

HIS412 American Religious History 3 credits
What is religion's role and function for a society as religiously pluralistic as the United States? This course addresses the question of religion in a pluralistic society by studying the development of religion in America. Emphasis on change over time will illuminate how Americans have allowed religious diversity with a minimum of conflict. Topics include Native-American religion, European religion in

colonial America, women and the church, evangelicalism, African American religious culture, and religious minorities. Prerequisites: HIS 201 and 202, or permission from the instructor. Offered every three years

HIS425 Senior Research Seminar in History **2 credits**
Required of all history majors; taken in the senior year, strongly recommended for minors. An exploration of various historical topics selected by students with faculty approval. This research course provides a framework for students to complete a detailed historical examination using primary and secondary sources. Students will develop original interpretations of the past while placing them within the context of extant scholarship. Offered annually

HIS491 Honors Seminar **3 credits**
Admission to this course is by invitation of the history faculty. It stresses historiography, research design and techniques, and preparation of a student's own original research project. Offered as needed

HIS497 Honors Research **3 credits**
Admission to this course is restricted to those who have successfully completed HIS 491. The student, working independently with faculty direction, will produce and defend an honors thesis of original historic scholarship. Offered as needed

HIS498 Practicum in Library and Archival Science **3 credits**
This practicum is an introduction to the skills and ideas behind library and archival science. Students will learn the basic principles of library management, how to access materials and electronic information, and effective ways of storing and preserving information. Offered as needed

HOSPITALITY AND TOURISM MANAGEMENT

HTM108 Geography of Hospitality and Tourism **3 Credits**
This course looks at the historical movement of people around the world, the development and origin of international cuisines and the transformation of these foods into contemporary restaurant business practices. An analysis of the impacts of the international movement of people on eating habits and demands on food suppliers will also be investigated. (Spring)

HTM190 Introduction to Hospitality and Tourism Management **3 Credits**
An overall understanding of the Hospitality and Tourism Industry. The course will form the foundation of understanding for future hospitality and tourism courses and provides students with a general orientation of the importance of this industry locally, regionally, and internationally. A look at the different career paths which students can follow will also be examined. (Fall)

HTM215 Food and Beverage Management **3 Credits**
This course reviews the multifaceted world of food and beverage operations. Great food and great service create an outstanding dining experience, but the food and beverage fields encompass many areas never seen by consumers. This course covers topics from food production principles and service management to menu planning, sanitation, purchasing, controlling, and beverage

management. Exciting projects like creating a menu and visiting with a manager of a well-known restaurant operation are part of this course. (Fall)

HTM220 Accommodations Operations Management 3 Credits
This course looks at the highly complex nature of managing the accommodations industry room stock; it focuses specifically on the organization and management of the front office and housekeeping departments. The broad definition of accommodations which encompasses timeshare, hotels, condominiums, trailer parks, and campsites, will also be examined and students will get a good appreciation for the fierce competition within this sector of the hospitality industry. (Spring)

HTM222 Theme Park and Resorts Management 3 Credits
The course focuses on theme parks and resorts as destinations, the linking of the various products which include hospitality, transportation and attractions in a product plant will be examined in detail. The complexity of operations within these organizations will be investigated by way of field trips to the major players in this area, which are Disney and Universal Studios. Discussions on the merits of having these operations dictate development at the destination will also form a large part of this module. (Spring)

HTM225 Sports in Hospitality and Tourism 3 Credits
A look at the increasing impact sports has on the hospitality and tourism industries, with specific reference to the operations and marketing of properties in these businesses. Theoretical underpinning of this niche market and the profiles visitors in this area will be investigated. Visits to establishments, specifically Disney Wide World of Sport, will be arranged for students choosing this course. (Spring)

HTM250 Introduction to Entertainment Management 3 Credits
The course aims to develop a clear understanding of what constitutes the entertainment industry. It gauges the entertainment industry from a business and management perspective. The course provides an overview of the fundamentals employed in creating, funding, marketing and managing an entertainment product. Linkages with other related disciplines of Tourism and Sport Management are also explored. (Fall)

HTM295 Hospitality and Tourism Field Trip and Experience 3 Credits
The main focus of this course is to provide students with the opportunity to observe, learn, and participate in as many professional hospitality and tourism management experiences as possible. The course will emphasize experiential learning in a variety of hospitality and tourism management settings with the intent of exposing the student to as many activities and experiences as possible. The hope is that by experiencing and observing different scenarios students will align career goals, develop professional outlooks and improve networking skills which are all essential for success in this environment. (Fall/Spring) Pre-requisites: HTM190 and HTM220

HTM300 Human Resource Mgmt. in the Hospitality and Tourism Industry 3 Credits
This course focuses on the job of recruiting, training and retaining the most valuable asset of the hospitality and tourism industry, which is its human resources. The hospitality and tourism

industry is heavily dependent on service and employs the largest number of people of any other industry, and its future success relies heavily on having trained and qualified persons to deliver their product. Students will look at the different theories and methods used in training and will have an opportunity to visit training facilities at major hospitality establishments. (Spring) Pre-requisite: HTM190

HTM315 Sociology and Anthropology of Hospitality and Tourism 3 Credits
The Tourism and Hospitality industry involves the mass movement of individuals across international borders and the interaction of these travelers with a variety of cultures and people, some sophisticated and others primitive. An understanding of the synthesis of this interaction is essential if service industry students are to fully understand the social consequences which tourism and hospitality have on the host community and the diaspora in that region. (Fall)

HTM475 Operations Analysis in Hospitality and Tourism Industry 3 Credits
Examines financial statements which are specific to the hospitality and tourism industry. An analysis of how hotels determine room rates and restaurant menu prices to achieve profitability will be investigated. This course will also look at the volatility of this industry regarding risks, and the ratios used to measure risk will be covered. Some emphasis will be placed on managerial decision making in the hospitality industry. (Spring) Pre-requisite: HTM190

HTM495 Hospitality and Tourism Internship 3 Credits
This course builds on the experiences of the hospitality field experience course where students will now choose a specific area where they would like to work. The internship will be a structured management entry level experience; it will focus on attaining practical knowledge in the industry. The theoretical concepts gained in the classroom will be put into practice, thus expanding and enriching the student's skills, experience and marketability. (Fall/Spring) Pre-requisites: HTM190, HTM220, HTM295, HTM300 and Junior Standing

HUMANITIES

HUM110 Music Appreciation 3 Credits
An introduction to various styles and periods of music. The course creates student awareness of great musical works through historical insight, analysis of musical styles and techniques and development of listening skills. (Fall/ Spring)

HUM120 Film in American Culture 3 Credits
Introduction to film as an art form and as a study of the American culture. (As Needed)

HUM150 Art Appreciation 3 Credits
This course is designed to provide the students with a survey of the arts, their relationship to societies producing them, and their purpose in those societies. The history of art from prehistoric times to the present will be discussed, but the focus of this course will be on the period of the Twentieth Century to the present, and the role of the artist as cultural practitioners.

HUM170 Humanities Survey **3 Credits**
A survey of the various disciplines of the humanities, such as architecture, art, drama, music, and the general philosophy of creativity in western civilization and emphasizing the interaction of these cultural expressions with each other and the society producing them. (Fall/Spring)

HUM208 Special Topics in Humanities **1-3 Credits**
Humanities is an umbrella term describing the study of humans in the individual, cultural, societal and experiential sense. Humanities studies help us understand ourselves, others and the world through critical thinking and analysis. Courses may include topics such as Music, Art, Philosophy, Religion, History, Literature, Interdisciplinary Studies, etc. Topics will vary. The course may be repeated for up to 6 hours credit as long as the topic varies. The course may be offered for 1-3 credit hours at the Dean's discretion.

HUM299 Humanities Field Trip **3 Credits**
Through a 4 or more daytrip, readings in the humanities or social sciences, and a follow-up project, this course explores the cultural and social aspects of a city or region. Depending on the emphasis of the course content, this course may be used as either a social science or humanities elective. (As Needed)

INTERDISCIPLINARY STUDIES COURSES

IDS301 Interdependent Life **3 credits**
North Atlantic and European societies place a premium on the notion that humans are largely autonomous actors. From an early age, we are conditioned to see human concerns as of foremost importance, with concerns related to other species as generally secondary. In point of fact, however, we live in a world of complex interdependent life forms. In some cases – like lichens, leaf-cutter ants, or humans and their gut bacteria – the species partners are more directly dependent on each other. In other cases, the partners are less directly dependent, like human dependence on bean/nitrogen-fixing bacterial symbioses. In this course, we will explore how symbioses and other types of interdependent ecological systems work, with a special focus on the moral and social implications of living our lives with an awareness of these interdependencies. These issues might be put as two questions. What tentative moral theological proposals might we elicit by observing the deep networks of symbiotic interdependencies that make like possible on our planet? How might our social and political lives be differently shaped if we were more conscious of our direct dependence upon other organisms?

IDS401 Senior Experience in Interdisciplinary Studies **1 credit**
This course is the senior capstone experience in the Interdisciplinary Studies major. Students will write a synthesizing essay focused on the theme and learning outcomes developed for the Interdisciplinary Studies contract and reflecting upon the integration of disciplines included in the contract. There will be an oral presentation and discussion of the essay involving faculty members from each discipline included in the major contract. As appropriate to the theme and learning outcomes of an individual Interdisciplinary

INTEGRATED MARKETING COMMUNICATIONS

COM254 Principles of Integrated Marketing Communications 3 Credits
This course introduces students to the fundamentals of Integrated Marketing Communications (IMC). Learn and apply the IMC planning process and how to integrate marketing communication elements (e.g., advertising, public relations, digital marketing, etc.) to advance an organization's success and brand. (Spring)

COM264 Graphic and Creative Design 3 Credits
This course provides students with the skills and graphic design competencies in Adobe software required for effective work practices in marketing communications. Students will develop intermediate-to-advanced-level skills in Adobe Creative Cloud programs and tools to design and develop professional-level publications for print, online, and mobile devices as well as gain skills in the use of Adobe InDesign, Adobe Photoshop, and Adobe Acrobat. (Fall/Spring)

COM344 Organizational Communication 3 Credits
This course explores communication practices that inform, persuade, and promote goodwill in organizational contexts with a focus on organizational theory and case studies. Explore how to use integrated communication processes to achieve organizational goals, inspire employees and stakeholders, create transparency, and support communication strategies. Organizational leadership will be emphasized. (Fall) Pre-requisites: ENG112 and COM254

COM374 Corporate Communication 3 Credits
This course provides students with a comprehensive analysis of the corporate communications field and the broad range of communications encountered in the business world. With an emphasis on integrated strategic communication, students will research a variety of topics in the field and develop their skills through various case studies and projects. (Fall) Pre-requisites: ENG112 and COM254

COM384 Digital Content Marketing 3 Credits
Students will develop creative skills that provide a variety of valued content shared on websites, social media, and mobile applications. Blogs, vlogs, videos, photos, games, augmented reality, virtual reality, immersive reality, proximity marketing, and much more will be posted on the internet to provide value to the participants. The ultimate goal is building a relationship with potential customers. In time, the participants will create their own content themselves and thus build a community around a brand. (Fall). Pre-requisites: ENG112 and COM254

MKT250 Principles of Marketing 3 Credits
The course examines the nature and significance of marketing, its functions, and its institutions. Promotional activities studied include target marketing, the role of advertising, advertising media, distribution, pricing, product policies and the role of marketing as a productive system within our economy. Examples emphasizing the increasingly important role of ethics in the business environment will be discussed. (Fall/ Spring)

MKT340 Consumer Behavior **3 Credits**
Examines individual and group decision making processes and purchasing behavior in public, private, and non-private sectors. Modern comprehensive models provide a framework for the student to explore intra and inter-personal variables; the market environment; consumer research, choice and attitude, market segmentation and consumerism. (Fall/Spring) Pre-requisites: MKT250, PSY101

MKT345 E-Commerce **3 Credits**
An examination of the concepts, strategies, and applications involved in Electronic Marketing, including use of the web, electronic mail, social media, communication applications and other direct response advertising media for conducting e-commerce. (Fall) Pre-requisites: MKT250, CIS240

MKT365 Video Marketing Communications **3 Credits**
Students will learn how to produce high quality online digital content for the purpose of disseminating information, reaching out to, and engaging with customers, employees, and the rest of the community. It provides students with tools to create and/or manipulate video and audio illustrations for interactive media. (Fall)

MKT370 Advertising Strategies & Sales Promotion **3 Credits**
This course provides an overview of the relationship between good advertising communications and achieving marketing goals. Emphasis is on how to execute and evaluate successful advertising for today's responsive consumer. (Spring) Pre-requisites: MKT250, MGT250

MKT375 Social and Mobile Media Branding **3 Credits**
Focuses on how social media and mobile marketing is used to develop well-conceived branding strategies. Multimedia platforms are important tools businesses use to strengthen their brand equity. Students will learn the procedure to build branding strategies by analyzing case studies and incorporating their own strategies as well as learn how to maximize a company's interactive media efforts using metrics and analytics. (Spring)

MKT420 International Marketing **3 Credits**
The study of the procedures and problems associated with establishing marketing operations in foreign countries. Topics covered include the institutions, principles, and methods involved in the solution of multinational business problems and the effects of national differences of business practices. (Fall/Spring) Pre-requisite: MKT250. Suggested Pre-requisite: POL210

MKT460 Marketing Research and Digital Analytics **3 Credits**
This class will train students in the fundamentals of quantitative and qualitative marketing research methods. Some of the traditional methods of gathering research data is still considered valuable like focus groups and observation methods, but in this era, everything is turning digital. There is an unbelievable volume and diversity of consumer data available to marketers. Consumer research these days are tracked through the Internet of Things (IoT), websites, wearables, social media, games, digital voice assistants, and mobile units. With technological advances, researchers have the advantage of gathering a consensus rather than just taking a sample. Massive amounts of data are available through different sources and analysts are using artificial intelligence to integrate these sources to help make better marketing decisions. In this

class students will learn how to build predictable models that delivers a better ROI. The goal of this class is to create talented students who can take raw data and turn it into measurable and predictable conclusions. Students will gain hands on practice of gathering the data as well as analyzing the data. (Fall). Pre-requisite: BUS310

MKT465 SEO, Marketing Analytics, Metric and Measurement 3 Credits
Focuses on establishing analytical tools that will be applied to interactive social media marketing strategies. This course also examines the use of using metrics like bounce rates and conversion rates to determine if social media effort is leading to sales volume or other desired consumer actions. Study the changes in the perceived value as the social media platforms evolve. (Spring)

MKT480 Marketing Strategy 3 Credits
The capstone course introduces the student to high level marketing decisions. Case studies are utilized and frequently applied marketing strategies are studied. Planning frameworks as used in problem analysis are examined. Focus is on management problems including several strategic business units involved in the decision. Competitive behavior is studied. Long-term advantages are emphasized, and financial considerations are examined. (Spring) Pre-requisite: Senior standing or instructor approval

MKT482 Department Field Trip 1-6 Credits
This course features a cross-cultural comparative study of marketing theories and practices through extensive visitation of businesses in an international area. (As Needed)

MKT495 Internship 3 Credits
Internship provides a structured work experience in a marketing environment within an organization, in which academic theory and practice can be applied. Through an internship program, students are able to experience the wide variety of marketing activities that are needed for operation of a business. The internship provides relevant marketing experience, which can be useful for future marketing career opportunities. (Fall/Spring) Pre-requisites: Junior status and approval of Internship Advisor for Marketing.

MANAGEMENT

MGT250 Principles of Management 3 Credits
The course introduces students to the fundamental concepts, practices, and skills required for effective management in today's organizations. The course explores the role of managers in planning, organizing, leading, and controlling resources to achieve organizational goals. Emphasis is placed on contemporary management challenges such as leading diverse teams, adapting to change, ethical decision-making, and using technology to support business operations. Students will examine real-world management situations, develop problem-solving and communication skills, and gain an understanding of how successful managers contribute to organizational performance in a dynamic global environment. (Fall/Spring) Pre-requisites: ENG112, MAT121

MGT300 Public Relations **3 Credits**

Public Relations introduces students to the strategies and practices used to build and maintain positive relationships between organizations and their stakeholders. The course emphasizes contemporary PR techniques, including media relations, digital communications, social media strategy, reputation management, crisis communication, and content creation. Students will examine how ethical decision-making, diversity, and corporate social responsibility shape public perception and organizational credibility. Through case studies and applied projects, students will develop the skills needed to craft strategic messaging, manage communication campaigns, and enhance organizational image in today's fast-paced and digitally connected environment (Fall/Spring) Pre-requisites: MGT250, MKT250

MGT312 Human Resources Management **3 Credits**

Managing human capital in the new economy is a challenge all business professionals face. The course provides students with an introduction to the principles and practices involved in managing an organization's workforce in today's evolving business environment. The course examines the strategic role of human resources in recruiting, hiring, training, developing, and retaining employees while supporting organizational goals. Emphasis is placed on contemporary workplace issues such as diversity and inclusion, employee engagement, labor relations, workplace ethics, and the use of HR technology and data analytics in decision-making. Students will explore current laws and policies affecting employment practices and gain practical insight into how effective human resource management contributes to organizational performance and long-term success. (Spring) Pre-requisite: MGT250

MGT321 Business Ethics **3 Credits**

The course studies the ethical environment of business by isolating major current issues confronting decision makers. Students contend with decisions complicated by issues of legality, fairness and social responsibility, as well as personal conscience and consequential or duty based ethical issues. The course relies on discussion, reading research, and case analysis to achieve the goal of relating ethics to decision making. (Fall/Spring) Pre-requisite: MGT250 or instructor approval

MGT325 Entrepreneurship **3 Credits**

Entrepreneurship introduces students to the principles and practices of starting, managing, and growing innovative businesses in today's dynamic economy. The course emphasizes opportunity recognition, business model development, strategic planning, and resource management. Students explore contemporary entrepreneurial challenges including technology integration, funding strategies, sustainability, and navigating global markets. Emphasis is placed on creative problem-solving, risk assessment, and decision-making in uncertain environments. Through case studies, simulations, and applied projects, students develop the skills needed to launch new ventures, drive innovation, and contribute to entrepreneurial success in diverse industries (Fall/Spring) Pre-requisites: MGT250, MKT250, ACC201 or instructor approval

MGT343 Assessment, Staffing and Employment Law **3 Credits**

This course offers a systematic study of the application of human resource management principles to staffing functions in business and industry from recruitment through the first six months of employment. Emphasis is on problems of research, job design, personnel selection,

placement, psychological assessment, motivation, job satisfaction, employee retention, and issues relating to diversity in staffing and legal issues. (Fall/Spring) Pre-requisite: MGT312

MGT400 International Business **3 Credits**

The course will provide an introduction to the foundations and essential components of international business. Students will be able to see how an organization's understanding of the global business environment plays a prominent role in the success of their individual enterprises on an international level. In particular, the course examines the economic, political, and cultural environments within which international business is conducted. Special emphasis is placed on the government trade relations, regional integration, financial, operations, production, marketing, and human resource issues Multinational Firms cope with, as well as the trends that affect globalization. 3 credits Prerequisite: MGT250, MKT 250

MGT412 Organizational Theory and Behavior **3 Credits**

Organizational Theory and Behavior examines how individuals, groups, and organizational systems interact within today's complex workplace environments. The course explores contemporary theories of organizational structure, culture, leadership, motivation, and change. Students will analyze how organizations adapt to globalization, technological advancement, workforce diversity, and evolving employee expectations. Emphasis is placed on understanding human behavior in organizations, improving organizational effectiveness, and applying behavioral concepts to real-world management challenges. Through case studies and applied learning, students will develop insight into building productive, ethical, and high-performing organizations. (Spring) Pre-requisites: MGT312, PSY10

MGT440 Operations Analysis and Management **3 Credits**

This course will introduce the student to the fundamentals of Operations and Supply Chain Management. The course will focus on the concepts, principles and techniques for managing operations and supply chains in the manufacturing and service sectors. The concepts in Operations Management are restricted to the planning and operational decisions within an organization while the supply chain concepts are for a network of organizations. Students will learn to design, operate, and improve the systems that deliver goods and services through Operations and supply chain management tools such as process flow diagrams, lean management, and decision trees, capacity planning, aggregate planning, inventory management and JIT / lean production The emphasis is on the formulation, solution and application of decision problems modeling including: linear programming, project management and waiting lines. (Fall) Pre-requisite: BUS310

MGT443 Compensation and Benefits **3 Credits**

This course will provide students with an understanding of current and emerging issues in employee compensation, as well as a working knowledge of accepted compensation practices. This course will contain an international perspective, focusing predominately on domestic, expatriate, and foreign national compensation within international American Corporations. (Spring) Pre-requisite: MGT312

MGT499 Policy and Strategy **3 Credits**

Policy & Strategy is a capstone course that integrates knowledge and skills from across the business curriculum to prepare students for leadership and decision-making roles in complex organizational

environments. The course emphasizes the formulation, implementation, and evaluation of organizational strategies to achieve long-term goals and competitive advantage. Students will analyze internal and external business environments, assess resources and capabilities, and develop strategic solutions to real-world challenges. Emphasis is placed on critical thinking, ethical leadership, innovation, sustainability, and the use of technology and data in strategic decision-making. Through case studies, simulations, and applied projects, students will demonstrate their ability to synthesize learning from previous courses and apply it to comprehensive business strategies. (Spring) Pre-requisite: Final semester or permission of department chair.

MATHEMATICS

MAT101 Introduction to Algebra **3 Credits**
An emphasis on the fundamental operations of algebra and preparing for College Algebra. Major topics include operations with whole numbers, fractions and decimals, algebraic expressions, reduction of expressions and polynomials, 1st degree equations, the X-Y coordinate system with graphing linear equations, basic properties of exponents, multiplication of binomials, basic factoring, and square and cube roots. Word problems involving basic calculations and simple first-degree equations are included to develop critical thinking skills. (Fall/Spring). The course is used as a tailored elective and cannot be used as a mathematics/science elective.

MAT106 Mathematics: The Science of Patterns **3 credits**
This course engages the student in various mathematical topics interweaving historical highlights and current developments. Its purpose is to extend the student's ability to reason with quantitative information and to develop the critical thinking and quantitative reasoning skills needed to understand major life issues. Offered Fall and Spring semesters

MAT115 Precalculus **4 credits**
This course consists of lectures and laboratory work and uses computers and graphing calculators. The course stresses concepts necessary to properly understand Calculus, with particular emphasis on functions and their graphs, mathematical modeling, and problem solving. Special emphasis will be placed on linear, exponential, logarithmic and trigonometric functions, and an introduction to data analysis. Offered annually in the Fall semester

MAT121 College Algebra **3 Credits**
The course emphasizes fundamental topics in algebra that include: basic operations with rational numbers, solving linear equations and inequalities, coordinate system and graphing, properties of the straight line, graphing linear equations and inequalities, functions, properties of exponents, simplification of polynomials, multiplication of polynomials, factoring 2-degree polynomials, solving 2nd degree equations, and solving systems of linear equations. Word problems involving first and second-degree equations are included to develop critical thinking skills. (Fall/Spring)

MAT216 Topics in Discrete Mathematics **3 credits**
This course consists of topics including Graph Theory—trees, Eulerian and Hamiltonian circuits, and networks; combinatorics—elementary counting principles, with applications to coding and genetic codes; permutations and combinations, inclusion/exclusion principles, and recurrence relations; matrices; and Markov chains. The course emphasizes problem-solving and modeling as opposed to

algorithmic techniques. Prerequisite: Either MAT 115 or permission of the instructor. Offered in alternate years, Fall semester

MAT221 Calculus I **4 credits**

This course consists of lectures and laboratory work. The concept "function" is studied from graphical, numerical, and symbolic viewpoints with emphasis on linear, exponential, logarithmic, and trigonometric functions. Limits and derivatives are studied, with emphasis on rates of change, tangent lines, and local linearity as well as differentiation rules. Applications such as optimization and related rates of change and an introduction to the integral are studied. Prerequisite: Either MAT 115 or permission of the instructor. Offered annually in the Spring semester

MAT222 Calculus II **4 credits**

This course consists of lectures and computer labs and meets five hours per week. Differential equations and initial value problems are studied, with emphasis on geometric and modeling perspectives. Integration, symbolic and numerical, is studied in detail, with applications, including distance, area, volume, centers of mass, arc length, and probability. Sequences and series of numbers and functions are studied. Computers and computer labs are used throughout. Prerequisite: Either MAT 221 or permission of the instructor. Offered annually in the Fall semester

MAT225 Introductory Statistics **3 Credits**

This course is an introduction to elementary techniques of statistics and emphasizes exploratory data analysis, design of observational and experimental studies, and the use of statistical inference in the study of population parameters. The course includes both confidence interval and hypothesis test procedures.

MAT310 Multivariable Calculus **4 credits**

This course consists of lectures and computer labs and meets five hours per week. Vectors, analytic geometry of functions of two or three variables, partial derivatives, multiple and iterated integrals, extrema of functions of two variables, line integrals, and Green's Theorem in the plane are topics discussed in this course. Computer labs will be used to enhance these topics. Prerequisite: MAT 222. Offered in alternate years, Spring semester

MAT312 Linear Algebra & Applications **4 credits**

This course consists of lectures and computer labs and meets five hours per week. It is a matrix-oriented course which proceeds from concrete, practical examples to the development of general concepts and theory. Topics include matrix operations, systems of equations, determinants, properties of Rn, eigenvalues and eigenvectors, orthogonality, and partitioned matrices. Prerequisite: MAT 222. Offered in alternate years, Spring semester

MAT320 Business Calculus **3 Credits**

Topics include basic analytic geometry, differentiation and integration of algebraic and selected transcendental functions, Partial differentiation; Optimization and applications in business problems. (Spring) Pre-requisite: MAT121 or instructor approval.

NURSING COURSES: BSN PRE-LICENSURE

NUR203 Care Management I: Fundamentals of Nursing 7 credits
Nursing care management of adults that promotes, protects, restores, and maintains health and wellness. Proficiency in fundamental care management skills and technologies are acquired in the classroom and while working with interprofessional teams in the clinical setting. Clinical learning experiences can take place in a variety of acute, long-term, and community-based settings. (Fall/Spring). Class: 3 credits (45 contact hours), Lab: 1 credit (30 contact hours), Clinical: 3 credits (135 contact hours). Pre-requisites: Admission into the BSN Program. Corequisites: NUR205 and NUR312 or permission of the Nursing Program Director.

NUR205 Physical Assessment in Healthcare 3 Credits
This course introduces the knowledge and skills necessary to assess the health status of clients systematically and accurately. Topics include completion of a health database, communication skills, physical assessment, and identification of health conditions. Assessment and care of children, adolescents, and adult men and women are explored, including effects of cultural and sociological influences. (Fall/Spring) Class: 2 credits (30 contact hours), Lab: 1 credit (30 contact hours). Pre-requisites: Admission into the BSN Program. Corequisites: NUR 203 and NUR312 or permission of the Nursing Program Director.

NUR214 Nursing Pharmacotherapeutics 4 Credits
Essential concepts and principles of pharmacology as applied to baccalaureate level nursing practice. Imparts knowledge and skills required for safe, effective administration of therapeutic drugs (including herbal and complementary medications). The course covers critical skills related to dosage calculation and medication administration that must be performed without error to achieve a passing grade for the course. (Fall/Spring) Class: 3 credits (45 contact hours), Lab: 1 credit (30 contact hours). Pre-requisites: Admission into the BSN Program and Completion of all pre-core and lower-level courses. Corequisites: NUR304 and NUR355 or permission of the Nursing Program Director.

NUR304 Health Promotion and Disease Prevention 5 Credits
This course provides the utilization of evidence-based recommendations from the World Health Organization (WHO), Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and other resources to examine population focused nursing, prioritizing primary prevention. Topics include epidemiology, population genomics, social determinants of health, levels of prevention, vulnerable populations, emergency preparedness and disaster triage technology in population focused health care, ecological models, environmental issues, and health beliefs and practices of diverse groups. Roles for nurses in community public health will be explored, including interventions for public health/community health nursing (Surveillance, disease, health event investigation, screening social marketing and others). (Fall/Spring) Class: 3 credits (45 contact hours), Clinical: 2 credit (90 contact hours). Prerequisite: Admission into the BSN Program and Completion of all pre-core and lower-level courses. Corequisites: NUR214 and NUR355 or permission from the Nursing Program Director.

NUR312 Pathophysiology for BSN **3 Credits**
Pathophysiology related to human illness within a system framework. Emphasis is placed on biological theories and principles that provide a basis for understanding pathophysiology as an alteration in the normal physiology functioning of subsystems from conception to end of life. Use of critical thinking skills to analyze diverse client presentations of pathophysiologic alterations in biological and psychological subsystems and their effects as they relate to diagnostic procedures and nursing care. (Fall/Spring). Class: 3 credits (45 contact hours). Pre-requisites: Admission into the BSN Program. Co-requisites: NUR203, NUR205, NUR382.

NUR316 Nursing Research for Evidence-Based Practice **3 Credits**
This course examines the history of nursing research, research methods and processes, and the relationship between theory development and research. Topics include analysis of research applications and preparation of research reports. (Fall/Spring) Class: 3 credits (45 contact hours). Prerequisites: Admission into the BSN Program and Completion of all pre-core and lower-level courses.

NUR321 Care Management II: Adult Health I **7 Credits**
This course will focus on holistic, patient centered care that reflects and understanding of human growth and development, pathophysiology, mental health, nutritional status, pharmacology, medical management, and nursing management across the health-illness continuum for a beginner student-nurse. The beginner student-nurse will incorporate professional attitudes, values, and expectations about physical and mental provision of patient centered care. The beginner student nurse will collaborate with others to develop an intervention plan that considers determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death. (Fall/Spring). Class: 3 credits (45 contact hours), Lab: 1 credit (30 contact hours), Clinical: 3 credits (135 contact hours). Prerequisites: Admission into the BSN Program and Completion of all pre-core and lower-level courses. Corequisites: NUR376, NUR316 and NUR382 or permission of the Nursing Program Director.

NUR341 Care Management III: Maternal / Child Nursing **7 Credits**
This course introduces the nursing care management of children and families including healthy mothers and newborns, with an emphasis on health promotion, protection, and restoration. Proficiency is acquired in the classroom and while working with interprofessional teams in a variety of settings. (Fall/Spring). Class: 3 credits (45 contact hours), Lab: 1 credit (30 contact hours), Clinical: 3 credits (135 contact hours). Prerequisites: Admission into the BSN Program and Completion of all pre-core and lower-level courses. Corequisites: NUR476 or permission of the Nursing Program Director.

NUR355 Mental Health Concepts in Nursing **5 Credits**
This course evaluates the biological-behavioral concepts, therapeutic communication, and standards of practice for the care of psychiatric mental health nursing situations. Critical thinking and evidence-based practice guides nursing responses toward effective stabilization and long-term maintenance strategies for an improved quality of life within the community. Legal, ethical, cultural, and developmental considerations are integrated into patient and family-centered care. (Fall/Spring). Class: 3 credits (45 contact hours), Lab: 2 credits (90 contact hours). Pre-requisites:

Admission into the BSN Program and Completion of all pre-core and lower-level courses. Corequisites: NUR304 and NUR214 or permission of the Nursing Program Director.

NUR376 Care of the Elderly **3 Credits**
This course emphasizes nursing care management of diverse adult and elderly acute care populations experiencing physiologic and psychological illnesses. Proficiency is acquired in the classroom and in clinical experiences across conditions that have a significant effect on quality of life, are highly preventable, and/or economically inefficient. Emphasis is placed on interprofessional collaboration and advocacy to achieve optimal outcomes. (Fall/Spring). Class: 3 credits (45 contact hours). Pre-requisites: Admission into the BSN Program and Completion of all pre-core and lower-level courses. Corequisites: NUR316, NUR321 and NUR380 or permission of the Nursing Program Director.

NUR382 Ethical and Legal Issues in Healthcare **3 Credits**
This course introduces contemporary bioethical and legal issues confronting healthcare providers in a variety of settings. Topics focus on identification of legal and ethical principles underlying the decision-making process in nursing and healthcare. (Fall/Spring). Class: 3 credits (45 contact hours). Pre-requisites: Admission into the BSN Program and Completion of all pre-core and lower-level courses. Corequisites: NUR203 NUR205 and NUR312 or permission of the Nursing Program Director.

NUR380 Information Technology for Nursing **3 Credits**
This course introduces information management and patient care technology skills, including analysis of various applications of information systems within the context of the healthcare system. Elements covered include theoretical models, data acquisition and data representation, nursing vocabularies and nursing knowledge representation, managing organizational change, ethical and social issues in healthcare and consumer information technology. (Fall/Spring). Class: 3 credits (45 contact hours). Pre-requisites: Admission into the BSN Program and Completion of all pre-core and lower-level courses. Corequisites: NUR316, NUR376 and NUR321 or permission of the Nursing Program Director.

NUR382 Ethical and Legal Issues in Healthcare **3 credits**
The course introduces contemporary bioethical and legal issues confronting healthcare providers in a variety of settings. Topics focus on identification of legal and ethical principles underlying the decision-making process in nursing and healthcare. Class (3 CH) Prerequisites: NUR major only. All Pre-core and lower level classes. Co-requisites: NUR355, NUR376 or permission of Dept Chair.

NUR476 Care Management IV: Adult Health II **7 Credits**
This course introduces students to the nursing care management of patients with multiple, complex problems associated with selected high risk, high cost, and emergent conditions. Proficiency is acquired in the classroom and while working with interprofessional teams in various settings that may include intensive care, emergency, and/or trauma settings. (Fall/Spring). Class: 3 credits (45 contact hours), Lab: 1 credit (30 contact hours), Clinical: 3 credits (135 contact hours). Pre-requisites: NUR203, NUR214, and NUR321 or permission of the Nursing Program Director.

NUR480 Transcultural Nursing **3 Credits**

Introduces key concepts, theoretical bases, and contemporary issues associated with cultural diversity, multicultural pluralism, and transcultural nursing. The provision of nursing care within a multicultural society is the focus of this course. Students will examine theories related to providing nursing care within diverse cultural, religious, and ethnic populations. Specific cultural practices, beliefs, and issues affecting the health of persons and communities are explored. Students evaluate personal biases and views in relation to providing culturally sensitive nursing care. Future directions for transcultural nursing are discussed within a global perspective. (Fall/Spring). Class: 3 credits (45 contact hours). Pre-requisites: Admission into BSN Nursing Program and Completion of all pre-core and lower-level courses. Corequisites: NUR482, NUR484, NUR488, or permission of the Nursing Program Director.

NUR482 Nursing Capstone / Practicum **4 Credits**

This nursing capstone consists of seminars to provide an opportunity for transition to the professional nursing role and a 120-hour focused client care experience. Standardized testing is incorporated to provide feedback to facilitate analysis, synthesis, refinement, and integration of nursing knowledge. The focused client care experience is provided through a cooperatively designed learning experience under the supervision of a licensed preceptor. (Fall/Spring). Class: 1 credit (15 contact hours), Clinical: 3 credits (135 contact hours). Pre-requisites: Must be in the last semester of BSN Program. Co-requisites: NU484, NUR480 and NUR488

NUR484 Senior Seminar **2 Credits**

This course prepares the student for transition to entry-level professional nursing. Students must pass a comprehensive exit examination for successful completion of the course. Must be taken in the semester of anticipated graduation. (Fall/Spring). Class: 2 credits (30 contact hours). Prerequisite: Must be in the last semester of BSN Program. Co-requisites: NUR480, NUR482, and NUR484.

NUR488 Nursing Leadership in Systems of Healthcare **3 Credits**

This course focuses on concepts, principles, and theories of leadership, management, role development and administration in a variety of culturally diverse health care delivery systems at local, regional, national, and global levels. Skills required by the nurse leader, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, case management, collaboration, budgeting, cost effectiveness, resource allocation, risk management, quality, and performance indicators, teaching, and professional development are emphasized in relevant settings. (Fall/Spring). Class: 3 credits (45 contact hours). Pre-requisite: Must be in the last semester of BSN Program. Co-requisites: NUR480, NUR482 and NUR484.

RN TO BSN

NUR300R Professional Nursing **3 credits**

This course assists the RN in transitioning from technical, clinical-based nursing to the broader responsibilities and higher-level cognitive skills required for professional practice. Professional role development, the value of life-long learning, and the trends, issues, values, and standards for professional nursing practice are emphasized. Students utilize critical thinking and communication skills as they explore issues related to the evolution and philosophy of nursing, theoretical foundations of practice, legal and ethical issues, health care delivery systems, finance and health care policy.

NUR305R Physical Assessment in Healthcare **3 credits**

This course expands the professional nurse's knowledge and skills necessary to systematically and accurately assess the health status of clients. Topics include completion of a health database, communication skills, physical assessment, and identification of health conditions. Assessment and care of children, adolescents, and adult men and women are explored, including effects of cultural and sociological influences. Class (3 CH) Lab (1.0 CH) Prerequisite: NUR major only

NUR304R Health Promotion Disease Prevention: A Community Perspective **5 credits**

This course focuses on the role of professional nurses in the community and in public health. The course utilizes information related to environmental and epidemiological issues and focuses on health promotion and community-oriented nursing. Content is focused on vulnerable populations across the lifespan, health promotion, and communicable diseases. Students will apply principles of professional nursing practice to culturally diverse individuals, families, and groups throughout the health-illness continuum.

NUR316R Nursing Research for Evidenced Based Practice **3 credits**

This course is designed to introduce the Professional Nurse to research methods commonly used in nursing and health care. The course provides information regarding the ways in which research is used to support evidence-based practice and provides opportunities to examine the applications and implications of research evidence for nursing practice. The course builds on critical thinking skills developed in previous courses and facilitates the acquisition of skills needed to review, analyze, evaluate, and apply nursing and health care research. Research topics chosen in this class builds a foundation for your capstone project in NUR4820.

NUR317R Transcultural Nursing **3 credits**

Preparing the professional nurse to excel in providing nursing care within a multicultural society is the focus of this course. Students examine theories related to providing nursing care within diverse cultural, religious, and ethnic populations. Specific cultural practices, beliefs and issues affecting the health of persons and communities are explored. Students evaluate personal biases and views in relation to providing culturally sensitive nursing care. Future directions for transcultural nursing are discussed within a global perspective.

NUR376R Caring for the Elderly **3 credits**
This course introduces the theories, concepts, and knowledge necessary in professional nursing practice. Professional role development, the value of life-long learning, and the trends, issues, values, and standards for professional nursing practice are emphasized. Students utilize critical thinking and communication skills as they explore issues related to the care of the gerontological population. This course focus on a holistic approach-addressing body, mind, and spirit, culture values along continuum of wellness with evidence-based practice.

NUR380R Information Technology for Nursing **3 credits**
This course focuses on the evolving role of the professional nurse in information management. The courses expand upon the nurse's patient care technology skills and includes an analysis of various applications of information systems within the context of the healthcare system. Elements covered include theoretical models; data acquisition and data representation; nursing vocabularies and nursing knowledge representation; managing organizational change; ethical and social issues in healthcare and consumer information technology.

NUR382R Ethical and Legal Issues in Healthcare **3 credits**
This course is foundational to preparing the professional nurses with the ability to critically and systematically examine ethical and legal issues in contemporary healthcare. There is emphasis on the professional nurse role as a leader to apply concepts of ethical and legal principles while guiding others to do the same in complex healthcare delivery systems to enhance patient outcomes.

NUR482R Nursing Capstone Senior Seminar **5 credits**
This course provides students the opportunity to integrate and apply theories learned throughout their nursing program in a comprehensive manner. This course requires the RN student to accomplish individual learning objectives negotiated with their faculty facilitator and chosen preceptor(s) at the onset of the course. The practicum will enable RN students to expand clinical expertise, broaden exposure to specialty areas, explore arenas with which they are unfamiliar, and apply theory learned throughout the BSN curriculum to meet the needs of clients. Pre-requisite: all previous courses in RN BSN program. Co-requisites: NUR488R

NUR488R Nursing Leadership in Systems of Healthcare **3 credits**
Professional nurses prepare for a leadership role in health care. Students explore leadership, management, and organizational theories and implement appropriate strategies to improve patient outcomes. Students examine principles of the change process and strategies for building productive relationships to improve organizational effectiveness. Pre-requisite: all previous courses in RN BSN program except NUR482R. Co-requisites: NUR482R

OCCUPATIONAL THERAPY ASSISTANT

OTH200C Foundations of Occupational Therapy Practice / Lab 4 Credits
This course introduces students to the historical, philosophical, clinical, and ethical aspects of Occupational Therapy. Students are introduced to professional roles of the OTR & COTA, the OT Practice Framework, occupation-based practice, formats of documentation, communication skills, and basic patient care skills such as infection control, transfers, positioning, wheelchair mobility, etc. The lab component provides hands-on opportunities to practice basic patient skills and prepare students for the Level I Fieldwork rotation. (Fall/Spring) Pre-Requisite: Admission to the BSOTA program

OTH305C Occupational Therapy Skills & Interventions in Pediatric Practice/Lab 4 Credits
This course discusses developmental stages, development of sensorial/motor skills, basic neurology, and pathologies of the pediatric population. OT theories/models in the pediatric setting, and the role of the occupational therapy assistant working with pediatric population are examined. Treatment modalities such as assistive/augmentative technology, occupation-based pediatric evaluation tools, treatment approaches, effective communication/interaction skills, documentation methods/techniques, and therapeutic use of self are emphasized. (Fall/Spring) Pre-Requisite: DEP200.

OTH310C Occupational Therapy Skills & Interventions in Mental Health Practice/Lab 4 Credits
This course apprises students on the role of the occupational therapy practitioner in mental health settings and the scope of occupational therapy practice in the evaluation and treatment of psychosocial conditions across the lifespan. Pathologies of specific psychiatric diagnoses and behavioral disorders are examined, as well as theoretical frameworks well-suited for this setting of practice. The lab component offers students opportunities to practice occupation-based interventions such as screening/evaluations, documentation, treatment interventions, effective communication/interaction skills, and group dynamics. (Fall/Spring) Pre-Requisite: PSY101

OTH315C Functional Anatomy & Kinesiology I/Lab 4 Credits
This lecture and laboratory course introduces the basic principles of biomechanics and kinesiology as they pertain to human movement. Students study the osteology of the human body and identify anatomical landmarks through palpation skills. Students study myology and neurology of the abdomen, back, pelvic girdle, and lower extremities; the upper extremity, head, and neck are also introduced. This course includes instruction in manual muscle testing, basic therapeutic exercise, and gait evaluation. (Fall/Spring) Pre-Requisites: BIO221, BIO222

OTH320C Functional Anatomy & Kinesiology II/Lab 4 Credits
This is a lecture and laboratory 4-credit hour course designed to give the student detailed instruction in the myology and neurology of the face, neck, shoulder girdle and upper extremities. The lab portion of the course will teach manual muscle testing and basic therapeutic exercise and will enable the student to identify anatomical landmarks through palpation skills. The course also covers basic neuroanatomy as it relates to occupational therapy. (Fall/Spring) Pre-Requisite: OTH315C

OTH325C Musculoskeletal Conditions & Interventions/Lab 4 Credits
This course apprises students on the role of the occupational therapy practitioner in the physical dysfunction settings and the scope of occupational therapy practice in the evaluation and treatment of musculoskeletal conditions across the lifespan. Pathologies of specific diagnoses and disorders are examined, as well as theoretical frameworks best suited for this setting of practice. The lab component offers students opportunities to practice evidence-based and occupation-based interventions such as screening/evaluations, documentation, treatment interventions and techniques, and effective communication/interaction skills. (Fall/Spring) Pre-Requisites: OTH320C

OTH330C Analysis of Occupations Across the Lifespan I/Lab 4 Credits
Students are introduced to the process and methods of analyzing the impact of physical, psychological, social, and behavioral health deficits on occupational performance. A systematic approach to task breakdown is practiced and applied to the process of grading and adapting occupations, performance patterns, performance skills, contexts, and environments to meet functional, cognitive, psychosocial, and sensorimotor needs of the pediatric population (infancy, childhood, and adolescence). Students learn how to contextualize activity analysis within the OT process. (Fall/Spring) Pre-Requisites: OTH200C, OTH315C; Co-requisite: OTH320C

OTH335 Seminar I 1 Credit
This course apprises the students on performance guidelines needed for successful completion of Level I Fieldwork including professional behaviors, ethics applied to the clinical sites, and guidelines for special projects and written reports due by the end of the fieldwork experience. Students are introduced to guidelines for the Baccalaureate Project. (Fall/Spring) Pre-Requisite: OTH200C

OTH340L Level I Fieldwork A 1 Credit
This course introduces students to different clinical and non-traditional settings (e.g., community-based, out-patient, in-patient, home-based settings, correctional facilities, group homes). Students will learn about evidence-based and occupation-based assessments and treatment interventions currently used by clinicians to address impaired physical, psychological, and social factors affecting occupational performance. (Fall/Spring) Pre-Requisites: OTH200C, OTH305C, OTH310C, OTH320C, OTH330C

OTH345L Level I Fieldwork B 1 Credit
Students are placed in a site providing occupational therapy services to clients (ranging from infancy to older adults) in a community-based, out-patient, in-patient, or home-based setting. Under the supervision of qualified OT practitioners, students can learn about evidence-based and occupation- based assessments and treatment interventions currently used by clinicians to address impaired physical, psychological, and social factors affecting occupational performance. Students may also be placed in a non-traditional clinical site under the supervision of qualified professionals from other disciplines (teachers, psychologists, social workers, administrators, etc.) that are compatible with the philosophy of OT practice and relevant to the program learning objectives. (Fall/Spring) Pre- Requisites: OTH340L

OTH400C Neuromuscular Conditions & Interventions/Lab 4 Credits
This course apprises students on the role of the occupational therapy practitioner in the physical dysfunction settings and the scope of occupational therapy practice in the evaluation and treatment of neuromuscular conditions across the lifespan. Pathologies of specific diagnoses and disorders are examined, as well as theoretical frameworks best suited for this setting of practice. The lab component offers students opportunities to practice evidence-based and occupation-based interventions such as screening/evaluations, documentation, treatment interventions and techniques, and effective communication/interaction skills. (Fall/Spring) Pre-Requisites: OTH320C. Co-Requisite OTH305C

OTH405C Therapeutic Modalities/Lab 4 Credits
This course provides an overview of the neurophysiological, musculoskeletal, and cardiovascular basis for the application of the therapeutic exercise. The course introduces the student to various types of exercise, exercise equipment, and general exercise protocols. Students are also introduced to physical agent modalities such as moist heat, paraffin, electric stimulation, etc. (Fall/Spring) Pre-Requisites: OTH320C, OTH325C

OTH410C Analysis of Occupations Across the Lifespan II/Lab 4 Credits
A systematic approach to task breakdown is practiced and applied to the process of grading and adapting occupations, performance patterns, performance skills, contexts, and environments to meet functional, cognitive, psychosocial, and sensorimotor needs of the adult population (younger adult, middle age, older adult). Contextualization of activity analysis within the OT process is further examined and practiced. (Fall/Spring) Pre-Requisites: OTH310C, OTH320C, OTH325C, OTH400C

OTH415 Seminar II 1 Credit
This course apprises the students on performance guidelines needed for successful completion of Level II Fieldwork, including thorough examination of the AOTA Fieldwork Performance Evaluation. Guidelines for special projects and written reports due by the end of the fieldwork are also discussed. Professional and ethical behaviors in the clinical sites, and certification and licensing rules/regulations are examined. Students received further guidelines and expectations for the Baccalaureate Project. (Fall/Spring) Pre-Requisite: Successful completion of courses from previous semesters.

OTH420 Baccalaureate Project 3 Credits
This course requires students to demonstrate knowledge learned throughout the program and apply these theories to real issues in the clinical setting. Students are expected to synthesize in-depth knowledge in practice area through the development and completion of a baccalaureate project in one or more of the following areas: *clinical practice skills, administration, leadership, advocacy, and education*. (Fall/Spring) Pre-Requisite: Completion of all academic courses.

OTH425L Level II Fieldwork A 6 Credits
Five days per week; 8 weeks (320 contact hours). This course is a full-time supervised fieldwork experience designed to bridge the student from classroom to fieldwork in preparation for entry-level practice as an occupational therapy assistant. Students are exposed to diverse populations and conditions across the life span, with close supervision provided by a qualified OT

practitioner. Successful completion of this course provides students with entry-level skills in delivering occupational therapy services to clients, focusing on the application of evidence-based and occupation-based interventions. The fieldwork experience is scheduled to be in one practice area of occupational therapy (physical disabilities, psychosocial dysfunction, or pediatrics). (Fall/Spring) Pre-Requisite: Successful completion of all academic courses

OTH430L Level II Fieldwork B 6 Credits
Five days per week; 8 weeks (320 contact hours). This course is a full-time supervised fieldwork experience designed to bridge the student from classroom to fieldwork in preparation for entry-level practice as an occupational therapy assistant. Students are exposed to diverse populations and conditions across the life span, with close supervision provided by a qualified OT practitioner. Successful completion of this course provides students with entry-level skills in delivering occupational therapy services to clients, focusing on the application of evidence-based and occupation-based interventions. The fieldwork experience is scheduled to be in one practice area of occupational therapy (physical disabilities, psychosocial dysfunction, or pediatrics). (Fall/Spring) Pre-Requisite: Successful completion of all academic courses.

PHYSICAL EDUCATION (PE) ACTIVITY COURSES

PE150 Horsemanship Basics 1 credit
This class is designed for students who wish to ride in the Equestrian Program but have limited or no experience with horses. Students will learn how to halter and lead a horse, safety procedures, grooming, mounting and dismounting, two-point position, and the basic aids that are used to communicate with a horse while mounted. The class will meet 10 times during the semester. A fee is required for this course. Offered Fall and Spring semesters

PE202 Intercollegiate Equitation 1 credit
This course is designed for participants in Intercollegiate Horse Show Association (IHSA) Hunter Seat and Western shows, or Intercollegiate Dressage Association (IDA) shows. Participants must be team members in good standing for fall and spring semesters and will register for the class in the spring. Registered students who quit the team or who are dismissed from the team will either withdraw from the class or receive a failing grade. Prerequisite: PE 261 and permission of instructor. Offered annually in the Spring semester

PE205 Horseback Riding for Students with Disabilities 1 credit
This course will enable students to develop basic horsemanship skills. This class is offered to meet the needs of riders with no experience and progress the rider to their next level of riding. Riders will progress through a rank system based on practical skill and theoretical understanding. Prerequisites for this course are a completed physician statement and the completion of appropriate paperwork. Please be advised that there are medical precautions and contraindications for this activity that must be met according to PATH, so permission of the instructor is required prior to registration. A fee is required for this course.

PE223 Beginning Weight Training **1 credit**
An introduction to weight training for the purpose of conditioning and fitness of the body for lifetime wellness.

PE246 Advanced Weight Training **1 credit**
An advanced study and activity in compassing knowledge of different muscle groups, and various training techniques for lifetime wellness.

PE249 Principles of Taiji **1 credit**
A basic introduction to the Chinese exercise/discipline of Taiji (T'ai Chi). Students will become familiar with the history of Taiji and its links with Chinese philosophical and medical traditions. They will learn the fundamental principles of internal energy flows, the dynamics of harmonious, balanced movements, and the importance of focused relaxation to reduce stress. Students will engage in conditioning exercises and learn stances and the proper sequence of postures (or forms). The goal for each student is to master at the introductory level the full 24-form routine using the modified Yang style of Taiji.

PE253 Lifetime Activities **1 credit**
Emphasis will be on developing skills and activities to enjoy and gain health benefits from lifetime fitness pursuits. Students will participate in a variety of activities that are considered lifetime sports or activities. Students will gain an understanding about the benefits, theories or rules for each activity or sport. Individual and Team sports covered but not limited to walking, jogging, weightlifting, basketball, soccer, and volleyball.

PE261 Equitation I **1 credit**
An introductory course to the Equestrian Program offering students the opportunity to develop their skills in their riding discipline. This course is required for all experienced students wishing to ride in the SAU Equestrian Program. Students must enroll in this class or PE 150 if riding experience is limited. Students will work through the Equestrian Program ranking system, which emphasizes development of a good working position enabling the rider to effectively communicate with the horse in a non-abusive manner. A fee is required for this course. Prerequisite for 261: Previous experience with horses. Riders must be able to tack up their own horse, without supervision, mount adjust stirrups and girth safely or EQ150 Horsemanship Basics. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director. Offered Fall and Spring semesters

PE262 Equitation II **1 credit**
This course will continue to develop the student's knowledge and skill of their discipline. Students registering for this course will continue to work through the Equestrian Program Ranking system. Prerequisites: PE 261 All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director. Offered Fall and Spring semesters

PE263 Equitation III **1 credit**
This course will continue to develop the student's knowledge and skill in their discipline. Students registering for this course will continue to work through the Equestrian Program Ranking system. A fee is required for this course. Prerequisite: PE 262. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director. Offered Fall and Spring semesters

PE265 Intercollegiate Athletics **1 credit**

This course is designed to meet the Health and Physical Education breadth requirement for participants in any of the 21 intercollegiate team sports or as student athletic trainers. Students who participate in sports that span two regular semesters may register for PE 265 in the semester in which the season is completed. Students who register for PE 265 and who quit or are dismissed from the team prior to the end of the semester for which they are registered for the class will either withdraw from PE 265 or receive a failing grade. Students registered for PE 265 will sign a statement at the beginning of the semester verifying that they understand the stipulations concerning the fulfillment of the credit for PE 265. No more than 3 PE activity credits may be counted toward graduation. Beginning with new students enrolling for fall 2019, no credit will be given for intercollegiate athletics.

PHYSICS COURSES

PHY104 Introductory Astronomy **4 credits**

An in-depth survey of the universe beyond Earth. The course includes: a) observation of planets, moons, stars, and galaxies; b) physical description of their properties and motions, and c) explanations of some features of their properties and motions as provided by basic laws of physics. Three hours of class and one laboratory session per week, plus observation sessions, held mostly at night. Some high school level algebra is needed. Offered in alternate years, Fall semester

PHY201 College Physics I **4 credits**

Basic concepts in the fields of mechanics, sound, and heat. Three hours of lecture and three hours of laboratory per week. Prerequisite: an average background in high school mathematics will be needed. Offered annually in the Fall semester

PHY202 College Physics II **4 credits**

Basic concepts in electricity, magnetism, and light, plus a brief introduction to modern physics. Three hours of lecture and three hours of laboratory per week. Prerequisite: PHY 201. Offered annually in the Spring semester

PHY211 General Physics I **4 credits**

The fundamental laws of mechanics, sound and heat presented at a level appropriate for students planning careers in science or engineering. Three hours of lecture and three hours of laboratory per week. Prerequisite: MAT 221. Offered in alternate years, Fall semester

PHY212 General Physics II **4 credits**

The basic principles of electricity, magnetism, and optics. Presented at a level appropriate for science students. Three hours of lecture and three hours of laboratory per week. Prerequisites: PHY 211 and MAT 222. Offered in alternate years, Spring semester

PHY305 Analytical Mechanics **3 credits**
Development of mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies. Harmonic motion and motion in central force fields are among the topics considered. Prerequisites: PHY 211 and MAT 310, or permission of the instructor. Offered as needed

PSYCHOLOGY

PSY101 Introduction to Psychology **3 Credits**
An introduction to the basic concepts, methods, issues, and theories of psychology, including such topics as the biological bases of behavior, perception, learning and memory, human development, motivation, personality, social influences, and pathological behavior. (Trad/WWW: Fall/Spring/Summer)

PSY202 Research Methods in Psychology **4 Credits**
This course will introduce methods for conducting research in psychology and its related fields, as well as general inferential statistics used to analyze data. Laboratory work will develop skills in using statistical software, interpreting statistical data, designing experiments, and writing a method section in APA style. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisites: PSY101, MAT121 and PSY266.

PSY232 Biopsychology **3 Credits**
A study of the basic concepts of the biological bases of behavior. The impact of methods and technology on research findings will be investigated, and the relationship between nervous and endocrine system structure and function in animal and human behavior will be examined. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisite: PSY101 and DEP200.

PSY240 Developmental Psychology **3 Credits**
This course will cover the cognitive, emotional, social, physical, and moral development of humans throughout their lifespans. Basic theories of developmental psychology, the role of biology vs. environment, and the role of research in studying development throughout the human lifespan will be discussed. (Trad/WWW: Fall/Spring/Summer) Prerequisite: PSY101, DEP200.

PSY244 Abnormal Psychology **3 Credits**
Abnormal psychology is the study of mental and behavioral disorders (also called mental illness, psychological disorders, or psychopathology) – what they look like, why they occur, how they are maintained, and what effect they have on people's lives. The course will examine biological, psychodynamic, behavioral, and cognitive explanations for mental/behavior disorders. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisite: PSY101.

PSY260 Psychology in Legal Context **3 Credits**
This course will emphasize psychological theory and principles as applied to police work, jury dynamics, civil commitment, forensic assessment of competency and insanity, eyewitness identification and testimony, the psychology of victims, and treatment in the correctional system. Psychological

"tools" such as hypnosis, voiceprints, anatomically correct dolls, and lie detectors willalso be discussed in the context of their utility and accuracy. (Trad: Fall/Spring; WWW: Fall/Spring/Summer)

PSY266 Statistical Methods in Psychology 3 Credits
This course is an introduction to elementary techniques of statistics and emphasizes exploratory data analysis, design of observational and experimental studies, and the use of statistical inference in the study of population parameters. The course includes both confidence intervals and hypothesis test procedures. Topics will include z-scores, t-test, ANOVA, and chi-square. This course is designed for Psychology majors. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisite: PSY101, MAT121.

PSY314 Counseling Psychology 3 Credits
Basic processes of counseling (e.g., listening skills, rapport building, and reflection) are discovered through theoretical study and role-play. These processes will be considered in light of specific behavior and adjustment problems. Students will be expected to begin and continue a life-long process of self-evaluation as a person in a helping role. Offered in alternate years. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisite: PSY101, PSY240 and PSY244.

PSY325 Drugs and Behavior 3 Credits
An examination of the biochemical and physiological systems that mediate the effects of psychoactive drugs on behavior and mental processes; consideration of the biological, psychological, and sociological explanations for drug use/abuse; classification systems: how and why specific drugs work; regulatory and legal issues; drug use among special populations (adolescents, women, athletes, HIV/AIDS); and issues of education, prevention, and treatment. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisite: PSY101, PSY244 and BIO221.

PSY331 Social Psychology 3 Credits
Examination of the effects of social and cultural context on the behavior of individuals, including topics such as social cognition, attitude formation and change, conformity, cooperation and competition, aggression, altruism, prejudice, interpersonal relationships, and environmental psychology. Attention will be given to classic and contemporary research in social psychological phenomena. The course will address how social psychologists test theories and how ideas and theories evolve through research (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisites: PSY101, PSY202, PSY232, PSY240, and PSY244.

PSY331L Social Psychology Laboratory 1 credit
The social Psychology lab session will address how social psychologists test theories and how ideas and theories evolve through research. During the semester, students will learn about classic and current research on topics covered in the Social Psychology course. Students may recreate experiments to gain an understanding of Social Psychological research. Prerequisite: PSY 202, Co-Requisite: PSY 331. Offered annually in the Fall semester.

PSY335 Organizational Behavior 3 Credits
Integrates the study of social psychology and management and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and

development. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisites: PSY101, MGT250, and PSY331.

PSY337 Personality Theory & Research **3 Credits**
This course will emphasize psychological theory and principles as applied to the study of current and classical theories of personality and advances in personality research. (Trad: Fall/Spring; WWW: Fall/Spring/Summer)

PSY 343 Learning & Motivation **3 Credits**
This is a course designed to develop an understanding of the elementary principles of learning and motivation, and of how experience and biology interact to organize, activate, maintain, and change behavior. Students will explore the nature of change due to learning and seek generic principles of adaptive change. Topics covered will include classical and operant conditioning, reinforcement, punishment, forgetting, vicarious learning, individual differences, attention, drives, instincts, aggression, achievement, attitudes, affiliation, attraction, and emotion (Trad: Fall/Spring; WWW: Fall/Spring/Summer)

PSY356 Cognitive Psychology **3 Credits**
This course surveys human mental processes. Cognition involves the ability to store, retrieve, and use knowledge. The course heavily emphasizes theoretical and experimental aspects of cognitive psychology as well as everyday applications and relates cognitive processes to other areas of psychology such as developmental and social psychology. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisite: PSY101, PSY202, PSY331 and DEP200.

PSY356L Cognitive Psychology Laboratory **1 credit**
The purpose of this laboratory course is to provide students with hands-on experience conducting, analyzing, and presenting results of experiments in the field of Cognitive Psychology. Each student will work individually and be able to present the findings on their own unique experiment. Prerequisite: PSY 202, Co-Requisite: PSY 356.

PSY380 Psychology of Gender **3 Credits**
This class will address how women and men are similar and different in many aspects of Psychology, including potential biological, social, and cognitive bases of gender differences in thoughts, feelings, and behavior. Specific topics will include relationships, health care, friendship, communication, mental health, and gender roles. The class format will include lectures, discussion, activities, and presentations. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisite: PSY101 PSY331 and PSY356.

PSY410 The Self **3 Credits**
This course will emphasize psychological theory and principles as applied to how we define ourselves and the ability to reflect upon ourselves is one of the most fundamental aspects of being human. This seminar will focus on self-concept and phenomena related to the self. Specific topics will include self-esteem, self-regulation, possible self-concepts, and the self-concept of other species. Reading materials will include one short book, scholarly articles, and editedbook chapters. Offered as schedule permits. (Trad: Fall/Spring; WWW: Fall/Spring/Summer)

PSY434 Perception **3 Credits**
This course will emphasize psychological theory and principles as applied to focused examination of theories and research in perception, with major aims being analysis and synthesis of research data and evaluation of empirical studies and of theory. It will also explore an overview of the sensorysystems, of advanced methodologies as applied to sensory-perceptual processes and selected topicsof special interest. Offered every third semester. (Trad: Fall/Spring; WWW: Fall/Spring/Summer)

PSY438 Applied Psychology **3 Credits**
Advanced study of the interface between psychological research and principles, and contemporary social issues. Topics to be considered include adult lifestyles and physical and psychological health, environmental influences on behavior and emotions, attachment and loyalty to groups, reliability and admissibility of lie detector tests, credibility of eyewitness testimony, decision-making, job satisfaction, motivation, and leadership. Offered in alternate years. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisites: PSY101, PSY202, PSY331 and PSY356.

PSY440 Psychology of Persuasion & Influence **3 Credits**
This course will emphasize psychological theory and principles as applied to a contemporary society, of which we are faced with continuing attempts to persuade and influence us to think, feel, and act in particular ways. This course addresses classic and contemporary theories andresearch regarding influence and persuasion from areas such as media advertising and marketing, film, music, consumerism, politics, the internet, cult indoctrinations, health care, the environment, groups in action, and cultural values. (Trad: Fall/Spring; WWW: Fall/Spring/Summer)

PSY445 History & Systems **3 Credits**
A consideration of the philosophical and empirical foundations of psychology and the contribution of the various systems of psychology to understanding human and animal behavior. Offered in alternate years. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisites: PSY101, PSY202, PSY331 and PSY356.

PSY490 Special Topics in Psychology **3 Credits**
This course will emphasize psychological theory and principles as applied to special topics of interest within the science of psychology. This seminar will focus on phenomena related to that selected topic. Reading materials will be decided upon by the instructor teaching the course which will include scholarly articles, periodical, and psychological journals. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Prerequisites: Senior Standing

PSY494 Senior Capstone in Psychology **3 Credits**
This course has two primary purposes: 1) to serve as a preparatory class for those students applying to jobs and graduate schools after graduation and 2) to serve as a class for seniors to propose, carry out and present a research project of their own design. Upon completion of the class, students should be able to demonstrate application skills of psychology methods and content classes. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) PSY202, Senior standing.

PSY495 Internship in Psychology **3 Credits**
This internship will enhance learning and provide an opportunity to apply and test knowledge in a practical and professional setting. Internships help with clarification of educational and personal goals

and values. Internships are open to seniors with a 2.5 GPA or better (both overall and within Psychology and may be taken during any academicterm. Internships are arranged with a variety of institutions and agencies locally, nationally,or internationally. Internships in the Psychology program consist of an academic component as well as site work and is to be arranged in consultation with the Psychology Clinical Coordinator / Program Director. (Trad: Fall/Spring; WWW: Fall/Spring/Summer) Pre-requisite: Senior standing

POLITICAL SCIENCE

POL200 Introduction to United States Government 3 Credits
A survey of the theory, principles, and institutions of United States Government; from the National to the local level. Emphasis is placed on the government's relationship to the private sector, especially in business. (Fall)

POL201 Introduction to American Government 3 credits
An introduction to politics in the United States. Designed to: 1) develop a heightened understanding of how the American political system works, 2) stimulate an awareness of the strengths and weaknesses of American government, 3) encourage the development of each student's own political perspective and political values, and 4) assist students to become better citizens. Required course for the major and minor and for upper-level offerings in behavior, law and contemporary issues. Offered every year.

POL208 Special Topics in Political Science 1-3 Credits
Political Science is broadly defined as the study of governments or governing, especially in the context of the affairs of nations, states, or organizations. It may further include the study of diplomacy between people, groups, or organizations involving power, influence, or conflict. This course offers a focused study of one of these areas or one aspect of these areas. Topics will vary. The course may be repeated for up to 6 hours credit as long as the topic varies. The course may be offered for 1-3 credit hours at the Dean's discretion.

POL210 Introduction to International Relations 3 Credits
A brief introductory survey of the history of international relations and an examination of current diplomatic arrangements, techniques and concepts. Focus on helping the future American businessperson understand the international environment. (Spring)

POL211 Introduction to International Politics 3 credits
A study of the political relations of nations and other actors in the international system and the changes occurring in the world order. Case studies, debates and simulations are used to explore historical, present, and preferred future global systems. Required course for the major and minor and for all upper level offerings in international politics, comparative politics, area studies, and contemporary issues. Offered every year.

POL225 Contemporary Issues 1.5 credits
Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demi-semester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application.

Prerequisites: POL 201 and POL 211, if an international issue, or with the permission of the instructor. Offered every other year

POL230 Current Events **3 Credits**
The course is a comparative study of major current political events with past and present political, social, and economic principles. (Fall/Spring)

POL231 Introduction to American Law **3 credits**
An introduction to selected topics on politics and the law. Examples include the role of lawyers in the legal system, judicial decision-making, issues in criminal law, the role of the jury, comparative legal systems, police practices, civil rights, and drug laws. Career development for persons exploring careers in law and law enforcement. Direct observation of the criminal and legal system, use of moot court, writing of briefs. Required course for all upper-level politics courses in law and Politics' internships in law related fields. Offered every other year.

POL250 Contemporary Issues **3 credits**
Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism and Religion and Politics. A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor. Offered every year

POL266 Politics of Sex **3 credits**
An introductory exploration of the political dimension of human sexual and reproductive behaviors and sexual imaging from the individual to the societal level. Offered every other year.

POL267 Political Issues in Global Perspective **3 credits**
Introduces the student to selected issues of global importance by utilizing diverse, multicultural sources. Examples of such issues include the legacies of colonization, relations of rich and poor countries, sustainable development, environmental threats, terrorism, and universal human rights. Especially suitable for first-year students who want to study topics in the news using fresh approaches. Offered every year

POL305 (CJM305) Constitutional Law **3 Credits**
An upper-level course applicable to criminal justice management, pre-law and political science. The course examines the structure of the legal system including separation of powers and federalism issues. Topics include, but are not limited to, the powers of Congress, the powers of the Federal Judiciary, the powers of the President, and the powers reserved to the states. The course also examines various individual rights including equal protection, freedom of expression, and freedom of religion. The course provides an in-depth study of constitutional law with an emphasis on the Fourth; Fifth, Sixth, Eighth and Fourteenth Amendments to the United States Constitution, as these govern police and court procedures and the rights of citizens. The course will also focus on the role of the Supreme Court and constitutional law as it applies to law enforcement and civil rights. (Fall)

POL304 Democracies **3 credits**

Examines both the older and newer democracies, within a framework of democratic political theory. Applications are made to contemporary democratic systems and the problems of democratic governance. Issues examined include transitions from authoritarian systems, economic development, comparative cultural values and democracy, electoral systems, money influences on representation, and prospects for reform. Prerequisites: POL 201 and 211, or permission of the instructor with junior or senior standing. Offered every other year

POL309 Area Studies **3 credits**

The study of the politics, culture, and history of a selected area of the world. An examination of the literature and theory of comparative politics as applied to that area. Examples include: Non-Western Areas, Asia, Africa, South Asia, West Asia, India, China, and Vietnam. Prerequisites: POL 201 and POL 211, or permission of the instructor. Offered every year. May be repeated for credit. Offered every year

POL310 Area Studies **1.5 credits**

A study of the politics, culture and history of a selected area of the world. Examples include: Indonesia, Vietnam, India, South Africa, and Korea. May be repeated for credit. Offered every other year

POL323 Conflict Resolution **3 credits**

A study of the theories and practice of conflict resolution in a variety of areas from the personal to the global. A study of the historical, psychological, and social roots of war and the factors associated with more peaceful relations. Prerequisites: Junior or Senior standing or permission of the instructor. Offered every other year.

POL325 Constitutional Law: Historical Cases **1.5 credits**

A demi-semester course in Constitutional Law that features great historical cases. Prerequisites: POL 201 and POL 231 or permission of the instructor. Offered every other year

POL335 Constitutional Law: Civil Rights **1.5 credits**

A demi-semester course in Constitutional Law that features civil rights cases. Prerequisites: POL 201 and POL 231 or permission of the instructor. Offered every other year

POL340 Contemporary Issues **3 credits**

A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism, and Religion and Politics. May be repeated for credit. Offered every year

POL342 Contemporary Issues **1.5 credits**

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demi-semester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. May be repeated for credit. Offered every other year

POL355 Issues in American Foreign Policy **3 credits**
The course analyzes strategic approaches to the conduct of American foreign policy in the context of a changing international environment. Topics examined include defense and security, Presidential-Congressional tensions, multilateralist and unilateralist doctrines, diplomacy and the use of force. Selected global issues and regional and bilateral relationships will be studied as time permits. Offered every other year.

POL366 Politics of Sex **3 credits**
An exploration of the political nature of the roles and relationships of males and females in the United States and other cultures and countries. The analysis of human sexual conduct and human sexual biology from a political perspective. Offered every other year.

RELIGIOUS STUDIES COURSES

RST115: Sin, Sacrifice, & Redemption **3 credits**
Beginning with ancient religious practice and working forward to religious expression in contemporary societies, this course will survey the various ways humans have conceived of their relationship to divinity and the transcendent. In particular, students will be introduced to primary documents and data that shed light on how human communities have thought about the nature of "sin," "sacrifice" (or oblation and ritual slaughter), "redemption," and the possibility of life after death. In addition to being exposed to a wide-range of primary sources related to diverse religious traditions, students will be introduced to some of the methods that scholars working in the discipline of Religious Studies utilize for the purpose of analyzing data. This course meets the Humanities breadth requirement. Offered annually in the fall semester.

RST120 The Bible Today **3 credits**
This course is an introduction to the Bible as a whole and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes, and beliefs of both Old Testament and New Testament will be explored through the study of representative biblical texts and the use of secondary sources. The widely accepted methods of current historical biblical scholarship will be employed. Offered annually

RST220 Introduction to the Hebrew Bible **3 credits**
This course is an introduction to the literature of the Hebrew Bible and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes and beliefs of the literature will be explored through the study of representative texts and the use of secondary sources.

RST230 Introduction to the New Testament **3 credits**
This course is an introduction to the literature of the New Testament and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes and beliefs of the literature will be explored through the study of New Testament texts and the use of secondary sources.

RST232/332 Topics in Biblical Studies **3 credits**
This course will focus on a particular literature within the Bible (The Pentateuch, Hebrew Prophets, Synoptic Gospels, etc.) or a particular topic in biblical studies (Apocalyptic Literature, the Historical Jesus, the Life and Letters of the Apostle Paul, etc.).

RST250 Topics in American Religion **3 credits**
American Society has been deeply shaped by religion. And American religion has been profoundly influenced by American culture. But American society is very complex and so is American religion; they interact in a variety of complex and often unanticipated ways. This topics course will provide opportunities to examine the dynamic relationship between religion and American society. Participants in the course will consider American society though the lens of religion and vice versa. Approaches to this topic may include, but are not limited to, the following: Race, Politics, Economics, Culture, Religious Diversity, Gender, Family, Sexuality

RST311 Christianity and Social Action **3 credits**
This course is a service-learning course that places students as volunteers in social action agencies/ministries and provides theoretical, interpretive frameworks for such work.

RST340 History of Christian Thought: Augustine through the Reformation **3 credits**
This course explores the sweep of ideas, people, cultural influences, and socio-political forces at work in shaping Christian thought and practice from the fourth century to the Reformation. It is highly recommended that the student complete Christian Origins before enrolling in this course.

RST345 Foundations of Modern, Western Religious Thought **3 credits**
This course surveys theology and philosophy of religion from the 17th through the 19th centuries (the Enlightenment through Romanticism). Special attention is given to thinkers who reshaped the understanding of religion in the West such as: Hume, Kant, Schleiermacher, and Hegel. Themes such as the doctrine of God, arguments for God's existence, theodicy, reason, science and religion, will be explored.

RST350 Modern Christian Theology **3 credits**
Through the works of major 20th century theologians, this course analyzes a variety of trends in modern Christianity, including such perspectives as neo-Orthodox, process, and feminist thought. The emphasis will be on understanding theology as a critical and systematic discipline wherein affirmations about the nature of God and humanity entail logical, philosophical, doctrinal, and ethical consequences. It is highly recommended that the student complete Christian Origins and/or Foundations of Modern Western Religious Thought before enrolling in this course.

SCIENCE

SCI170 Environmental Science **3 Credits**
The course is an introduction to science which seeks to study our sustainable world. The student will use scientific method to explore the uses which confront modern man with the continued use and abuse of the resources of earth's environment. (May be taught online - As Needed)

SCI180 Introduction to Oceanography **3 Credits**
Includes the study of the ocean's geological, physical, chemical, and biological processes, such as seafloor spreading, composition of seawater currents, waves and tides, life in the sea, ocean pollution, and marine policy/management. The course outline will follow the chapter outline in the textbook. Florida's unique coastal environment will be discussed. Students will have opportunities to conduct experiments and/or on-site observations to demonstrate knowledge gained about the ocean and its environment. (May be taught online - As Needed)

SCI190 Florida Ecology **3 Credits**
Course Description: Students will learn to identify common and important Florida wildlife and understand the complex relationship between local plants and animals. The objective of Florida Ecology is to promote awareness, understanding, and respect for local wildlife, flora, and ecosystems in order to enable students to live with a positive or neutral impact on wildlife and natural areas. This is a project-based course, which will require students to spend significant time outside to complete weekly individual assignments and a group capstone project.

SCI208 Special Topics in Science **1-4 Credits**
Students in this course will explore a specified area of scientific inquiry; this may include but is not limited to courses in Biology, Chemistry, Physics, Botany, Ecology, Environmental Science, Geology, Geography, Archeology, Zoology, etc. Students will explore one or a combination of these areas of study in a focused way. Topics will vary. The course may be repeated for up to 6 credit hours long as the topic varies. The course may be offered for 1-4 credit hours at the Dean’s discretion.

SOCIAL/BEHAVIORAL SCIENCES

SBS190 Peer Counseling **1 Credit**
This course promotes self-knowledge as the student investigates the serious problems and dangers facing young adults and learns sensible, well-informed methods of dealing with them. May be repeated up to 4 credit hours. (Fall) Required course for resident assistants, elective for others.

SBS208 Special Topics in Social/Behavioral Science **1-3 Credits**
Social Sciences typically refer to the study of human behavior in relation to society and culture; behavioral sciences typically refer to the study of cognitive processes and behavioral interactions. Topics may include courses in Sociology, Psychology, Anthropology, etc. Students will explore one or a combination of these areas of study in a focused way. Topics will vary. Course may be repeated for up to 6 hours credit as long as the topic varies. Course may be offered for 1-3 credit hours at the Dean’s discretion.

SBS255 Sociology **3 Credits**
An examination of theory and research methodologies relevant to human society and social behavior. Topics include: the roles played by groups, organizations, institutions, cultures, and individuals within each social structure. (Fall)

SBS265 Sociology of Sport **3 Credits**
This is an introduction to the sociology of sports and examines the nature of human society, social behavior, and cultural change through the relevance of sports as a social institution and global phenomenon. We examine the role of sports in socialization, personal life, groups, families, schools, communities, organizations, institutions, cultures, and nations. This sociological approach centers on regional, national, and global issues both controversial and curiosity-arousing. Each topic is systematically studied, with research summarized, to critically examine sport-related issues and their relationship to multiple social phenomena, including gender socialization, social inequalities, deviance, character-building, nation-building, war, and terrorism. Such study helps us to become informed and responsible citizens and global participants.

SBS270 Social Problems **3 Credits**
This course provides a general introduction to the sociology of social problems, with analyses of the causes, consequences, and solutions, as well as the interrelationship between problems. The content is designed to examine the ways that social institutions and social dynamics shape domestic and global problems and to help us become informed and responsible citizens and global participants. Topics include the nature of social problems and exploration of social and global issues related to diversity and inequality; abuse, crime, violence, and criminal justice; physical and mental health and drug abuse; work and the economy; mass and social media; social institutions, such as education, work, politics, technology, the physical environment; and global conflict, war, and terrorism.

SPORT BUSINESS MANAGEMENT

SBM110 Introduction to Esports Management **3 Credits**
Introduction to Esports and the management of Esports events. This course will provide an overview of the history and scope of electronic sports competitions, the Esports industry, and its components. The course will review the stakeholders, games, developers, organizations, facilities, leagues, and other contributing factors to this area of sport management.

SBM210 Stakeholder Analysis of Esports **3 Credits**
This course will identify key stakeholders in the Esports industry and examine their perspectives. Students will be able to describe the economics, marketing, sponsors, managers, players, coaches, Announcers, and event managers in the Esports arena and the integral parts of the Esports management.

SBM220 Introduction to Sport Business Management **3 Credits**
This course offers a comprehensive overview of the growing and ever-evolving field of sport business management, including the professional, educational, and commercial aspects of the industry. Students will gain a comprehensive understanding of the diverse employment opportunities available within the sport industry and cultivate an understanding of the roles, competencies, and responsibilities of sport

business managers. Emphasis is placed on the value of professional management to sport organizations and on developing practical skills necessary to succeed in this exciting and competitive field. (Pre-requisite: ENG111)

SBM231 Foundations and Principles of Physical Education and Sport 3 Credits
This course focuses on the foundations and principles relating to the history, philosophy, profession, and discipline of physical education and sport in the United States. Career opportunities in physical education and sports are explored. (Fall/Spring/Summer)

SBM240 Field Experience 3 Credits
This course provides students with an opportunity to gain hands-on experience, observe, and participate in a variety of professional sport business management settings. The course aims to equip students with an understanding of the diverse career paths available in the sport industry and the skills necessary to succeed in this dynamic field. The emphasis is on experiential learning, which can help students align their career goals, develop a professional outlook, and improve communication skills. While success is not guaranteed, this course can increase students' likelihood of finding successful employment in the sport industry. (Prerequisite: SBM220)

SBM245 Careers in Sport Business Management 3 Credits
This course provides a comprehensive overview of the various career options available in the dynamic and expanding field of sport business management. Students will gain insight into the industry, learn about the careers available, and develop the professional and communication skills necessary for success. The course will address common questions and concerns related to securing employment in the sport industry and will help students align their career goals and develop a professional outlook. Successful completion of the course should increase students' likelihood of finding successful employment in the sport industry.

SBM260 Ethics and Issues in Sport Business Management 3 Credits
The purpose of this course is to: (a) promote critical self-evaluation of one's own ethics and beliefs; (b) examine one's philosophy, clarify values and refine any moral or ethical reasoning skills; and (c) examine ethical situations and issues within the sport environment. Through class discussions, projects, and debates, ethical issues and situations that affect sport managers are addressed. (Spring)

SBM261 Introduction to Sport Marketing 3 Credits
This course introduces students to marketing and sales in Sport Management. Topics include consumers, markets, strategies, sponsorship, as well as products, pricing, and promotion in sport marketing. Students will investigate and explore marketing practices of the sport industry as well as conduct research and practical implications in the area.

SBM298 Special Topics in Sport Business Management 3 Credits
This course will cover topics of special interest in sport business management which are not represented in the main curriculum. Course may be repeated for up to 6 hours credit as long as topic varies.

SBM310 Trends, Issues & Research in Esports **3 Credits**
This course will analyze the trends and issues currently in Esports and the research being published in all areas of Esports. Students will critically discuss and think about current trends and issues through research studies and current publications.

SBM320 Sport Communication & Social Media **3 Credits**
This course explores the sport industry's varied field of sport communication with communication theory, media and sport literature. The course will cover the standard framework that introduces readers to the many ways in which individuals, media outlets, and sport organizations work to create, disseminate, and manage messages to their constituents. This class also introduces the key components and challenges in developing a strategy for successful social media and adoption and implementation. Pre-requisite: Junior standing or permission of instructor.

SBM340 Sport Promotion **3 Credits**
This course incorporates the latest concepts of sports marketing with applications to the current world of sport. The course examines the value of sport promotion to organizations attempting to generate revenue and attendance. An emphasis is placed on promotional methods, tools, sponsorships, and endorsements. (Fall/Spring) Pre-requisite: MKT250

SBM 375 Topics in Sport Management **3 Credits**
This course examines topics in the sport management and sport and recreation studies disciplines that are only introduced by the principle courses. Examples include such topics as Sport Sociology, Sport psychology, Sport Marketing, Sport or Fitness Club Management, Sport Nutrition, Sports in society, Sport and Recreational Activities, Sport in American History, and Sport and Character. Pre-requisite: Junior standing in Sports Performance, Health, & Fitness

SBM390 Risk Management and Legal Aspects of Sport **3 Credits**
This course provides students with an understanding of legal issues and risk management concerns inherent in the sport industry. The course covers the concepts of the risk management process, legal terminology, and the role of law in sport and physical activity. Students will analyze and evaluate principles of tort law and negligence as they relate to the sport industry, identifying parties that can be held liable for negligence in sport business settings. The course also equips students with skills to develop and implement strategies for minimizing liability and mitigating risk. (Pre-requisite: SBM220 for Sport Business Management majors; Senior standing in Sports Performance, Health, & Fitness)

SBM420 Sport Information and Media Relations **3 Credits**
Examines how the Sport Information Director handles publications, publicity, statistics, and game management for major sports events. It also looks at the media's impact on sports. This course is writing intensive. Students will be expected to write press releases, feature stories, interviews, and speeches. (Fall/As Needed) Pre-requisite: ENG112

SBM440 Facilities and Event Management **3 Credits**
Studies in the financing, management, and marketing of sport facilities. It also looks at the major sport events organization, management, and staffing. The economic impact of stadiums, arenas, and events to a community is a major area of discussion in this course. Practices in designing and planning are examined as well as current trends that are having an impact on facilities. A strong emphasis is also put

on legal issues and risk management. Esports minors must complete SMB110 before taking SMB440. (Fall) Pre-requisite: SBM220 or HTM190

SBM450 Sport Leadership **3 Credits**
This course focuses on the study and practices of leadership as well as the techniques for leading a variety of sport management organizations. Students will be able to understand the complex topic of leadership, in sport, through research, practical examples and analytical exercises. (Pre-requisite: SPF110)

SBM460 Sport Administration **3 Credits**
This course serves as a "Capstone" course in the Sport Business Management concentration and provides a comprehensive understanding of sport business management, including leadership, personnel management, communication, conflict resolution, administration, and team development. Students will gain knowledge and skills to analyze and evaluate organizational structures, policies, and procedures, and develop effective strategies for managing sport organizations. (Pre-requisite: SBM220)

SBM465 Organization and Administration in Physical Education and Sport **3 Credits**
This integrative course exposes the student to the principles of business, organizational behavior, and management; it will encourage application of the knowledge from these areas to sport-specific organizations, including non-school programs. Topics include program development, office management and staffing, facility management, logistics, fiscal irresponsibility, motivation, communication, and policy development. (Fall/Spring) Pre-requisites: Junior or Senior standing, SBM231, SBM260; or permission of the instructor.

SBM480 Strategic Planning in Sport Business Management **3 Credits**
The Sport Business Management course provides hands-on-experience in a simulated operating organization to develop professional skills in a real-life context. Students run their own company and manage key functional areas of a firm, with constant monitoring of internal and external factors affecting business opportunities and threats. A strategic business simulation is used to enhance integration and learning of business concepts. It is a fundamental component of the undergraduate program, developing cross-functional knowledge and skills in price, marketing, operations, product development, and financial decision making.

SBM495 Sport Business Internship **3 Credits**
This internship course provides students with the chance to apply Sport Business Management theory to practice in various sport settings. By transitioning from student to professional, students expand their career orientation and gain valuable work experience under the supervision of practicing professionals. Through project development and networking, students can expand their contacts and pursue permanent positions upon completion. (Pre-requisite: SBM220)

SBM498 Advanced Seminar in Sport Business Management **3 Credits**
An advanced directed study in specialized areas of sport business management not addressed in previous sport business management courses or other electives. (As Needed) Pre-requisites: SBM220, SBM240 or SBM245. Program Chair Approval

SPORT PERFORMANCE, HEALTH & FITNESS

SPF105 Principles of Health and Fitness **3 Credits**
This course teaches the importance of physical activity and its relationship to health and quality of life. Topics include components of wellness (e.g., physical, social, emotional, and intellectual), specific health assessments, and risk factors for disease and mortality. (Fall/Spring/Summer)

SPF110 Program Design in Exercise **3 Credits**
This course addresses how to design a specific training program for different training goals (e.g., strength, power, endurance, agility, and speed) to maximize human performance. Students will learn how to conduct needs analyses and performance assessments and will learn the basic principles of periodization. (Fall/Spring)

SPF115 Motor Development and Skill Learning **3 Credits**
This course aims to enhance the concept of human motor development and learning motor skills throughout different stages of change. Particular emphasis will be placed on understanding how we design and select activities that are appropriate for those life stages. Additionally, this course will explore what factors affect motor development and skill learning as we transition from infancy all the way to elderly. (Fall/Spring)

SPF198 CPR, AED, And First Aid **2 Credits**
This course teaches the knowledge and skills necessary to recognize and response to cardiac emergencies in adults, children, and infants. Students will practice skills utilizing emergency medical equipment such as: Bag-Valve Mask, Automated External Defibrillator, and personal protective equipment. Students will learn how to administer Basic Life Support (BLS) and will earn a CPR/AED/First Aid certification with successful completion of the course. (Fall/Spring)

SPF205 Health Fitness Appraisal & Wellness **3 credits**
This course deals with assessment for a variety of performance levels ranging from general population exercisers, and competitive athletes. Comprehension of proper assessment selection, testing and administration for the mention population will be covered. Topics include balance, flexibility, body composition, muscular fitness, cardiorespiratory fitness, and relationships between appraisal on health, fitness, and performance.

SPF210 Care and Prevention of Injuries **3 Credits**
This course examines movement patterns and exercise techniques with major emphasis on safety, injury prevention, and emergency response practices that affect the daily operations and management of a health and fitness facility. This course will also address recovery therapies and lifestyle modifications for the management of acute and chronic injuries. Basic Cardiac Life Support and Occupational Safety and Health Administration certifications are offered. (Fall/Spring) Pre-requisites: BIO221, BIO222, SPF115

SPF298 Field Experience **2 Credits**
This course provides students with the opportunity to observe, learn, and participate in professional sports performance, health, and fitness experiences. The course will emphasize experiential learning in a

variety of field-related settings and provide an overview of what students should consider and expect from the varied career options available to them within the industry. A major focus of this course is to help students develop career goals and professional outlooks, improve communication skills, and increase their likelihood of finding successful employment in the sports performance, health, and fitness industry. (Spring) Pre-requisite: SBM231

SPF300 Psychological Aspects of Sports and Exercise 3 Credits
This course explores the relationship between psychology and physical performance. Students will learn basic psychological theories of behavior change and how they relate to performance enhancement. Topics include lifestyle modification, goal setting, mental wellness, attitude, and the role of various motivational techniques to enhance performance. (Fall) Pre-requisites: SPF105, PSY101

SPF305 Personal Training and Strength Conditioning 3 Credits
This course identifies the essentials involved in strength training and conditioning. Topics include training adaptations, performance testing and evaluation, exercise techniques, and spotting/safety practices. (Fall/Spring) Pre-requisites: BIO221, BIO222, SPF110 and SPF210

SPF310 Nutrition and Weight Management 3 Credits
This course covers proper nutrition and lifestyle practices for weight management. Topics include ideal body weight, body fat and its associated health risks, metabolic calculations, and healthy eating habits. (Fall/Summer) Pre-requisite: SPF105

SPF315 Fitness for Special Populations 3 Credits
This course prepares students to work with and develop individualized exercise programs for clients dealing with osteoporosis, cancer, obesity, pregnancy, and/or chronic disease. (Fall)
Pre-requisites: BIO221, BIO222, SPF210, and PSY101

SPF320 Corrective Exercise Techniques 3 Credits
Course description: This course is designed to assist fitness trainers and professionals with a variety of options to address their client's exercise needs. Information will be provided to identify and correct exercise imbalances and techniques for their clients in order to avoid injury and receive the benefits from specific exercise movement. (Spring) Pre-requisites: BIO221, BIO222 and SPF210

SPF325 Kinesiology 3 Credits
This course provides an in-depth study of the principles of human movement and application of skill analysis to the improvement of performance combined with an introduction to the principles of mechanical analysis in the study of anatomical and functional human movement. Particular emphasis on the analysis of techniques applied in sports. (Fall/Spring) Pre-requisites: BIO221, BIO222 and SPF210

SPF340 Psychology of Injury and Rehabilitation 3 Credits
This course provides the knowledge and skills necessary to recognize risk factors in athletes to prevent injury. Students will learn how to coach injured athletes throughout the rehabilitation process and learn the long-term effects of injury. Students will study "Athletic Retirement" and how it affects personal wellness. (Fall/Spring) Pre-requisites: SPF300

SPF350 Health Fitness Appraisal and Wellness **3 Credits**
This course provides students with the opportunity to learn and practice testing strategies and techniques required for the assessment of all aspects of physical fitness. Topics include basic concepts of fitness testing, assessment protocols, and health- and skill-related fitness. Lecture combined with laboratory. (Spring) Pre-requisites: BIO221, BIO222, and SPF305

SPF370 Nutrition in Health and Exercise **3 Credits**
This course integrates the science of nutrition and exercise physiology principles to illustrate the links between training, the increased demand for nutrients as a result of training, the appropriate intake of foods, beverages, and supplements to achieve the ultimate goal of performance enhancement. Students design a complete diet plan tailored to an athlete's training and performance goals. (Spring/Summer) Pre-requisites: SPF110 and SPF310

SPF400 Senior Seminar and Certification Review In Health and Fitness **1.5 Credits**
This course focuses on reviewing and preparing students for ACSM certification. Major emphasis will be placed on the performance domains of initial client consultation and assessment, exercise programming and implementation, exercise leadership and client education, and legal and professional responsibilities. (Fall/Spring) Pre-requisite: Senior standing in Sports Performance, Health, & Fitness, SPF305

SPF401 Senior Seminar and Certification Review In Health and Fitness **1.5 Credits**
This course focuses on reviewing and preparing students for NSCA certification. Major emphasis will be placed on exercise sciences and nutrition, exercise techniques, program design, organization and administration, and testing and evaluation. (Fall/Spring) Pre-requisite: Senior standing in Sports Performance, Health, & Fitness, SPF305

SPF402 Exercise Physiology **3 Credits**
This course covers the theoretical foundations of this sub-discipline of physiology by studying ways in which the body functionally responds, adjusts, and adapts to exercise in an effort to maintain homeostasis. (Fall) Pre-requisites: BIO22, BIO222, SPF305 and SPF350

SPF495 Senior Sport Fitness Internship **3 Credits**
This course combines academic supervision with professional employment. It is a structured work experience within the field of sports performance, health, and fitness. This internship focuses on hands-on experience with a company and in a field of the student's choice. It aims at the application and practice of theoretical concepts by expanding and enriching the student's work qualifications, skills, experience, and marketability. Through superior work performance, the student may use this internship course to enhance career placement potential. (Fall/Spring/Summer) Pre-requisites: Senior standing in Sports Performance, Health, & Fitness, SPF305, SPF350

SPORT STUDIES COURSES

SS101 Foundation and Principles of Physical Education and Sport 3 credits
This course focuses on the foundations and principles relating to the history, philosophy, profession, and discipline of physical education and sport in the United States. Career opportunities in physical education and sport are explored. Offered fall and spring semesters

SS120 Health and Wellness 1.5 credits
A course designed to introduce the content and methods of having a healthy lifestyle for one's body, mind and spirit throughout the aging process. Students will analyze his/her current lifestyle in fitness and wellness and how to develop a program for increasing or maintaining a healthy lifestyle. Healthy issues and topics included but not limited to exercise, diet and nutrition, stress management and making healthy decisions. A special emphasis will be given to total wellness concepts. This course includes a combination of lectures, research and physical activity.

SS215 Skill Analysis: Individual Sports 1.5 credits
An introductory course in which the students become acquainted with the basic skills, rules, and terminology of various individual sports — badminton, pickle ball, racquetball, tennis, golf, etc. Emphasis will be on performance skill development, the development of original games, and the opportunity to teach and analyze the various sport skills utilized in the sports studied.

SS216 Skill Analysis: Team Sports 1.5 credits
An introductory course designed to subject the student to the basic team concepts and team building skills, rules, and terminology of various team sports - basketball, volleyball, soccer, softball/baseball. Opportunities to teach and analyze the various team sport skills will be a major emphasis.

SS234 Adapted Physical Education, Sport and Recreation 3 credits
This course will provide information regarding needs, characters and trends in physical education, recreation and sporting activities to people with disabilities. Introduction in application of methods for adapting activities and programs to accommodate people with disabilities. This course will examine effective strategies and field experiences. Offered annually in the spring semester

SS275/375 Topics in Sport and Recreation Studies 3 credits
These courses examine topics in the sport management and sport and recreation studies disciplines that are only introduced by the principles courses. Examples include such topic as Sport Sociology, Sport Psychology, Sport Marketing, Sport or Fitness Club Management, Sport Nutrition, Sports in Society, Sport and Recreational Activities, Sport in American History, Sport and Character. Prerequisites and level: dependent on the content of the course. Offered infrequently

SS310 Foundations in Sport Coaching 3 credits
Focuses on the foundations and principles of coaching individuals and team sports from elementary grades, high school, university-level intramurals, and parks and recreation leagues. This course encompasses an overview and application of the responsibilities of a coach in sport fundamentals (drills, strategy, philosophy, ethics, physiology, biomechechanics, psychology, and sport medicine). Prerequisite: Junior standing. Offered annually in the fall semester

SS320 Foundations of Officiating **3 credits**

Concentrates on the aspects of officiating which include: characteristics of good officials, psychological components, benefits of officiating, methods, techniques and levels of officiating. Students will have officiating opportunities through intramural athletic events, varsity practices and scrimmages, parks and recreation leagues, and youth sports within the local community. Prerequisite: Junior standing. Offered annually in the spring semester

SS410 Organization and Administration of Physical Education & Sport **3 credits**

This integrative course will expose the student to the principles of business, organizational behavior and management and encourage application of the knowledge from these areas to sport-specific organizations, including non-school programs. Topics to be covered include program development, office management and staffing, facility management, logistics, fiscal irresponsibility, motivation, communication and policy development. Prerequisites: Junior or Senior standing; SS 231; SRS 237; (or permission of the instructor) Offered in alternate years in the fall semester.

THERAPEUTIC HOURSEMANSHIP COURSES

TH155 Introduction to Therapeutic Horsemanship **1 credit**

An experience that enables students to obtain hands on participation in a therapeutic horsemanship program. Students receive volunteer training prior to assisting in a therapeutic horsemanship class. Students will maintain a log about their experience that will be turned in for feedback. Offered annually in the Fall and Spring semesters

TH246 Therapeutic Horsemanship Principles and Concepts **3 credits**

This course provides an introduction to therapeutic horsemanship and study of the field. Topics covered include the history of equine assisted activities/therapy, therapeutic horsemanship, the therapeutic riding model, the organization and administration of programs, accreditation, standards, certification, selection of students, training volunteers, selecting and training horses, equipment, and evaluating a therapeutic riding facility. Offered annually in the Spring semester

TH268 Training the Therapeutic Riding Horse **2 credits**

This course will focus on the selection, evaluation, and training of horses used in a therapeutic riding program. The student will have the opportunity to explore the horse's behavior, personality, and training and how it relates to therapeutic riding. The student is expected to work with his/her assigned horse at least 2 times per week in addition to scheduled class meeting additional instructor/student meetings as needed). Fee required for the course. Prerequisite: TH 246, Hilltopper Riding Rank- SAU Equestrian Manual and Junior standing or permission from instructor. Offered annually in the Spring semester

TH346 Advanced Techniques in Therapeutic Horsemanship **4 credits**

This course will focus on the Therapeutic Horsemanship Instructor. All of the aspects of being an effective instructor will be covered; including voice production, body language, dress, and non-verbal

communication. In addition to lectures and laboratory, students will learn how to assess riders, assign volunteers, and use mounts for therapeutic benefit. This course will also address the role of the TH instructor in a team setting. Prerequisite: TH 246 or permission of the instructor. Offered annually in the Fall semester

TH347 TH Program Management: Administration 2 credits
This course will focus on the administration of the therapeutic horsemanship program through hands-on participation. The student will recruit, retain, and reward volunteers, promote the horsemanship riding program through public relations and marketing activities, organize and conduct a fund-raising event, determine goals, objectives, and time lines, and write and present Board of Director Reports. Prerequisite: TH 246 or permission of the instructor. Offered annually in the Spring semester

TH348 TH Program Management: Teaching 3 credits
This course will focus on teaching in a therapeutic horsemanship program. The student will organize and teach lessons to persons with disabilities, assign students, horses, and volunteers, train volunteers, maintain progress notes, and interact with parents, teachers, and other professionals. Prerequisite: TH 346 or permission of the instructor. Offered annually in the Spring semester

TH350 TH Teaching 1-4 credits
Students will be assigned a class to teach in the "Ride Like A Knight" Therapeutic Horsemanship program under the supervision of the TH faculty member and director. The teaching experience allows students to continue working on documentation of teaching hours as well as demonstrating their knowledge and skills in accordance to the PATH International standards. Prerequisite: TH 348 Offered annually in the Fall and Spring semesters

TH465 Therapeutic Horsemanship Issues and Ethics 3 credits
This course will survey a variety of current issues and topics within the national and international fields of therapeutic horsemanship. The students will review and discuss ethics in therapeutic horsemanship. Problem solving, research, and critical thinking will be emphasized to provide students with skills to make sound judgments concerning issues and ethics in therapeutic horsemanship. Prerequisites: TH 246, TH 346, and junior standing or permission of the instructor. Offered in alternate years, Fall semester

TH466 Survey of Specialties in Therapeutic Horsemanship 2 credits
This course will provide in-depth surveys of specialty areas in therapeutic horsemanship. Specialties include: Hippotherapy, Equine Facilitated Therapy, Competition, Vaulting, Driving, Adult Riders, Education, Recreation and Leisure, and the Animal-Human Bond. PATH sections and other national and international organizations will be discussed. Prerequisites: TH 246, junior standing or permission of the instructor. Offered in alternate years in the fall semester.

THEATRE ARTS COURSES

THE120 Intro to Theatre **3 credits**
This course will blend a study of the world's greatest playwrights with an interactive approach to understanding the collaborative roles of actors, directors, designers, and playwrights in the development of theatre production. The words "theater" and "theatre" will be defined through exploration of art and collaboration. Social influences and history combined will clarify how live theatre is developed and presented, using plays from different time periods as examples. Fulfills the Arts and Aesthetics breadth requirement.

THE181 Production Experience **3 credits**
Practical application and extension of theory and technique covered in performance and production. Experiences may range from acting to stage management to crew or technical work. Details of project to be undertaken will be determined in consultation with course instructor. Fulfills the Arts and Aesthetics breadth requirement.

THE285 Topics in Theatre **3 credits**
This topics course provides students with an opportunity to explore specialized areas of theatre, including, but not limited to, film, history, and theatrical genres. Some examples could include: 'From Stage to Screen,' "Broadway Musicals: Critics Choice'

THE245 Acting I **3 credits**
This course provides students with the knowledge of basic acting techniques, from the method to viewpoints and other external forms. The course uses a variety of techniques such as mime, improvisation, games, monologues and scenes designed to help students gain basic skills and confidence in their acting. Fulfills the Arts and Aesthetics breadth requirement.

THE260 Performance Experience **1.5 credits**
Students will perform in a full length, royalty play to be presented to the public after a 6 – 7 week rehearsal period within a fall or spring semester. They will be responsible for development a specific character, working in a collaborative environment, contributing to rehearsal expectations, and striving to develop a high standard of performance. The course may be repeated three times. Prerequisite: Permission of instructor.

THE262: Acting 1.5 **1.5 credits**
This course will be a continuation of Acting I. Students will hone their memorization skills along with presentation skills. Incorporating more intense methods previously introduced in Acting I, such as voice projection and movement, this course will also include scene interpretation and character development. This class will prepare those who have an interest in increasing their acting skills to progress to Acting II. Prerequisite: THE 245.

THE345 Acting II **3 credits**
The more advanced version of Acting I. This course will include improvisation, games, and Shakespeare and may include principles of stage combat, screen acting, or dialects. Prerequisite: COM 245 or permission of instructor.

THE355 Directing **3 credits**

Students will learn the basics of directing, organization, concept, staging, coaching actors, etc. They will have opportunities to direct scenes and the class culminates in the direction of a one act play.

THE 385 Advanced Topics in Theatre Arts 3 credits

This is an advanced topics series of courses for students minoring in Theatre Arts. Topics offered might include: “Musical Theatre Performance and Production”, “Shakespeare from an Acting Point of View,” or an interactive workshop in Stage Management. Pre-requisites: THE 181 or THE 260

THE410 Dramaturgy **3 credits**

The main job of a dramaturg is to keep asking “why”. This course will teach how to analyze a play through scene study and recognize and justify its purpose for production. Students who take this course must have declared the Minor in Theatre Arts.

Webber International University Honors Program with Course Descriptions

The goal of the Webber Honors Program is to engage highly motivated and intellectually gifted students in exceptional experiences that develop excellence in leadership, scholarship, and service. Honors students will be provided with the opportunity to demonstrate the academic excellence and integrity necessary to become future leaders and pioneers in their respective fields. The Honors Program will provide the honors student with a holistic and integrated view through various activities and challenges beyond the classroom. Students in the program will:

1. Demonstrate knowledge of students' undergraduate curriculum objectives in professional meetings and real-life situations beyond the classroom.
2. Demonstrate leadership skills by enhancing self-knowledge through planning and executing events on behalf of and for the institution.
3. Communicate complex ideas in writing and through oral presentations.
4. Demonstrate progressive learning of their chosen professions through research.
5. Increase knowledge of chosen professions through domestic and international networking opportunities and interviews.
6. Demonstrate progressive learning of the importance of community outreach and service.

Students in the Honors Program will benefit from three program components:

1. **Curriculum**: special sections of required seminar courses in the sophomore, junior and senior years.
2. **Extra-curricular Activities**: special internships, seminars and events for honors students as well as opportunities to participate in selected field trips and academic competitions.
3. **Personal Growth & Career Planning**: plans designed to help students enhance self-knowledge, clarify career goals, and receive professional mentoring from their respective fields.

Acceptance Criteria

Acceptance into the Webber Honors Program is by invitation and contingent on the prospective student's completion of the Program application and the following criteria:

1. High school graduates must possess a GPA of 3.50 or higher.
2. Transfer students must possess a minimum semester and cumulative GPA of 3.40.
3. Rising Sophomore students will be invited into the Honors Program if they earned a minimum cumulative GPA of 3.40 in their freshman year.

Status Establishment

Once invited to join the Honors Program, students must complete an Honors Program acceptance form and return it to the Honors Program Chair. Honors students must maintain full-time status during the fall and spring semesters, with the exception of the last semester prior to graduation. If students do not require full-time status to complete the final semester, they may enroll as part-time students.

Honors students are expected to always represent Webber in a positive professional manner. To remain in the Honors Program, students must meet all academic and program requirements and maintain a high standard of ethics.

Academic Requirements
To remain in the Honors Program, students must:

1. maintain a minimum semester GPA and a cumulative GPA of 3.40
2. successfully complete each of the Webber Honors Program courses with a grade of "A" or "B"
3. actively participate in FBLA Collegiate Division (FBLA). Active participation includes competing in District and State competitions, and if qualifying, attending the National Leadership Conference.

Webber Honors Program Courses and Projects
Honors students will graduate with 126 academic semester hours. No overload fee will be charged for these courses.

WBH201 Webber Honors Seminar I	1 credit	Sophomore Fall
WBH202 Webber Honors Seminar II	1 credit	Sophomore Spring
WBH301 Webber Honors Seminar III	1 credit	Junior Fall
WBH302 Webber Honors Seminar IV	1 credit	Junior Spring
WBH401 Webber Honors Seminar V	1 credit	Senior Fall
WBH402 Webber Honors Seminar VI	1 credit	Senior Spring

The series of seminar courses is designed to provide selected activities and projects for students in the program. The activities and projects will include, but are not limited to:

- Developing career opportunities
- Organizing and hosting a guest speaker or special program at Webber
- Organizing the Awards Luncheon
- Organizing and participating in a community service project
- Traveling for selected field trips

Courses in the Honors Program will apply to the tailored electives if the student is out of the program before graduation.

Honorable recognition and benefits for students in the Webber Honors Program

- Students in the Webber Honors Program will receive an annual $1000 tuition scholarship, if they do not receive non-stacking financial assistance (verifiable through Financial Aid department).
- Students will have their annual dues for FBLA paid by the university.
- Participation in FBLA provides honors students with opportunities to compete in various
- competitive events against other college students at the regional, state, and national levels and to grow their academic and professional networks. Webber has a long-standing tradition of students who have won at State and National competitions.
- Graduates who successfully complete the Webber Honors Program will receive recognition at graduation. Diplomas and transcripts will identify graduates as being honors students.

WEBBER BUSINESS HONORS

WBH201 Community Service **1 Credit**
Honors students will learn about the importance of giving back to the University or local non-profit organizations through community service. Students will select their own narrative while participating in the organization's mission through reflection and evaluation. (Sophomore Status, Fall)

WBH202 Business Field Trip **1 Credit**
Honors students will visit select businesses, virtually or in person, to observe how the business is conducted. Interviews of organizational management will be conducted by students to gain an understanding of the challenges of running a department or organization. The course will provide networking opportunities for honors students beyond the classroom. (Sophomore Status, Spring)

WBH301 Networking and Career Opportunities **1 Credit**
Honors students will work to develop their professional networks to enhance career opportunities. Through networking with alumni and other professionals in their fields of study, students will gain valuable insights into the job market, building relationships that may lead to future career opportunities. The course will cover a range of networking strategies and techniques, including how to effectively communicate with professionals in the industry while creating a unique networking structure that suits their career goals while enhancing their career prospects. (Junior Status, Fall)

WBH302 Special Topics **1 Credit**
Honors students will conduct an independent study to create a personal marketing, leadership development, or professional growth plan. By applying skills learned through research, critical thinking, and communication, students can utilize their plan as a step-by- step tool to help them mitigate some of the pressure of examining their next steps, both academically and professionally. (Junior Status, Spring)

WBH401 Webber Alumni Engagement **1 Credit**
Honors students will assist the Office of Alumni Affairs in the development and execution of the Annual Alumni Weekend, Phone-a-thon, and Camilla Society Luncheon. Students will be required to update the alumni database, working with the Registrar and Alumni Affairs Director, and, using a script, contact Alumni on behalf of the University, updating them on new developments at the University. Students will work together under the course advisor's direction to decide appropriate outreach steps. Students will work with the Director of the Alumni Affairs and President's Office to plan and promote the Camilla Society Luncheon. (Senior Status, Fall)

WBH402 Special Events **1 Credit**
Honors students will gain valuable experience in organizing and hosting special events such as seminars, workshops, and/or functions on behalf of the institution. Students will interact with multiple departments campus-wide and work as a group to execute scheduled events. (Senior Status, Spring)

GRADUATE PROGRAM AND DEGREES

Webber International University's graduate programs are designed to provide rigorous, comprehensive education that prepares students for leadership and excellence in their fields. Committed to innovation and relevance, we offer advanced academic opportunities that equip graduates with the knowledge and skills needed to succeed in an evolving professional landscape. Whether pursuing a career in education, business, or other specialized disciplines, our programs support your growth and advancement, positioning you for success in a dynamic global environment.

The following graduate degrees are offered:

- MAEd: Master of Arts in Education with a specialization in Instructional Design and Curricular Supervision
- MBA: Master of Business Administration with an array of concentrations
    - Traditional - Online
    - Accounting - Online
    - Criminal Justice Management - Online
    - Equine Entrepreneurship - Online
    - International Business - Online
    - Sport Business Management - Online
- Graduate Certificates in Business and Criminal Justice Management (CJM)
    - Graduate Certificate in International Management
    - Graduate Certificate in Entrepreneurship
    - Graduate Certificate in Financial Management
    - Graduate Certificate in CJM with emphasis in Strategic Management
    - Graduate Certificate in CJM with emphasis is Cybersecurity
    - Graduate Certificate in CJM with emphasis in Computer Forensics
    - Graduate Certificate in CJM with emphasis in Organizational Leadership
    - Graduate Certificate in CJM with emphasis in Fraud Examination

Graduate Program Admission

Webber International University seeks motivated students with strong academic ability and a commitment to success in rigorous graduate programs. Admission decisions are based on a holistic review of each applicant's academic achievement, aptitude, personal character, and demonstrated leadership or civic engagement. We welcome applications from individuals who are prepared for the challenges of graduate study and who exhibit the dedication necessary to complete their chosen program.

Each graduate program's admissions committee carefully evaluates all required credentials, considering the applicant's full academic and professional profile. No single factor determines admission; instead, decisions are based on a comprehensive assessment of the applicant's qualifications.

Prospective students should review the specific admission requirements for their intended graduate program, as outlined in this catalog. Additionally, interviews may be required as part of the final admission process.

Applicants with outstanding financial obligations to Webber International University will not be considered for admission until all accounts are settled.

International applicants: In addition to the required documentation for admission to the intended graduate program, international applicants should be prepared to submit the following additional documentation for consideration for admission to any of the graduate programs:

- Official Test of English as a Foreign Language (TOEFL) scores or an approved substitute for students with undergraduate degrees from Universities whose primary language of instruction is not English
- Evaluation of International Educational Credentials of Post-Secondary Education performed by an approved evaluation service (contact an admissions counselor for approved providers)

Transfer credits

Students who have successfully completed graduate course work at a regionally accredited college or university may apply for admission to our graduate programs. To be considered for transfer admission to one of our graduate programs, students should be eligible for admission to return to the last graduate program attended and must not be on academic suspension or behavioral dismissal from the previous graduate program. Students may transfer in no more than 6 credit hours from a regionally accredited graduate program. The student must have earned a grade of at least "B-" for each of the classes which are requested to be accepted for transfer credit and the courses must be taken within 7 years of the student's projected graduation date. Graduate transfer credits must be approved by the admissions committee and / or program director for intended graduate program and should not be considered to be automatic.

Admission Decisions

Admission to a graduate program will remain effective for twelve months following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after this period will normally be required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

ACADEMIC POLICIES

Residency Policy

The last 30 hours of the program must be earned at the Webber.

Full-time Status / Part-time Status

A student in a graduate program who is taking six graduate credits per semester is regarded as a full-time student. A full-time student is allowed to take two courses per 8-week term.

2nd MBA Concentration

Students may pursue a second concentration within the MBA degree by completing the additional course requirements for that concentration. Students should contact the Chair of the MBA for further information and to outline the course of study.

Grade Forgiveness
A student may retake a maximum of one course with a grade below "B" in order to establish effective proficiency in that area. After completion, the student may then request grade forgiveness with the Program Coordinator or Program Director from the respective graduate program. The previous course listing will remain on the transcript but the grade will then change to "R"; thus, it will not be computed in the final grade point average. The new grade obtained from repeating the course will be entered on the transcript and will be used for computing the final GPA if it is higher or the same as the forgiven grade. If the new grade is lower than the first grade, both grades will remain on the transcript and both will be computed into the GPA but only one of the two will be counted toward graduation.

Reinstatement
Students who have been dismissed from one of the graduate programs will not be allowed to apply for readmission/reinstatement for a period of two years from the date of their dismissal. Such applicants must demonstrate that they have remained current in their field in order to be reinstated and must submit additional information to the admission committee of the program they are requesting reinstatement, explaining the steps they have taken and will take to make satisfactory progress in the program if reinstated.

Previous students who voluntarily left the program in good standing within the past two years may use the following streamlined process for reinstatement—they must submit an updated application, résumé, transcripts from any university the student may have attended that are not already on file with Webber , and establish a new Enrollment Agreement.

Students who have been absent from the program for more than two years must reapply new to the graduate program.

All students re-entering a graduate program after an absence are subject to any changes made to the program during their absence and must follow the catalog in effect at the time of re-entry.

Graduate Completion Requirements
Graduate students must earn a minimum of 36 graduate semester credits of which the last 30 must be earned at the home institution with a minimum of 3.00 cumulative GPA.

NOTE:

- For the MBA program, no more than two courses with a grade of "C" are accepted toward graduation. The degree must be completed within seven years of the date from which the first MBA class is completed at Webber.
- For the MAED program, only courses with a grade of "B" or higher are accepted toward graduation. The degree must be completed within seven years of the date from which the first MAED course is completed at Webber.

Academic Review/Grade Challenge
A student may request a review of a final grade within thirty (30) days of assignment of grade. Such a request must be submitted in writing to the Academic Dean. The request should state the reason(s) why he/she thinks the grade to be unjust. If the Academic Dean determines that the student has

reasonable grounds for requesting a review, he/she will appoint a committee of faculty members to conduct a review. The Academic Review Committee will be made up of one faculty member recommended by the student, one faculty member recommended by the professor, and a third faculty member who will serve as the chair. The Academic Dean will notify the student, in writing, of the final decision. An Academic Review Committee has the sole responsibility to determine the justness of the disputed grade. It may not properly make any recommendation beyond that point. The student who requests an academic review of a final grade bears the burden of proof in establishing that the grade was undeserved. Failing to prove by preponderance of the evidence, the grade must stand as assigned by the faculty member. The presumption is always that the faculty member assigned the grade for good cause and without bias.

Academic Dismissal Appeal
Any student wishing to appeal an academic dismissal decision may submit a letter to the Academic Dean within 30 days of notification of dismissal. The letter should contain any rationale for the appeal.

The Academic Dean will follow the same steps for review of *Dismissal* as outlined in the Academic Review/Grade Challenge. If the Academic Dean determines that the student has reasonable grounds for requesting a review, he/she will appoint a committee of faculty members to conduct a review. The Academic Dean will notify the student, in writing, of the final decision. An Academic Review Committee has the sole responsibility to determine the justness of the dismissal. It may not properly make any recommendation beyond that point. The student who requests a review of a dismissal bears the burden of proof in establishing that the dismissal was undeserved. Failing to prove by preponderance of the evidence, the dismissal will stand. The presumption is always that the Graduate Council recommended dismissal for good cause and without bias.

International Students
Students on an F-1 visa should be aware of restrictions on online courses. For F-1 visa, no more than the equivalent of one class or three credits per term may be counted toward the full course of study requirement if the class is taken online and does not require the student's physical attendance for classes, examination, or other purposes integral to the completion of the class. An online course is offered principally using the internet and does not require any face-to-face meetings in a physical location.

International students residing in the United States with an F-1 visa enrolled in one course (3 credits) in a specific 6 or 8-week term will have a face-to-face requirement for that course which will require that students be physically present for a class each week of the term in which the course is taught. Attendance and class activities will be documented. The course will be led by Graduate faculty.

F-1 students enrolled in two courses (6 credits) in a specific 6 or 8-week term may count one online course toward the full course of study requirement. The second course must be in-seat.

Academic Advising
While the institution makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for his or her degree.

The Associate Dean of the MBA or MAED Graduate Program is assigned to help the student with this responsibility. It is the student's responsibility to schedule advising appointments as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

Catalog of Entry
A student must fulfill the degree requirements set forth in the current catalog during the student's first term enrolled in the graduate program. Academic policies amended while a student is enrolled may be applicable regardless of the policies stated in the catalog at time of enrollment. The institution reserves the right to modify requirements from those listed at the time of enrollment due to curricular exigencies. If a student is readmitted, he/she re-enters under the catalog in effect at the time of readmission.

Registration
A student should confer with his/her academic advisor prior to registration. Registration for the MBA program is handled by The Associate Dean for the MBA programs and follows the course rotations as noted in the University catalog.

Drop/Add
The drop and add period is limited and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the University's website and the Academic Catalog. When a course is dropped during the Drop/Add period, that course is not reflected on the student's transcript. After the Drop/Add period has ended, a student must withdraw from any course he or she does not intend to complete to receive a status of "WF or WP" prior to the last date to withdraw which. Request for such withdrawal must be submitted to the Associate Dean of the MBA Graduate Program by the end of the 6th week of the term.

Choosing to stop attending a Class
A student who simply stops attending a class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. See Refund Policy

Graduation Walking Policy
MBA Graduates will be eligible to participate in the University's Graduation Ceremony once they have met the University's requirements for graduation, including the completion of their MBA program.

Honor Code
Each member of the learning community shall subscribe to the Community Honor Code:
"I promise to be a contributing member of the learning community and supportive of its mission:

- To be responsible for my choices of behavior,
- To be honest in all my academic endeavors,
- To be respectful of the property and person of others,
- And to live in harmony with the social and natural environments which sustain this community."

The community of students, faculty, and staff shall abide by the above Community Honor Code and all other aspects of the Academic Integrity policy adopted by the faculty and detailed elsewhere in this Academic Catalog. In instances related to the MBA program, the Graduate Council will serve in place of the Academic Hearing Committee (AHIC) in all cases.

Academic and Professional Behavior

In support of the Honor Code, the following behaviors are expected. Failure to abide by these expectations may result in disciplinary action by the Graduate Council.

- Be accountable for your actions
- Be punctual and attend all classes
- Complete assignments before class and be prepared to participate
- Actively participate in all learning activities
- Notify the professor in advance of any absence
- Make up any work missed due to absence
- Communicate with courtesy and respect
- Do not use laptops and similar devices in class unless approved by the professor
- Cell phones should be set to “off” or “silent”
- Use social media sites, such as Facebook, LinkedIn, Twitter, etc., effectively to ensure your online presence is professional
- Other behaviors as detailed in individual professor syllabi and or Graduate Student’s Handbook

GRADUATE STUDENT FINANCES

The University is a privately endowed non-profit institution. All educational and operational income is derived from endowment funds, tuition fees, gifts, foundations, business and philanthropic contributions. The student actually pays only a portion of his/her educational expenses.

Paying Tuition and Fees
Tuition and fees are payable in full to the Business Office before the beginning of each semester. Payments of tuition and fees may be made by cash, check (personal or business), money order or credit card including Master Card, Visa, American Express and Discover. Payment may be made by mail, online or in person in the Business Office between the hours of 8:00 a.m. and 4:30 p.m. Monday through Friday. Credit card payments are accepted by phone at 863-638-2944 and online at www.webber.edu.

Fees charged by the University may be adjusted at any time by the Board of Trustees. When practical, advance notice of any change will be given through the University email.

Official Notice
Students are hereby officially notified that the registration and enrollment process is not complete until all tuition, fees and other charges are paid in full. If payment is not made in full, other alternative arrangements must have been made which are accepted and acknowledged by the institution.
Students personally guarantee and are responsible for all obligations to the institution for tuition, fees and other charges. Any student who has an outstanding balance due, the institution is officially given notice that the granting of degrees and issuing of grades will be withheld, and the release of official transcripts and academic records will be discontinued until all balances are paid in full.

General Regulations
Regardless of the method of payment selected by the students, other conditions and requirements which apply to all University bills are as follows:

- All bills are due and payable prior to the beginning of each term. After financial aid contributions are credited, a finance charge will be charged on the remaining unpaid balance.
- If any payments are due, the student will receive no grades; be given no transcripts, degrees, or letters of recommendation; nor will the student be permitted to register for the following term until all financial obligations have been settled in the Business Office.
- The institution assumes no responsibility for personal property of the student.

GRADUATE STUDENT TUITION AND FEES

Deposits
Upon acceptance to the Graduate School, an advance deposit of $200, which is applicable to tuition, is required.

Students who have an interest in student housing should consult the general college catalog for information about residential housing. All resident (housing) students are required to maintain a $150 security deposit in the Business Office, prior to their first day of classes, to cover costs of property damage to their assigned rooms.

Tuition

The 36-hour Graduate Programs are scheduled so that a student who is continuously enrolled can complete the 12 required courses to meet the degree requirement in only 12-24 months for MBA MAED.

Webber On-Campus Graduate Program (includes GA and Athletic Scholarships) Tuition & Fee Schedule 2026-2027 Academic Year		
Tuition	$ 1,803.00	per course
Technology Fee	$ 500.00	per semester
Books	varies	
Graduation Fee	$ 340.00	
Housing		
Grace Hall	$ 3,333.00	multiple occupancy
Camilla Hall	$ 3,535.00	multiple occupancy
Grace Hall (private)	$ 5,353.00	single occupancy
Miranda/Rose/Strickler	$ 5,757.00	individual quad
Miranda/Rose/Strickler	$ 6,161.00	single occupancy

Worldwide Degree (entirely on-line) Tuition & Fee Schedule 2026-2027 Academic Year		
Graduate Tuition	$ 321.00	per credit hour
Technology Fee	$ -	included in tuition
Books	varies	
Graduation Fee	$ 340.00	

Webber International University Graduate Certificate Tuition & Fee Schedule 2026-2027 Academic Year		
Tuition	$ 321.00	Per credit hour

All students are required to have sufficient health coverage while attending Webber. Any uninsured students are required to purchase Webber provided primary coverage. Students with qualifying personal health insurance have the option to use their existing coverage and only

purchase athletic coverage at a reduced cost. A student's primary insurance coverage must meet predetermined guidelines. Prof of insurance is required of all students.
A graduation fee of $340.00 will be due at the beginning of the student's final term.

A fee of $25 is required when a student applies for a grade of "Incomplete."

Periodically, campus property will be inspected, and damage charges may be assessed. Any student involved will be billed directly for his proportionate share of the damages.

Lab fees are required where applicable and are non-refundable.

Financial Aid
Applicants may apply for financial aid by using the Free Application for Federal Student Aid (FAFSA). Federal Direct unsubsidized student loans are available to eligible students. Contact the Webber International University Financial Aid Office for additional information. (863-638-2929).

Students Who Receive Federal Title IV Aid
Federal Funds are awarded to a student under the assumption that the student will attend the institution for the entire period for which the assistance is awarded. When a student ceases academic attendance prior to the end of that period, the student may no longer be eligible for the full amount of Title IV, HEA program funds that the student was scheduled to receive.
Federal regulations require educational institutions to have a written policy for the refund and repayment of federal aid received by students who withdraw during a term for which payment has been received. These policies are effective only if the student "completely terminates enrollment" or stops attending all classes.

Repayment of Unearned Title IV Student Financial Aid Policy
The amount of Title IV aid that a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act. This law specifies the pro-rated amount and the order of return of the Title IV funds to the programs from which they are awarded.

The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than FWS) for which the student qualified by the percentage of time during the term that the student was enrolled, up to 60% of the enrollment period. If less aid was disbursed than was earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that must be returned is determined by subtracting the earned amount from the amount that was disbursed.

The responsibility for returning unearned aid is allocated between the school and the student. The post withdrawal calculation is performed to determine the portion of disbursed aid that could have been used to cover school charges and the portion that could have been disbursed directly to the student once school charges were covered. Webber International University will distribute unearned aid back to the Title IV programs as specified by law. Funds will be returned within 30 days of the date the institution becomes aware of a student's withdrawal. If the student received

Title IV aid in excess of the amount earned, the student may owe a refund to the appropriate agency.

Refund Policy

Registration is considered a contract binding the student for charges incurred. The size of the faculty and staff and other commitments of the University are based upon the enrollment at the beginning of the term. The fees collected are used to meet these commitments. After appropriate allocations are made to affected programs, a financial obligation from the student to the University may result, which is payable at the time of the student's withdrawal. Students who withdraw must notify the Graduate Program Director/Coordinator and the Registrar's Office.

The refund policy for the graduate programs provides for a 50% refund until the end of the drop/add-fee period. A student will receive a 25% refund thereafter through the end of the first 25% of class time. After 25% of the term has passed, no refunds will be made.

One hundred percent (100%) of the deposit is refundable if written notification of cancellation is received by Webber International University at least thirty days before first day of classes. The housing deposit is non-refundable after 30 days prior to the first day of classes.

The security/housing deposit refund must be requested in writing by the student within 90 days of the last full term of attendance of the student. After 90 days, if the refund request is not received in writing, the security/housing deposit becomes the property of Webber International University and is non-refundable. There are no exceptions to this policy.

GRADUATE PROGRAMS

MASTER OF ARTS IN EDUCATION: INSTRUCTIONAL DESIGN AND CURRICULAR SUPERVISION

Program available online through Webber Worldwide

The Master of Arts in Education in Instructional Design and Curricular Supervision is designed for a broad audience of professionals seeking to excel in leadership, innovation, and the management of change within various organizational settings. Whether you're an educator, corporate trainer, HR professional, or involved in organizational development, this program equips you with the expertise to enhance learning and performance across sectors.

Participants will gain a solid foundation in leadership and coaching, research methodologies, and the application of neuroscience insights to improve professional development practices. The program also emphasizes creative problem-solving, cultural competence, data-driven decision-making, and the design of effective curricula and instructional strategies. It prepares graduates to lead and innovate in diverse environments, from educational institutions to corporate and non-profit organizations.

Student Learning Outcomes

1. Acquire both a conceptual and operational understanding of the following core areas:
    a. Leadership and change
    b. Human learning
    c. Research methodology
2. Acquire both a conceptual and operational understanding of at least one of the following emphasis areas:
    a. Research-based approaches to developing critical thinking and creative problem solving through effective design processes.
    b. Development of authentic assessments that are congruent to objectives and standards in an interdisciplinary framework of learning.
3. Become proficient in the following skills and attitudes:
    a. Precision and clarity in the oral and written communication of instructional design ideas
    b. Effective use of resources to gain knowledge
    c. Facility in problem-solving, modeling, approximation, critical thinking skills, and creative problem-solving
    d. Effectiveness in reasoning with and between concrete and abstract ideas.
    e. Capable of using digital tools and technologies.

MAED Requirements

All students are subject to the policies of the University, undergraduate or graduate, in addition to the policies written below.

Admission to the Program
Applicants should be prepared to submit all the following documentation for consideration by the MAEd faculty for acceptance into the program:

- Bachelor's degree from an accredited institution with a GPA of 3.0 or higher.
- Completed Application for Admission
- Official Transcripts from ALL previous undergraduate and graduate level work
- Written Essay (given a specified prompt)
- Resume/CV

*Students with an undergraduate GPA of less than 3.0 will be considered on a case-by-case basis. Students who may not fully meet the admission criteria of GPA of 3.0 or higher may be admitted on a condition or provisional status. A student that is "provisionally" accepted into the MAED program is implicitly already on "probation." Upon entering the program, the student is required to immediately maintain at least a 3.0 cumulative GPA for the first semester (if taking classes as a full-time student) or 9 credit hours (if taking classes as a part-time basis; whichever comes first). If the student's cumulative GPA during this immediate probationary period drops below a 3.0, the student is subject to dismissal from the MBA Program at the discretion of the Graduate Council. Once the student has met the 9-credit hour initial undergraduate requirements, the student is no longer considered to be subject to the constraints of the "provisional" status. After that point, the "provisionally accepted" student is granted the same opportunity to cure deficiencies as the graduate student under the terms of academic probation.

Graduation Requirements
This master's degree program requires the successful completion of 36 graduate credits. The degree is designed to be completed in 12-24 months.

MAED Requirements
This MAED program requires the successful completion of 36 graduate credits. The degree is designed to be completed in 12-24 months.

MAE 600	Leadership, Coaching, and Change	3 credits
MAE 601	Research Methodology	3 credits
MAE 602	Neuroscience-Informed Development	3 credits
MAE 603	Creative Problem-Solving Through Interdisciplinary Design	3 credits
MAE 604	Cultural Knowledge and Globalization	3 credits
MAE 605	Perspectives on Learning	3 credits
MAE 606	Making Data Count: Inquiry-Driven Learning Organizations	3 credits
MAE 607	Curriculum Development and Program Evaluation	3 credits
MAE 608	Instructional Design	3 credits
MAE 609	Organizations that Learn: Integrating Research and Practice	3 credits
MAE 610	Integrative Workplace Design	6 credits

Grading Policy
Program participants must maintain a GPA of 3.0 with no grade less than a B in any course. If a student receives a course grade of C or below, they may repeat the course. Failure to maintain a 3.0 GPA and no grade less than a B may result in student dismissal from the program.

A 'C' grade is assigned for work that is basically correct. Higher grades require a more substantial response that demonstrates a higher level of understanding of the content. All grades are representative of the professor's professional judgement.

Rubrics may be used to quantify assignments.

The assignment of numerical scores is based on the following scales:

Grade	Range
A	90-100 percent
B	80-89 percent
C	70-79 percent
D	60-69 percent
F	Below 60 percent

Academic Probation
Students who maintain a minimum of 3.0 cumulative GPA in graduate course work will be classified as "good standing". If a student falls below a 3.0 cumulative GPA, he/she will be placed on academic probation. By being classified as on "academic probation", the student is granted the opportunity to raise the cumulative GPA to at least the 3.0 without a grade less than "B", within 9 credits or the end of the degree requirements, whichever comes first. If the student fails to reach a cumulative GPA of 3.0, he/she will be dismissed from the program.

**Students may retake each course once, but only one course retake is eligible for grade forgiveness.

Gaps Due to Course Availability
Students who retake courses or request any other changes to their original plan of study may experience gaps in course offerings within their revised plan of study as it relates to program completion. Courses are offered on a rotation, so not all courses are available for each term. The gaps in course offerings may alter/extend a student's timeline for completing the degree.

Dismissal
Any student receiving an "F" in a course is subject to dismissal from the program. Any student whose academic or personal behavior is detrimental to the University's MAED program is subject to dismissal from the program.

Academic Integrity Policy

1. **Academic Dishonesty** – academic dishonesty includes but is not limited to the following:
    a. Cheating on an assignment or assessment
    b. Plagiarism, or taking and passing off as one's own ideas, writings or work of another, without proper citation of sources (including improper use of artificial intelligence (AI)

tools)
c. Stealing course or program materials
d. Falsifying records, or assisting anyone to do any of the above
e. Violation of computer policies.

Definitions and details of academic integrity violations can be found in the University's Academic Integrity Policy. All submitted work under a student's name within the program is considered a statement of academic honor indicating that they have not received or given inappropriate assistance in completing the assignment/assessment. Additionally, any work submitted under a student's name is an indication that it is original, current work, and not one that you or others have developed previously.

2. **Copyright Compliance**– students must adhere strictly to all laws and guidelines pertaining to copyright; no videos or films may be shown outside the classroom without the appropriate copyright permission.

3. **Plagiarism** – The Winston Dictionary defines plagiarism as "as the act of stealing and using as one's own, the ideas, or the expression of the ideas, of another". Plagiarism includes the paraphrasing of another person's work or idea. Students must state the source of information, if not their own, by the use of footnotes or by citation in the body of the text. Punishment - upon the first offense students will receive an "F" with the numerical value of zero (0) on the assignment. A report of the offense will be made to the Chief Academic Officer. A second offense, whether in the same course or another course, will result in an "F" for the course. A third offense will result in expulsion.

4. **Cheating** – Webber International University defines cheating as follows: (1) unauthorized giving or receiving of aid by any means during a test or examination; (2) having another person take an exam in his place or taking an exam in another person's place; (3) stealing or using, unless authorized, any test, paper, or answer key. Punishment for cheating: Upon the first offense, the student will receive an "F" with a numerical value of zero (0) in that course. A report of the offense will be made to the Chief Academic Officer. A second offense will result in expulsion.

5. **Teamwork Responsibility** – It is one of the program's goals to provide the student with teamwork experience. As a result, almost all of the courses require students to work in teams toward a common goal, similar to the kinds of experiences many students will encounter after graduation in a professional career. Success in these courses is based not only on knowledge of material but also on the ability to work effectively with others and manage a group process. Students should be aware of the responsibility to adjust behavior when appropriate in order to achieve team objectives.

   Team member evaluations will be completed, at the discretion of the instructor, by each team member (after each team effort). The "free rider" phenomena will not be tolerated. Indication that a team member/members failed to contribute to the team effort, will, at the discretion of the professor, have their grade lowered on the assignment by at least one full grade level.

Consequences of Violating the Academic Integrity Policy
First Violation: The penalty for the first violation of the Academic Integrity Policy is a grade of an F with a numerical value of a zero (0) for that assignment. The student will be advised of the infraction by the professor with a notification sent to the Graduate Program Associate Dean.

Second Violation: The penalty for the second violation of the Academic Integrity Policy is a grade of an F with a numerical value of a zero (0) in the course. The student will be notified by the professor of the second infraction. The student will also receive a letter from the Graduate Program Associate Dean discussing the violation and that they will be receiving an F in the course, be immediately removed from the course, and be brought up before the Graduate Council for review of their continued enrollment in the Graduate Council at the end of the term.

Possible outcomes of the review, at the Graduate Council's discretion, will include either:

1. Probation
2. Dismissal from the Graduate Program and the University

Third Violation: The penalty for a third violation of the Academic Integrity Policy is dismissal from the Graduate Program and the University.

Violations of the Academic Integrity Policy will be noted as per student, not per course. Therefore, violations in multiple courses would result violations as noted in the Academic Integrity Policy. Any student wishing to appeal an academic grade or dismissal decision may follow the following policies:

Leave of Absences
Leave of absence requests are considered by the MAEd Program Director and Coordinator on a case-by-case basis for extenuating circumstances. Students must contact the MAEd program director or MAEd Coordinator for the Leave of Absence Application. Time approved for a leave of absence may not count toward the 12-24 months of student enrollment within the program. Students must follow the university's leave of absence process requirements.

MASTER IN BUSINESS ADMINISTRATION

MISSION AND LEARNING OUTCOMES

The mission of the MBA Graduate Program is to provide an MBA Graduate Program which focuses on the interdisciplinary nature of business practices. Through the faculty's synthesis of contemporary academic and applied practices that are essential for successful management of limited resources in changing global environments, the program will capitalize on its ability to blend proven traditional methods of teaching with state-of-the-art technologies. These technologies will be oriented specifically toward improving managerial problem-solving capabilities.

Master of Business Administration available online through Webber Worldwide

The Learning Outcomes for the MBA are:

Upon successful completion of this program, the student should be able to demonstrate the following outcomes:

1. Students will demonstrate a complex understanding of current business theories and practical techniques in a comprehensive, multi-disciplinary business setting. Students choosing a concentration will synthesize this general knowledge with more specific content knowledge from their chosen area.

2. Students will perform complex computations and detailed data analysis utilizing spreadsheet software.

3. Students will conduct primary and secondary research as well as analyze data in formulating strategic plans and solving problems.

4. Students will demonstrate a high level of business acumen through both oral and written communication.

5. Students will recognize ethical issues and demonstrate the skills necessary to make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

6. Students will exhibit leadership skills and the ability to work effectively in teams.

Instruction Methods & Strategies

The Webber International University Graduate School of Business offers an MBA Graduate program which focuses on the interdisciplinary nature of business practices. The program capitalizes on the faculty's ability to focus on proven traditional methods of teaching which integrate the various facets of effective business administration, while utilizing information technology to enhance problem-solving skills. The new technologies include electronic sharing of pertinent information (interconnectivity), access to a vast amount of information through the information superhighway, and expertise with business application programs.

Classes are taught primarily by full-time faculty on the Florida and North Carolina campuses of Webber International University. Courses are delivered online for both campuses, and on-ground in Florida. All Florida Campus MBA courses are offered over an eight-week term. North Carolina MBA courses are offered over

an eight-week term in the Fall and Spring and six-week terms in the Summer. The program may be completed in a one- (three semesters/six terms) or two-year rotation (six semesters/twelve terms). Students admitted to the MBA program with additional undergraduate prerequisite requirements will take longer to complete degree requirements.

The traditional methods of instruction include course structures that develop analytic skills which stress interdisciplinary emphasis, participation-based learning through group case studies and exposure to conceptual foundations leading to sound strategies. Online teaching methods allow for distance learning. Practicum courses, where required, provide hands-on, real-world experience, allowing students to apply theoretical knowledge in practical settings bridging the gap between classroom learning and professional practice.

Business simulation courses, where required, immerse students in virtual business environments where they make strategic decisions, simulating real-world scenarios to develop critical skills in problem-solving, decision-making, and business operations.

The MBA Graduate School seeks to maintain small class sizes of less than 22 students. At this size, there is ample opportunity for the exchange of ideas between students and the faculty.

MBA OPTIONS

Traditional MBA

MBA610	Information Systems Management Decisions
MBA618	Financial Reporting
MBA632	Global Economic Environment
MBA636	Quantitative Research Methods for Business
MBA640	Marketing Philosophy and Management
MBA647	Innovation, New Products & Services, & E-Commerce
MBA650	Topics in Legal and Ethical Environment of Business
MBA662	Financial Decision Making
MBA688	Human Behavior in Organizations
MBA690	Strategic Thinking in Organizations
MBA693	Business Simulation I
MBA694	Business Simulation II

MBA Accounting *

The MBA option in Accounting provides accounting students with a broader and more in-depth degree program than the baccalaureate. Combined with their undergraduate degree, students completing this MBA may meet the requirements to sit for the CPA exam.

MBA610	Information Systems Management Decisions
MBA621	Advanced Accounting Analyses
MBA626	Entity Taxation & Planning
MBA628	Forensic Accounting and Fraud

MBA629	Operational Auditing
MBA632	Global Economic Environment
MBA640	Marketing Philosophy and Management
MBA647	Innovation, New Products & Services, & E-Commerce
MBA662	Financial Decision Making
MBA688	Human Behavior in Organizations
MBA687	Accounting Practicum
MBA690	Strategic Thinking in Organizations

*Note: In order to enter this option, students must have a Bachelor's Degree with a major in Accounting, or at a minimum a Bachelor's Degree and the following courses: Intermediate Accounting I, Intermediate Accounting II, Auditing I, and Cost Accounting.

MBA Criminal Justice Management

The MBA option in Criminal Justice Management produces an exclusive program which provides distinct benefits to graduate students, current law enforcement personnel working in their respective agencies, and law enforcement personnel transitioning to the civilian workforce.

MBA610	Information Systems Management Decisions
MBA618	Financial Reporting
MBA632	Global Economic Environment
MBA636	Quantitative Research Methods for Business
MBA640	Marketing Philosophy and Management
MBA652	Criminal Justice Administration
MBA653	Qualitative Methods in Criminal Justice
MBA655	Ethics in Criminal Justice
MBA656	Advanced Victimology
MBA657	Criminal Justice Practicum
MBA659	Strategies in Criminal Justice
MBA662	Financial Decision Making

MBA Equine Entrepreneurship

The MBA with a specialization in Equine Entrepreneurship will develop the knowledge and skills necessary to succeed in the equine industry. It will prepare graduates for a wide range of careers in the equine industry, including launching their own businesses, managing equine-related projects, and working for equine-related organizations.

MBA610	Information Systems Management Decisions
MBA619	Financial Reporting for the Equine Entrepreneur
MBA636	Quantitative Research Methods for Business
MBA640	Marketing Philosophy and Management
MBA647	Innovation, New Products & Services, & E-Commerce
MBA648	Equine Entrepreneurship

MBA651	Equine Law and Ethics
MBA662	Financial Decision Making
MBA688	Human Behavior in Organizations
MBA690	Strategic Thinking in Organizations
MBA691	Practicum I
MBA692	Practicum II

MBA International Business

The MBA option in International Business seeks to prepare the graduate with skills important to a career in various international business settings. The student development focus is on theoretical and applied concepts applicable to businesses operating in multinational arenas.

MBA610	Information Systems Management Decisions
MBA618	Financial Reporting
MBA632	Global Economic Environment
MBA636	Quantitative Research Methods for Business
MBA640	Marketing Philosophy and Management
MBA647	Innovation, New Products & Services, & E-Commerce
MBA662	Financial Decision Making
MBA681	International Finance & Investments
MBA682	International Business & Management
MBA683	International Logistics and Supply Chain Management
MBA689	Global Strategy
MBA697	International Business Survey

MBA Sport Business Management

The MBA option in Sport Business Management prepares graduates for leadership positions in the sport industry. The program incorporates classroom theory with practical strategies from today's professionals in all courses. Students from diverse undergraduate degrees are encouraged to pursue the Sport Business Management MBA, since the industry demand for dynamic leaders is high.

MBA610	Information Systems Management Decisions
MBA618	Financial Reporting
MBA632	Global Economic Environment
MBA636	Quantitative Research Methods for Business
MBA640	Marketing Philosophy and Management
MBA662	Financial Decision Making
MBA671	Analysis of Legal and Political Aspects
MBA672	Sport Governance and Policy
MBA675	Management & Leadership Theory
MBA676	Strategic Management in Sport Business
MBA695	Sport Business Management Simulation I

MBA696 Sport Business Management Simulation II

MBA Organizational Learning and Innovation
The MBA specialization in Organizational Learning and Innovation equips graduates with the skills needed for leadership roles in fostering growth and innovation within organizations. The program blends theoretical knowledge with practical strategies from industry professionals across all courses. Students from a variety of undergraduate backgrounds are encouraged to pursue this specialization, as there is a growing demand for dynamic leaders who can drive organizational change and innovation.

MBA 610: Information Systems for Management Decisions
MAE 600: Leadership, Coaching, and Change
MAE 609: Organizations that Learn: Integrating Research and Practice
MBA 688: Human Behavior in Organizations
MBA 636: Quantitative Research Methods for Business
MBA 650: Topics in Legal/Ethical Environment of Business
MBA 647: Innovation, New Products & Services, & E-Commerce
MBA 662: Financial Decision Making
MAE 603 Creative Problem-Solving Through Interdisciplinary Design
MBA 690: Strategic Thinking in Organizations
MBA 691: Practicum I
MBA 692: Practicum II

GRADUATE CERTIFICATES IN BUSINESS AND CRIMINAL JUSTICE MANAGEMENT

Graduate Certificates offer professional development opportunities to working adults looking for career advancement and personal growth. Students pursuing a graduate certificate will enter the university as a non-matriculating student; however, credits earned may be applied to a future MBA once a student applies and is accepted to the MBA program. Certificates may also be added to an existing graduate degree as part of continuing education. To earn a certificate, a student must complete the required coursework with a minimum 2.5 GPA.

The cost for Graduate Certificates for Business and Criminal Justice Management is $385 per credit hour.

Graduate Certificate in International Management: This certificate introduces students to the general theories and practices necessary to engage successfully in the global economy and work within a multinational arena. Students may select courses that fit their career goals.

MBA682 - International Business & Management – **CORE Class**

Students may choose 3 courses from the following:
MBA683 - International Logistics & Supply Chain Management
MBA681 - International Finance and Investment
MBA632 - Global Economic Environment
MBA689 - Global Strategy

Graduate Certificate in Entrepreneurship: This certificate program offers students a broad-based understanding of entrepreneurship that helps students develop an entrepreneurial mindset. This includes business planning skills such as conceptualizing, researching, designing, creating, and growing a business enterprise. Students may select courses that fit their career goals.

MBA646 - Entrepreneurship – **CORE Class**

Students may choose 3 from the following courses
MBA618 – Financial Reporting
MBA640 – Marketing Philosophy and Management
MBA647 – Innovation, New Products & Services, and E-Commerce
MBA688 – Human Behavior in Organizations
MBA690 – Strategic Thinking in Organizations

Graduate Certificate in Financial Management: The certificate in Financial Management provides students with a broad understanding of Corporate Finance, including, but not limited to Financial Decision-Making, Financial Statement Analysis, Capital Budgeting, and International Financial Considerations.

MBA 618 Financial Reporting
MBA 632 Global Economic Environment
MBA 662 Financial Decision Making
MBA 681 International Finance and Investments

Graduate Certificates in Criminal Justice
Each certificate offers students the opportunity to expand their knowledge in Criminal Justice while gaining valuable leadership and management skills.

Certificate in CJM with Emphasis in Strategic Management
CJM 659 Strategies in CJM Management
CJM652 Criminal Justice Administration
CJM655 Ethics in Criminal Justice
CJM656 Advanced Criminology

Certificate in CJM with Emphasis in Cyber Security
CJM 659 Strategies in CJM Management
CJM652 Criminal Justice Administration
CJM655 Ethics in Criminal Justice
MBA654 Cyber Security

Certificate in CJM with Emphasis in Computer Forensics
CJM 659 Strategies in CJM Management
CJM652 Criminal Justice Administration
CJM655 Ethics in Criminal Justice
MBA651 Digital Forensics

Certificate in CJM with Emphasis in Organizational Leadership
CJM 659 Strategies in CJM Management
CJM652 Criminal Justice Administration
CJM655 Ethics in Criminal Justice
MBA 501 Foundations of Org. Leadership

Certificate in CJM with Emphasis in Fraud Examination
CJM 659 Strategies in CJM Management
CJM652 Criminal Justice Administration
CJM655 Ethics in Criminal Justice
MBA628 Forensic Acct/Fraud Examination

MBA PREPARATION
Students with non-business undergraduate majors might need to take additional courses at WIU or other regionally accredited institutions to enhance their fundamental understanding of business functions before entering the MBA program. The suggested pre-MBA foundation courses are:

- A course in Economics
- Two courses in Accounting
- A course in Algebra or Calculus
- A course in Business Statistics
- A course in Computer Applications A course in Finance
- A course in Social Sciences

The Graduate School reserves the right to evaluate the applicant's potential by conducting a personal interview in addition to all other requirements for admission, if deemed necessary.

Admission Requirements
Admission to the MBA program will be based on both quantitative and qualitative criteria. Applicants should be prepared to submit all the following documentation for consideration by the Graduate Council for acceptance to the MBA programs:

- Application for admission
- Bachelor's Degree from an accredited college or university (or equivalent preparation from international institutions)
- Official transcripts from ALL previous undergraduate and graduate work
- A one-page essay stressing professional and personal expectations and goals
- Résumé
- The Graduate Management Admission Test (GMAT) as needed
- 3 letters of recommendation preferred (one required). Must be from academic or professional sources. If the applicant graduated with an undergraduate degree withing the last two years, an academic reference is required.

International applicants should be prepared to submit all the above in addition to the following documentation for consideration by the Graduate Council for acceptance to the MBA programs:

- Official Test of English as a Foreign Language (TOEFL) scores or an approved substitute for students with undergraduate degrees from universities whose primary language of instruction is not English

- Evaluation of International Educational Credentials of Post-Secondary Education performed by an approved evaluation service (contact an admissions counselor for approved providers)

Once all documentation has been received, a committee of Graduate Council members will review the application to make a final admissions decision. The decision of the Graduate Council is considered final.

Some students may be permitted provisional acceptance. A student that is "provisionally" accepted into the Graduate School is implicitly already on "probation." Upon entering the program, the student is required to immediately maintain at least a 3.0 cumulative GPA for the first semester (if taking classes as a full-time student) or 9 credit hours (if taking classes as a part-time basis; whichever comes first). If the student's cumulative GPA during this immediate probationary period drops below a 3.0, the student is subject to dismissal from the MBA Program at the discretion of the Graduate Council. Once the student has met the 9-credit hour initial undergraduate requirements, the student is no longer considered to be subject to the constraints of the "provisional" status. After that point, the "provisionally accepted" student is granted the same opportunity to cure deficiencies as the graduate student under the terms of academic probation.

The student-centered focus of the MBA program begins in the admissions process. Each applicant's experience and academic background will be reviewed as part of the application process. Applicants who have earned either another Master's degree or another professional degree (JD, DVM, etc.) are automatically admitted.

Send all admissions documents and inquiries to:
Admissions Office
1201 N. Scenic Highway
Babson Park, FL 33827
863-638-2910

An online version of the application is available at www.webber.edu.

Transfer Policy
Students who are accepted into the MBA Graduate School may transfer in no more than 6 credit hours from an MBA program from an accredited college or University. The student must have earned a grade of at least "B-" for each of the classes which are requested to be accepted for transfer credit. Additionally, any MBA course taken outside of Webber will not be considered for credit toward the MBA degree if the course was taken more than 7 years from the student's projected graduation date.

Admissions Decisions
Admission to an MBA graduate program will remain effective for twelve months following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after this period will be required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

MBA GRADING POLICIES

Each student is evaluated on the following grading system:

Letter	Points	Quality of Performance
A	4	Superior performance
B	3	Average performance
C	2	Below average performance
F	0	Failure
I	No Points	Incomplete

Grading Scale

Grade	Range
A	90-100 percent
B	80-89 percent
C	70-79 percent
F	Below 70 percent

Transcript Legend

"I": **Incomplete** is indicated on the final grade sheet if all class work has been completed except for a major paper or the final exam has not yet been taken. An Incomplete must be removed by the end of the next term, or it will be computed as an "F."

"IP": **Incomplete Passing** is indicated on the final grade sheet for a course that is still in progress (i.e. Practicum). Students in a Practicum I-II sequence who do not achieve a minimum of a B in the first Practicum will receive an IP and must re-take the course. The MBA Graduate Council may grant an extension of two weeks for the submission of the Practicum report as needed. After this grade period has lapsed, the student will receive an IP and must re-take the course.

"R": **Retake**. A grade given which indicates that a credit attempt was not acceptable. A "Retake" grade earns no grade points and is not computed in the grade point average. Once the course is retaken, a new letter grade will be entered and computed as part of the student's grade point average, but the R will remain on the student's transcript.

"W": **Withdrawal** is indicated on the final grade sheet if the student withdrew himself/herself from the class during the designated withdrawal period, completed the required paperwork, and paid the required fee. The grade is not computed in the grade point average.

"NC": **No Credit** A grade given for the non-credit courses which indicates that a credit attempt was not acceptable. An NC grade earns no grade points and is not computed in the grade point average.

"P": A grade was given for transferred credit. No grade points are assigned but hours towards the degree are earned.

"WP"/ "WF" **Withdraw Passing or Withdraw Failing** may be indicated on the final grade sheet if the designated withdraw period is over and only at the discretion of the instructor with consultation of the Associate Dean of the MBA Graduate Program. No more than one (1) withdraw failing grade is allowed during the MBA program. A WP/WF grade is not computed in the grade point average. The student must then re-take this course.

STUDENT'S RIGHT TO PRIVACY
Students are the *"owners"* of their education records, and the institution is the *"custodian"* of the records.

An education record is defined as any record that directly identifies a student and is maintained by the institution, education agency or by a party acting for the institution or education agency. A key distinction of education records is that education records are shared. Education records can exist in any medium including the following handwritten, typed, computer generated, videotape, audiotape, film, microfilm, e-mail, and others.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The University must have written permission from the eligible student in order to release any information from the student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Webber may disclose, without consent, "directory" information. The Student handbook annually notifies current students of their FERPA rights.

Directory Information
Releasable items that are not generally considered sensitive or confidential that may be disclosed to appropriate outside organizations may include:

- Student Name, Address, E-mail address, Phone number, Height, Weight Date and Place of birth (**used with caution**)
- Major and minor field of study, Dates of attendance, Class level Enrollment status
- Names of previous institutions attended
- Participation in officially recognized Activities and Sports, Photos of Athletic Team Members
- Honors/awards received
- Degree earned and date earned degrees
- Photographic, video or electronic images of students taken and maintained by the Institution

A student may request in writing that Directory Information not be released by contacting the Registrar. A paper copy of the FERPA policy is available on request.

MASTER OF ARTS IN EDUCATION COURSE DESCRIPTIONS

MAE 600 Leadership, Coaching & Change **3 credits**
MAE 600 explores leadership and coaching techniques essential for managing change in organizations. Participants will learn to analyze leadership styles, apply coaching strategies, and develop plans that align with both personal and organizational goals.

MAE 601 Research Methodology **3 credits**
MAE 601 offers an in-depth exploration of research methodology, encompassing both quantitative and qualitative research paradigms. Participants will master the fundamentals of research, including conducting literature reviews, developing detailed research proposals, and understanding ethical research practices.

MAE 602 Neuroscience-Informed Development **3 credits**
MAE 602 is an integrative course designed to enhance participants' understanding of the links between psychology, neuroscience, and professional development practices. Participants will critically analyze current neuroscience research and apply these insights to improve learning strategies in real-world settings.

MAE 603 Creative Problem-Solving Through Interdisciplinary Design **3 credits**
MAE 603 is a course focused on developing the ability to integrate diverse knowledge areas to creatively solve complex organizational, cultural, and environmental challenges. Participants will master the art of interdisciplinary synthesis and explore advanced concepts like Understanding by Design (UBD) and Universal Design for Learning (UDL) to create effective, inclusive learning experiences.

MAE 604 Cultural Knowledge and Globalization **3 credits**
MAE 604 delves into the complexities of cultural diversity and globalization, emphasizing the development of cultural understanding and responsiveness in various contexts. Participants will explore the impact of cultural knowledge on professional collaboration, assess the influence of legislative and societal factors on diversity, and understand the role of personal identity in multicultural interactions, preparing them to effectively navigate and contribute to diverse environments.

MAE 605 Perspectives on Learning **3 credits**
MAE 605 explores the role of education in upholding societal values and traditions through a study of historical and contemporary learning perspectives. Participants will critically analyze a range of educational literature and develop their own educational philosophy, informed by insights from renowned thinkers across various eras.

MAE 606 Making Data Count: Inquiry-Driven Organizations **3 credits**
MAE 606 focuses on using data effectively to drive change in organizations, teaching skills in data analysis, storytelling, visualization, and presentation. Participants will learn to analyze datasets, report findings clearly, and use narrative and presentation techniques to communicate data insights for organizational needs and strategies.

MAE 607 Curriculum Develop and Program Evaluation 3 credits
MAE 607 equips participants with the skills to create and evaluate educational curricula, blending traditional and contemporary curriculum theories. Participants will assess educational programs within organizations for their effectiveness and design curricula to align with organizational goals and improve results.

MAE 608 Instructional Design 3 credits
MAE 608 focuses on the in-depth study and evaluation of key instructional design theories and models. Participants will analyze various established models to understand their effectiveness and use this knowledge to develop detailed action plans for organizational improvement.

MAE 609 Organizations that Learn: Integrating Research and Practice 3 credits
MAE 609 focuses on teaching participants how to effectively apply research findings in organizational settings, bridging the gap between academic research and practical implementation. Participants will critically assess research, explore models of integrating research into practice, identify problems and analyze data, and develop comprehensive reports to stakeholders.

MAE 610 Integrative Workplace Design 6 credits
MAE 610 is a course that merges cognitive science, neuroscience, and design theory to innovate and transform professional work environments. Participants will learn to blend insights from cognitive science and neuroscience with design principles to create innovative workplace designs that enhance learning, productivity, and well-being, catering to diverse styles and processes.

MBA COURSE DESCRIPTIONS

MBA610 Information Systems For Management Decisions **3 Credits**

The student will develop or enhance their skills with various office technology software packages, which are fundamental to a computerized information system. Learn about the corporate information system and major issues that relate to the information system, such as decision making, security, privacy, ethics, technologies, project management, team skills, etc. Both individual and team projects are stressed. Prerequisite: An introductory computer course in which the student has developed basic file management, word processing, and spreadsheet skills in creating and formatting neat tables, graphs, and documents.

MBA618 Financial Reporting **3 Credits**

This course integrates accounting, economic theory and empirical research into a framework of financial analysis. It is designed to permit MBA students to understand the process which generates financial statements and to be able to locate and use both published and unpublished financial information. The tools of financial analysis are provided in the context of current financial reporting.

MBA619 Financial Reporting for the Equine Entrepreneur **3 Credits**

This course is designed to provide equine entrepreneurs with an understanding of financial reporting within the context of the equine industry. The course will emphasize the importance of effective financial management for the success of equine business. Students will learn to prepare and interpret financial statements while adhering to accounting standards and practices. Required for the specialization in Equine Entrepreneurship.

MBA621 Advanced Accounting Analysis **3 Credits**

This course integrates accounting analysis, financial analysis, and advanced accounting topics. Topics covered in the course include accounting for inter-corporate investments, mergers and acquisitions, preparation of consolidated financial statements, accounting for multinational transactions, including the effects of exchange rates, the use of derivatives to hedge such transactions, and consolidating foreign subsidiaries and partnership accounting. *Pre-requisites:* Intermediate Accounting II, Auditing I, Cost Accounting.

MBA626 Entity Taxation & Planning **3 Credits**

This course will examine the tax consequences of various business entities, including corporations, partnerships, and estates. Coverage will be from both a planning and compliance standpoint, incorporating financial reporting for tax purposes, and examining the income taxation of such entities.

MBA628 Forensic Accounting & Fraud Examinations **3 Credits**

This course focuses on conducting fraud examinations and includes discussion of procedures used in forensic accounting processes and reasons behind using these procedures. In addition, coursework addresses how allegations of fraud should be investigated to meet requirements of civil and/or criminal court procedures. Detection, investigation, and prevention of frauds are also covered. This course is beneficial in understanding legal and ethical issues as raised in forensic accounting.

MBA629 Operational Auditing **3 Credits**

This course focuses on the increasing complexity within organizations that require management to assess and establish means of monitoring control systems. Coursework examines the audit process using operational, including internal, criteria to evaluate the causes and effects of operational audits. This course is beneficial in understanding auditing standards, objectives, principles, and procedures involved in the reviewing of the reliability and integrity of organizational information, including regulatory compliance, and the increased efficient usage of resources in attempts to meet organizational goals through operational auditing.

MBA632 Global Economic Environment **3 Credits**

Economics helps managers acquire a broader understanding of the factors that influence the demand for a firm's product. Knowledge of economics also equips the manager to deal with events that are external to the firm such as waves of consumer and business confidence and changes in monetary, fiscal, and trade policies. Managers who understand how markets work at the firm, industry and global economy levels are well prepared to make decisions in a dynamic environment.

MBA636 Quantitative Research Methods for Business **3 Credits**

Strategic decisions in organizations must be based in part on information that is subject to cross-verification and validation. This course introduces students to the methods, strategies, and analysis options available to business researchers. Emphasis will be given to methodological foundations of correlative and experimental research designs including hypothesis testing, sampling methods, and statistical analyses.

MBA640 Marketing Philosophy and Management **3 Credits**

Marketing has evolved in recent years from a mere function of the organization to a business philosophy permeating all levels of the organization. An important objective of organizations is to satisfy the needs of existing and potential customers by meeting or exceeding expectations. In order to accommodate consumer needs efficiently, an organization must recognize the potential consumer (segmentation and targeting), and tailor the design, price, promotion and placing of offerings to most optimum levels.

MBA646 Entrepreneurship **3 Credits**

This course provides the student with a broad-based understanding of the process of entrepreneurship. The student will acquire the knowledge and skills in starting a new enterprise and growing/expanding that enterprise. The course will assist the student to gain a comprehensive understanding of the dynamic environment of entrepreneurship and have an entrepreneurial mindset to take advantage of new business opportunities. It will offer students the opportunity to learn from local entrepreneurs who will come in as guest speakers to share their experiences and provide networking opportunities. Topical areas to cover in this course include: foundations of entrepreneurship, ethics and social responsibility, creativity and innovation, conducting a feasibility analysis and designing a business model, crafting a business plan and building a solid strategic plan, developing marketing plans, creating a successful financial plan, managing cash flow, choosing sources of financing: Equity and Debt, and building a new venture team and planning for the next generation

MBA647 Innovation, New Products & Services, & E-Commerce 3 Credits
The viability of a business entity is based in part on its ability to innovate by marketing new products and/or services to accommodate rapid changes in tastes, technology, and competition and E-Commerce distribution. The innovation concepts will include breaking free from tradition, while thinking outside the box, and the emerging technological trends necessary to be competitive in E-Commerce. Students will also be introduced to the new product processes of idea generation, consumer research and R&D interface, concept and product testing, product launch, and product life-cycle management.

MBA648 Equine Entrepreneurship 3 Credits
This course will provide students with a comprehensive understanding of entrepreneurship within the equine industry. Students will explore the process of creating and managing successful equine businesses, covering topics such as business planning, marketing, finance, and management. This course will emphasize hands-on learning through case studies, guest speakers, and practical assignments. Required for the specialization in Equine Entrepreneurship.

MBA650 Topics in the Legal and Ethical Environment of Business 3 Credits
This course examines current topics related to business law and ethics, including international issues. Topics are covered through a discussion of cases, and business situations, including legal, ethical, social, and philosophical aspects. A "big picture" understanding of how legal and ethical issues affect managerial decision- making is stressed.

MBA651 Equine Law and Ethics 3 Credits
This course will give students an in-depth understanding of equine law and ethics. The course will focus on the legal and ethical issues surrounding equine activities, equine welfare, and the equine industry. Students will explore various topics, including liability, contracts, insurance, property rights, and animal welfare. They will also develop a strong foundation in the principles of ethical decision-making within the equine industry. Required for the specialization in Equine Entrepreneurship.

MBA/CJM652 Criminal Justice Administration 3 Credits
Upper-level course. Address the structure and function of the judicial system and the major problems and needs of the judicial segment of the criminal justice system. The course will examine the history, traditions and philosophy of the American court system. Emphasis will be placed on the roles of the prosecutor, the judge, the defense attorney, the jurors, the defendants and the public. The course will focus on the general themes of law on the books, law in action and law in controversy. Major emphasis is placed on the basic concepts of criminal law and administration Course content will include an overview of the structure and operation of the court system with special emphasis on the Florida Court System. *Pre-requisite:* Introduction to Criminal Justice

MBA/CJM653 Qualitative Methods in Criminal Justice 3 Credits
This course provides an introduction to qualitative research methods and how they are often applied in the study of crime and justice. Qualitative methods includes a wide variety of challenging techniques such as participant observation, ethnography, interviewing, field interviews, historical analysis, case studies, and textual analysis. The course will explore these various techniques as well as the uses, strengths and limitations of qualitative research. In addition, the course content will include designing, conducting, and writing up qualitative research. Finally, the process of grounded theory construction is explored.

MBA/CJM655 Ethics in Criminal Justice **3 Credits**

An intensive examination of different ethical and moral issues/dilemmas that we face within and outside of criminal justice systems when dealing with people who either work for or come contact with the system. Emphasis will be on exploration of ethical/moral issues related to crime, criminal justice practice, education, and research.

MBA/CJM656 Advanced Victimology **3 Credits**

This course is designed to introduce students to the field of victimology and explores its conceptual boundaries, basic concepts and literature within various subareas. The course will explore policy developments and practical applications which stem from the concern over victims. The progression from a criminal to a victim justice system will be emphasized.

MBA/CJM657 Criminal Justice Practicum **3 Credits**

Because criminal justice is an applied discipline, an important feature of the program is the three credits ten-week Practicum. This part of the program is designed to give personal and direct experience; it also offers the student opportunity to put his or her theoretical knowledge obtained via the course work from the MBA and CJM courses to work at a criminal justice agency. Students will work on a criminal justice management related problem identified by the administration of a criminal justice agency and provide them with a copy of the final project once completed at the end of the semester. Such placements include, inter alia, federal agencies, police departments, state or county probation/parole offices, state attorney general offices, district courts, juvenile court, district attorneys' offices, public defenders' offices, bail agencies, medical examiners' offices, private security firms, private investigation firms, insurance companies, crime victims' centers, prisons, and detention centers. While the Chair of the CJM program will maintain an Agency Database to assist students in locating an appropriate position, it is the student's responsibility to apply for and obtain employment with an approved criminal justice agency. The CJM program has a detailed Practicum Policy which the student is expected to read and understand, and with which the student must comply. Because the Practicum is a requirement for all criminal justice management majors, students should familiarize themselves with the Practicum requirements before becoming criminal justice management majors.

MBA/CJM659 Strategies in Criminal Justice **3 Credits**

Students will explore the development and design of strategic planning to provide the competence to develop a strategic plan for a criminal justice agency. Strategic planning will be contrasted to tactical planning and intuitive planning. The strategies for future thinking, visioning, organizational values, environmental concerns, stakeholders and forecasting will be studied. Study and research will focus on the philosophy, theory and application of strategic planning in criminal justice agencies.

MBA662 Financial Decision Making **3 Credits**

This course explores the advanced theoretical concepts and practical applications associated with corporate finance in general and specifically on capital budgeting and the long-term financing of investment alternatives. Under the assumption of an environment of capital rationing, a particular emphasis is placed on improving decision making through the integrated application of the many aspects of the capital budgeting process to include forecasting relevant after-tax cash flows, applying a cost of capital to assess project viability and planning to maintain an ideal capital structure while seeking the maximization of shareholder wealth.

MBA670 Integrative Approaches to Sporting Events **3 Credits**
This course is designed to provide students with an understanding of the essential promotion and marketing strategies vital in the competitive business of conducting and managing sporting events. Students will develop comprehensive marketing plans, fund-raising campaigns and generate corporate sponsorship proposals utilizing the latest trends and methods used in the business world today. Topics to be covered include marketing theory and relationships to the sport industry, industry segmentation, marketing mix and strategies, sponsorship, licensing, and marketing research as it applies to marketing to the sport consumer, a sporting venue or sporting event.

MBA671 Analysis of Legal & Political Aspects **3 Credits**
To achieve a broad-based understanding of what is essential to function in sport business, it is imperative that today's sport manager is cognizant of the legal and political impact in the decision-making process. Emphasis will be placed on legal theories, responsibilities, risk management, as well as the law as it relates to politics and how working with local, state, and federal leaders can affect the structure, development, organization, and delivery of sport facilities, venues, and events.

MBA672 Sport Governance and Policy **3 Credits**
This course is designed to introduce sport business management students to the various theoretical perspectives relating to governance theory and consider the relevance of these to the sport industry. The course examines various aspects of sport governing bodies and the organizations they oversee, including their structure, policy development, and the ethical issues behind their decisions. Students will critically analyze different segments of the sport industry and analyze the role of policy in sport governance.

MBA675 Management & Leadership Theory **3 Credits**
Effective leadership and management practices are critical to the success of sport business. In this course, students will develop these important skills by examining how leadership styles impact the formulation of effective strategies and policies for sport managers in organizing and directing sport businesses, events, and programs. *Special emphasis will be placed on such areas as: policy development, negotiations, labor relations, conflict resolution, organizational culture/behavior, leadership theory, decision-making, problem-solving, and overall organization effectiveness.*

MBA676 Strategic Management in Sport Business **3 Credits**
The course integrates sport and business concepts from the students' graduate background into applied analysis for developing strategies to meet today's sport business challenges. As sport business management becomes more complex, data-centric, and highly scrutinized, managers must be able to formulate strategies, make informed decisions and thoroughly understand the impact of those decisions on the stakeholders within the organizational environment. To better understand the impact management strategy and decision making have on business outcomes, the course incorporates interactive business stimulation.

MBA681 International Finance & Investments **3 Credits**
This course examines the management of financial aspects of a firm in a global environment. Topics to be considered include foundations of international financial management, foreign exchange, purchasing power parity, exchange rate risk management using futures and forwards, management of transaction, economic, and translation exposure, world financial markets and institutions, foreign direct investment,

and international capital budgeting. In addition, concepts of international investing will be covered, including theories and instruments used in the development of international investment portfolios.

MBA682 International Business & Management 3 Credits
This course provides students with an understanding of the unique and dynamic environment in which international business transactions are negotiated. By stressing the global benefits of international business, students will be able to see how an organization's understanding of the global business environment plays a prominent role in the success of their individual enterprises on an international level. In addition, consideration of the interaction of differing economic systems, government systems and policies, political risks, exchange rate risks, etc. will be considered.

MBA683 International Logistics and Supply Chain Management 3 Credits
International trade is driven by international logistics and the provision of the global supply chain. The course attempts to help students understand how global supply chain management is linked to the marketplace, distribution networks, procurement activities and overall ability to operate in a global infrastructure.

MBA684 Travel Experience in International Business 3 Credits
Students will gain valuable experience expanding and enriching their skills through a faculty led international travel experience. In addition to the travel component, this course will require students to perform outside research related to business conditions in the country and region which are to be traveled to and provide written reports containing graduate level insights detailing their experiences.

MBA687 Accounting Practicum 3 Credits
An accounting or tax project that provides the student with professional career-related experience. It is designed to synthesize knowledge and direct it toward the investigation of a specific accounting problem. The consulting project will be considered and staffed according to student and client needs. This project is chosen from among those provided from accounting and corporate sponsors.

MBA688 Human Behavior in Organizations 3 Credits
This course examines the principles and practices pertaining to human behavior and organizational development. Motivation and leadership issues are studied as they impact the organization and the individual; in turn, the characteristics of individuals and group dynamics are considered as they impact organizational performance. Specific topics relate to micro and macro-organizational behavior.

MBA689 Global Strategy 3 Credits
The competition in a global industry for sources and markets strongly influences the corporate performance of multinational firms. This requires development of global strategy to direct them. The course aims to enhance understanding of how concepts from marketing, finance, logistics, global scale economies and management of diversity, among others, are used to create a competitive advantage. (Ideally) The course uses an interactive, international corporate simulation to help the student develop global strategy.

MBA690 Strategic Thinking in Organizations 3 Credits
Through this capstone course, the student uses a process of strategic planning by drawing together the knowledge from various functional areas of an organization to enhance analysis of business in profit

and non- profit settings. The course examines the vast array of strategic management tools that enable managers to evaluate traditional and contemporary strategies in an attempt to develop a strategic planning process. This course emphasizes the interacting and diverse interests of shareholders, managers, customers, employees, and the broader societal stakeholders of the organization. Finally, the role of politics and leadership style are examined in the implementation of strategy.

MBA691 & 692 Practicum I & II: An Integrated Consulting Project 6 Credits
A two-term project that provides students with professional career-related experience. It is designed to synthesize knowledge and direct it towards the investigation of a specific business problem. This is not an internship, but an actual consulting project staffed according to client needs and student skills. Projects are chosen from problems that sponsors request students to solve. *To continue in MBA692 a minimum grade of "B" is required in MBA691

MBA693 Business Simulation I 3 Credits
This course is an introduction to the SmartSims MikesBikes-Advanced strategic management simulation. This course emphasizes learning the core functional areas of business—marketing, operations, product development, finance, and strategy—through a hands-on, immersive simulation environment. Students will work individually to explore how various decisions impact company performance, develop cross-functional thinking, and gain fluency in interpreting financial and market data. The goal of MBA 693 is to build a strong foundation in business simulation mechanics and strategic decision-making, preparing students for the team-based challenges of MBA 694.

MBA694 Business Simulation II 3 Credits
This course builds on the foundational knowledge developed in MBA 693 by placing students into competitive teams to run their simulated companies in a dynamic, multiplayer environment. Students will apply advanced business strategy, data analysis, and critical thinking as they collaborate to make decisions under uncertainty. Emphasis is placed on teamwork, leadership, and long-term planning. Through the competitive nature of the simulation, students will refine their ability to assess internal and external factors, respond strategically to market changes, and deliver value to stakeholders in a fast-paced, collaborative setting.

MBA695 Sport Business Management Simulation I 3 Credits
This course introduces students to the MikesBikes-Advanced strategic management simulation through the lens of the sport industry. This course emphasizes the development of core business competencies—such as marketing, operations, product development, finance, and strategic planning—while exploring their application in sport-related enterprises. Working individually, students will gain hands-on experience managing a virtual company in a competitive market. The goal of MBA 695 is to establish a strong foundation in simulation mechanics, business analysis, and strategic thinking in preparation for team-based execution in MBA 696. Students are encouraged to draw connections between simulation decisions and real-world practices in sport business, such as sponsorship, fan engagement, branding, and operational efficiency.

MBA696 Sport Business Management Simulation II 3 Credits
This course builds on the knowledge and skills developed in MBA 695 by moving students into a team-based, competitive environment where they will manage their simulated company with a sport business mindset. Students will collaborate to develop and implement strategic plans, respond to dynamic market

forces, and lead their firm toward long-term success within a framework that mirrors the complexities of the sport industry. The course emphasizes leadership, data-driven decision-making, and cross-functional collaboration—key competencies in managing organizations such as professional sport franchises, intercollegiate athletic departments, sport apparel brands, and event operations firms. Students are expected to evaluate opportunities and challenges that reflect the realities of the sport business sector, including market segmentation (e.g., fan bases), innovation in product development, brand positioning in a saturated marketplace, stakeholder engagement (e.g., sponsors, media, athletes), and financial sustainability amid competitive pressure.

MBA697 International Business Survey **3 Credits**

This virtual capstone course provides students with a comprehensive understanding of international business environments, focusing on the challenges and opportunities of operating in a globalized economy. Through a series of structured virtual experiences, students will explore different countries, regions, and industries without the need for travel. They will conduct in-depth research on business conditions, market dynamics, and cultural influences in a selected country, comparing and contrasting these with U.S. business practices. Throughout the course, students will apply critical business analysis tools such as SWOT, Porter's Five Forces, PESTLE, and industry-specific operational analyses to evaluate how businesses in the chosen country perform relative to their U.S. counterparts. Additionally, students will develop graduate-level insights, producing detailed written reports that reflect their understanding of global business strategies, market entry challenges, and operational efficiency across diverse economic environments. This course emphasizes research, critical thinking, and strategic decision-making, equipping students with the analytical skills necessary for leadership in international business.

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Mr. Rex Yentes

Mr. Omar DeJesus

UNIVERSITY ADMINISTRATION

OFFICE OF THE PRESIDENT

Blackett, Rodrick *(2026),* ***Chief Financial Officer***
MBA - University of Phoenix
BA – University of Florida

Dancy, Linda *(2012),* ***Executive Assistant to the President***
BSBA - Webber International University
AA - Polk State College

Marquez, Nelson (*2015),* ***University President & CEO***
EdD - Nova Southeastern University
MLA-Management, Harvard University
MS - Nova Southeastern University
BS - University of the Philippines

Murray, Nichole *(2019),* ***Chief Academic Officer***
DrPH - University of South Florida
MPH - Florida State University
MSW – Florida State University
BSW – Florida State University

Niethammer, Brad *(1993),* ***Athletics Director***
MBA - Webber International University
BS - Appalachian State University

Reaves, Kenneth *(2024)*, ***Vice President, Student Affairs & University Operations***
DMin - Southwestern Baptist Theological Seminary
MDiv - Southwestern Baptist Theological Seminary
BS - Trinity International University
AA - Miami Dade College

Reis, Ryan *(2022),* ***Executive Director of Advancement and External Relations***
MBA – Keiser University
BA – University of South Florida

ADMINISTRATION AND STAFF

Amundson, Lee A. *(2019),* ***Administrative Assistant to Academic Dean***
BBA - University of Texas at Austin

Boggess, Catherine *(2014),* ***Payroll and Benefits Administrator/DSO***
MBA - Webber International University
BS - Warner University

Coleman, Rebecca P. *(2016),* ***Admissions Counselor***
MBA - Webber International University
BA - Warner University

Coomes, Autumn *(2023),* ***Admissions Counselor***
MBA - Webber International University
BA - Warner University

Crowder, Hannah *(2025),* ***Librarian, Learning Commons Director***
MLIS – Louisiana State University
BS - Troy University

Denton, Pamela *(2024),* ***Financial Aid Counselor***
MBA – Webber International University
BA - Saint Andrews University

Harris-Page, Carla *(2025),* ***Executive Director Academic Records & Financial Aid Services***
PhD – Capella University
MA – Marygrove College
BA – Marygrove College

Henry, Joshua *(2023),* ***Director of Financial Aid***
BA- Warner University

Jones, Seth *(2026),* ***Assistant Registrar***
BA – Webber International University

Kaw, Darlene *(2011),* ***Accounts Payable***
AS – Casco Bay College

Kayworth, Billie Lynn *(1992),* ***Admissions Counselor***
BS - Webber International University
AS - Polk Community College

Kelley, Kim *(2025),* **Bookstore Manager**

Lee, Triniti *(2024),* ***Financial Aid Counselor***
MBA – Webber International University
BA - Webber International University

Marquez, EdanJarlo J. *(2022)* ***Associate Vice President for Institutional Effectiveness and Research***
PH.D. – University of Hong Kong
M.Sc. – Universiti Brunei Darussalam
BS – University of the Philippines

Mobley, Bobby L. *(2021),* ***Admissions Counselor***
MEd - Southeastern University
MAML - Southeastern University
BA - Southeastern University

Neal, Ashley *(2020),* **Business Office Processor**

O'Neal, Alicia *(2009),* ***Campus Operations Director***

Murray, Nichole *(2019)* ***Webber International University, Chief Academic Officer***
DrPH – University of South Florida
MPH – Florida State University
MSW – Florida State University
BSW – Florida State University

Pizarro, Ana (2024) ***Career Services Director***
EdD Candidate – Liberty University
MS – Walden University
BA – University of Puerto Rico

Reis, Ryan *(2022),* **Director of Annual Fund and Alumni Affairs**
MBA – Keiser University
BA – University of South Florida

Rosius, Davius *(2016),* ***IT - Director of Information Technology***
MS – Western Governors University
BA – Polk State College
AS – Everest University

Sanders, Katey *(2022),* ***Student Account Manager***
MBA – Webber International University
BS – Webber International University

Taylor, Maggie *(2001),* ***Director of Human Resources/PDSO***
MBA – Webber International University
BS - Webber International University

Thompson, Jennifer *(2023),* ***Financial Aid Counselor***

Yentes, Matt *(1991),* ***Director of Maintenance***
BS – Webber International University

FACULTY

Aaron, Tom (*2002), **Associate Professor*** — ***Sport Business Management Program Director***
PhD - Florida State University
MS - Florida State University
BS - University of Evansville

Abuathareh, Anita *(2022)*, ***Assistant Professor*** — ***Occupational Therapy Assistant Program Director***
OTD – Mountain University
MS – Florida International University

Barone, Peter *(2013), **Professor*** — ***Criminal Justice Management Program Director***
Ph.D. - Capella University
JD - St. Thomas University School of Law
MS. - St. Thomas University School of Graduate Studies
BS - Thomas Edison University
AS - County College of Morris

Barreto Acosta, Edward (2022), ***Assistant Professor*** — ***Occupational Therapy Academic Fieldwork Coordinator Assistant***
MS – University of Florida
BA – Warner University
AS – Keiser University

Behrendt, Marc *(2021), **Associate Professor*** — ***Biology***
Ph.D. – Ohio University
M.ED.- Muskingum University
BS – Wittenberg University

Crowder, Hannah *(2025), **Assistant Professor*** — **Librarian, Learning Commons Director**
MLIS - Louisiana State University
BS - Troy University

David, Ian (*2000), **Assistant Professor*** — ***Hospitality & Tourism Management Program Director***
MSc - University of Surrey, England
BSc - University of West Indies, Bahamas
CAMLA **-** Certified Instructor American Hotel & Lodging Assoc.

Davis, Linda (*1998*), ***Assistant Professor*** — ***Computer Information Systems Program Director***
DBA - Argosy University
MBA - Florida Southern College
BS - Webber International University

Day, Tim *(2026), **Assistant Professor*** — ***English***
MA – Arizona State University
MS – Lubbock Christian University
BA – Amber University

Farchmin, Eileen (*2003), **Professor*** — ***Sport Business Management***
PhD - Florida State University
MS - Eastern Kentucky University
BA - Transylvania University

Fening, Fred *(2007), **Professor*** — ***Management Les Reagin Professor of Strategic Mgmt Program Director***
DBA - Argosy University
MBA - University of Hull, UK
MS - Amberton University

Harris, Gregory *(2022) **Assistant Professor*** — ***Psychology Program Director***
MS – Troy State University
BA – University of Central Florida

Iantorno, Luke *(2021) **Assistant Professor*** — ***General Education Department Chair***
PhD - Texas Tech University — ***English***
BA - University of California, Berkeley

Lender, Shannon *(2024) **Assistant Professor*** — ***BSN Program Director***
MSN – Herzing University
ADN – Clearfield Lockhaven University

Logsdon, John *(1986), **Associate Professor*** — ***Accounting***
MS - University of Central Florida
BS - University of Florida
AA - Polk Community College
CPA - State of Florida
CMA/CFM - Institute of Certified Management Accountants

Mark, Marisa (*2000), **Assistant Professor*** — ***English***
MA - Texas Tech University
BA - Texas Tech University

Maslanka, Christopher *(2026) **Assistant Professor*** — ***English***
PhD – University of Wisconsin
MA - University of Toronto
BA – Colgate University

Murray, Nichole *(2019), **Associate Professor*** — ***Chief Academic Officer; Health Service Administration Program Director***
DrPH - University of South Florida
MPH - Florida State University
MSW – Florida State University
BSW – Florida State University

Murray, Philip (*1992), **Professor***
PhD - Iowa State University
MS - Iowa State University
BA - The University of Pittsburgh

Economics, General Business Studies Program Director

O'Leary, Georgie *(2005), **Assistant Professor***
MS - University of Central Florida
MS - Florida State University
BS - Florida Southern College

Mathematics

Peters, Darian *(2025) **Assistant Professor***
DBA Sports Administration – St. Thomas University
MBA Sports Administration – St. Thomas University
BS – Florida State University

Sports Performance, Health & Fitness

Pizarro, Ana (2024) ***Career Services Director***
EdD Candidate – Liberty University
MS – Walden University
BA – University of Puerto Rico

Career Development
Psychology

Rosenvald-Moore, Anne *(2012), **Assistant Professor***
DBA – National University
MBA – Webber International University
MFA - Goddard College
BA - Architect, Estonian State University of Arts

Art and Humanities

Ryals, Shannon *(2021**), Assistant Professor***
MS - University of South Florida
BS - Florida Gulf Coast University
AS - Polk State College

Associate Dean, College of Health Professions and Sciences and the School of Education Teacher Education Program Director

Ruff-James, Hazel *(2024), **Assistant Professor***
DNP – Old Dominion University
MSN – Hampton University
BSN – Hampton University
AND –Thomas Nelson Community College
LPN – Riverside School

BSN Clinical Coordinator

Weber, Ron *(2010), **Assistant Professor***
MA - Keller University
MA - Webster University
BA - Missouri Southwest State University

Marketing Program Director

White, Tonya *(2017)*, ***Associate Professor***
DBA - Argosy University
MBA - Webber International University

Associate Dean, College of Business Undergraduate and Graduate Studies
Associate Professor of Marketing
Webber Worldwide Division Chair

Wiseman, Timothy *(2021),* ***Associate Professor*** ***Accounting / Finance Program Director***
DBA – University of Sarasota/Argosy University
MBA – City University (Seattle)
Graduate Certificate in Computer Information Technology--Regis University
JD – University of Illinois
BA – Illinois College

Zimmer, Erin *(2022),* ***Assistant Professor*** ***Sports Performance, Health & Fitness Program Director***
MS – American Military University
BS – Wesley College

ADJUNCT FACULTY

Acevedo, Julio *(2025)* ***Education***
EdD – Capella University
MBA – University of Turabo
BA – University of Puerto Rico

Ball, Brandon, *(2025)* ***Criminal Justice***
MBA/CJM – Saint Leo University
BA – Warner Southern College
AA – Polk Community College

Blank, Alex *(2025)* ***Therapeutic Horsemanship***
MS – Florida State University
BA – St. Louis University

Cool, Rachael *(2025)* ***Education***
MA – Florida Gulf Coast University
BS – Warner University

Cornett, Hailee *(2022)* ***Health Services Administration***
MPH – University of Florida
BA – University of Florida

Day, Amanda *(2025)* ***Nursing***
PhD – Trident University International
MSN – University of Phoenix
BSN – University of Phoenix
ASN – Western Kentucky University

Drayer, Sara *(2025)* ***Education***
MS – Mercyhurst University
BA – Mercyhurst University

Flournoy, JaNicion *(2024)* ***Health Services Administration***
MBA – Saint Leo University
BS – Florida A&M University

Freeman, Wayne E. *(2025)* ***Business***
Ph.D - North Carolina State University
MBA – Duke University
BS - University of North Carolina

Goodman, Nicole *(2025)* ***Psychology***
MEd. – Grand Canyon University
BA – Warner University

Green, Brittany *(2023)* ***Psychology***
EdD – University of Cumberlands
MA – Niagara University
BA – Niagara University

Patrice Green-Ewart *(2025)* ***Psychology***
MS - Southeastern University
BS - Palm Beach Atlantic University

Green, Robert *(2026)* ***Science***
Ph.D - University of South Carolina
MS - Purdue University
BS - Morehouse College

Greer, Angela *(2024)* ***Nursing***
MSN – Chamberlain University
BSN – Chamberlain University

Gregorova, Marketa *(2006)* ***Mathematics***
MBA - Webber International University
Med - Technical University of Liberec

Howe, Paul *(2017)* ***Management***
PhD - Capella University
MS – Rochester Institute of Technology
BS – Rochester Institute of Technology

Jackson, Christopher *(2025)* ***Business***
MS – Central Michigan University
BS – University of South Florida

Johnson, Amber *(2026)* ***Education***
Ed.D. – Florida State University
Ed.S. – Florida State University
MBA – Webber International University
BS - Webber International University

Johnson, Bryan *(1992*) ***Music***
MMEd - University of Southern Mississippi
BMEd - University of Southern Mississippi

Johnson, Gwendolyn *(2026)* ***Business***
MBA – Warner University
BA - Warner University

Joyner, Ralph *(2023)* ***Sports Performance, Health Fitness***
PhD – Trinity International University
DC – Life University
MS – Life University
BS – Florida A&M University

Kellam, Laura *(2025)* ***Equine***
Doctor of Veterinary Medicine - Virginia Tech
BA – Virginia Commonwealth University

Lochrane, Kimberly *(2025)* ***Education***
MS - University of Central Florida
BA – University of Florida

Marquez, EdanJarlo J. *(2022) Associate Vice President for Institutional Effectiveness and Research* ***Science***
PH.D. – University of Hong Kong
M.Sc. – Universiti Brunei Darussalam
BS – University of the Philippines

McCoy, LaQuitta *(2024)* ***Nursing***
MSN– Florida International University
BSN– Bethune Cookman College

Morrison, Melissa *(2022)* ***Psychology***
MS – Temple University
BA – Franklin University

Moss, Lyndsey *(2025)* ***Business***
Ph.D - University of Cumberlands
MBA – St. Andrews University
BA - St. Andrews University

Moye, Hayden *(2022)* ***Science***
PhD – Auburn University
MS – Georgia Southern University
BS – Valdosta State University

Padgett, Stacie *(2024)* ***Education***
MS – Walden University
BA - University of Central Florida

Perry, George *(2024)* ***Biology***
EdD – West Virginia University
MS – West Virginia Wesleyan College
BA – West Virginia Wesleyan College

Pizarro, Ana (2024) ***Psychology***
EdD Candidate – Liberty University
MS – Walden University
BA – University of Puerto Rico

Reis, Ryan (2022) ***FYE and Honors***
MBA – Keiser University
BA – University of South Florida

Ruble, Alisha *(2026)* ***Education***
Ed.D – Liberty University
MaED – Liberty University
BA - University of South Florida

Shieh, Charles *(2009)* ***Science***
PhD - Florida Institute of Technology
MS - State University of New York at Stony Brook
BS - National Taiwan Ocean University

Simpson, James *(2025)* ***First Year Experience***
MA – Weber International University
BA – Webber International University

Standridge, Emilee *(2025)* ***Equine***
MBA - St. Andrews University
BA - St. Andrews University

Stegman, Tina *(2026)* ***Education***
MS - American College of Education
M.Ed – American College of Education
BS - Warner Southern College

Stewart, Johnny *(2021)* ***General Education***
DIT (ABD) - Capella University
MS – Capella University
BS – Webber International University

Teague, Michael *(2024)* ***Criminal Justice***
MBA – Capella University
BA – Trinity Babtis College

Van De Car, Ida ***(2025)*** ***Mathematics***
PhD — University of Central Florida
MS — University of Central Florida
BS — University of Central Florida
AA — Seminole Community College

Williams, Krystal *(2025)* ***English***
MA – University of Minnesota
BA – University of Houston

Wiseman, Patricia *(2014)* ***Economics***

DBA - Argosy University
MA - University of Phoenix
BA - Warner Southern College

Yarbrough, Melissa *(2025)* ***Therapeutic Horsemanship***

MA - University of South Florida
BS - Purdue University

ATHLETICS

Burdick, Christopher (2019), *Head Men's Lacrosse*
MA- University of Delaware
BA- University of Delaware

Campo, Luis *(2025),* Head Men's Beach Volleyball Coach
BS – Universidad Pedagógica Experimental Libertador

Drake, Taylor (2026), *Sports Information Director*
MBA- University of The Cumberlands
BA- Bryan College

Farchmin, Eileen (2003), *Asst. Director of Athletics Compliance/ NAIA Senior Women's-Leader*
BS-Transylvania University
MS-Eastern Kentucky University
PHD-Florida State University

Hooker, Dustin (2026), *Head Women's Soccer Coach*
BS-John Brown University

Ill, Hawley *(2025), Head Women's Softball Coach*
MBA-Southern New Hampshire University
BS-Southern New Hampshire University

Johnson, Caitlyn *(2026)*, *Head Bowling Coach*
MBA-LSU-Shreveport
BS- Webber International University

Johnson, Collin *(2026)*, *Head Women's Flag Football Coach*
BS- Warner University

Kardok, Ryan *(2026)*, *Head Men's Basketball Coach*
Master of Arts-University of Miami
BS- University of South Florida

Lustosa, Luiz (2025), *Head Men's Indoor Volleyball*
MBA- Warner University
BS-Universiade Salgado de Oliveira- Universo

Martin, Collin *(2019), Head Baseball Coach*
MBA - Webber International University
BS - Webber International University

Mejia, Bryan (2025), ***Head Men's Soccer Coach***
MBA- Webber International University
BS -Webber International University

Morrell, Grady *(2011),* ***Head Women's Basketball Coach***
BS - Franklin University

Niethammer, Brad *(1993),* ***Director of Athletics***
MBA - Webber International University
BS - Appalachian State University

Portrey, Nate ***(2025), Head Strength and Conditioning Coach***
BS- Eastern University

Reid, Nadia ***(2025), Head Women's Beach Volleyball Coach***
BS – Webber International University

Rivera, Audrye (2025), ***Head Women's Indoor Volleyball***
MBA-Warner University
BS-Elms University

Rutledge, Gabriel (*2020), Head Men's Basketball Coach*
MBA – Bob Jones University
BS – Webber International University

Potochney, Eric ***(2021), Head Football Coach***
MBA – Webber International University
BA – Webber International University

Scheller, Tristan (2024), Head Weightlifting Coach/Asst. Strength and Conditioning Coach
BS-Ithaca College

Simpson, James ***(2014), Assistant AD of Event Management*** **/Director of Cross Country**
MBA - Webber International University
BS-Webber International University

Stuart, Winsby ***(2020), Head Women's & Men's Golf Coach***
MBA – Webber International University
BA – Webber International University